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POLYTECHNIC OF ŠIBENIK

DEPARTMENT OF MANAGEMENT

PROFESSIONAL UNDERGRADUATE STUDY OF TOURISM MANAGEMENT

Erasmus+ Course Catalogue

Academic year 2020-2021

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Šibenik, April 2020

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Course list

	Component		
Professor	code	Course	ECTS
Beljo I.	146563	Financial mathematics	6
Mečev D.	B-70	Principles of economics	6
Radić Lakoš T.	202205	Enviromental management in tourism	4
Sladoljev J.	201943	Hotel organization and reception operations	6
Šišara J.	187571	Marketing in tourism	6
Crnica G.	129813	Businss English I	3
Perišić A.	140751	Business statistics	6
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Sladoljev J.	140742	Management	6
Mečev D.	BO36	Public sector economy	4
Radić Lakoš T.	NC01	Use of DDD and HACCP in hotel industy	3
Vukičević A.	NC02	Business organization	6
Gaćina N.	187576	Nutrition in tourism	4
Gaćina N.	NC03	Food safety in tourism	3
Crnica G.	129818	Business German I	3
Crnica G.	129818	Business German II	3
Crnica G.	140746	Business German III	3
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Full Course Curriculums

1. GENERAL INFORMATION									
1.1. Course lecturer	Ivana Beljo	1.8. Course code in ISVU	201135						
1.2. Course title	Financial mathematics	1.9. Course code in MOZVAG							
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+30+0+0)						
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate Professional Study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , course materials an	re on-line, 0%					
1.5. Course status (obligatory, optional)	Obligatory	2							
1.6. Year of study	1 st	1.13. Modernization	Yes						
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %						
2. COURSE DESCRIPTION									
2.1. Course objectives		heoretical knowledge: lls of the analytical way of thinking, and the logical way of conclud pasic concepts of financial mathematics with appropriate economic a							
2.2. Terms of course entry and required competences	4 year secondary education complete	d; qualification level 4.2 according to the CROQF.							
2.3. Learning outcomes on the study programme level	LO 4: To collect, calculate and graphically display statistical data from the field of economics and business by using advanced sofware tools and further comment and analyze them. LO 5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations. LO 7: To interpret business and financial reports and propose solutions to improve financial performance and profitability. LO 10: To interpret, solve and / or graphically present solutions in the fields of maths, statistics and information technology and apply their methods and techniques in analyzing economic problems by using advanced sofware tools.								
2.4. Expected learning outcomes on the course level	Learning outcomes accroding to the	ne Bloom's taxonomy: (up to two verbs per LO)		Level of LO: 1- remembering, 2- understanding, 3- application, 4-analysis,					

						5-evalu 6-synth						
	1. 7			4, 3								
	2.	2. To differentiate arithmetic and geometric sequences and perform basic sequence operations.										
	3.	To examine the properties of basic econor	mic function	s and comment on them.			4,4					
		4. To solve the problems of a simple and compound interest account.										
	5.											
	6.	Го make a loan repayment schedule		4								
	Cons	structive allignement	Γ									
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation		Time					
	1.	Introduction into the course and detailed plan.	-	Listen to lectures. Work independently on computer, get to know course content and elearning documents.	-		2 h					
	2.	BasicEconomicAccounts.Percentageandpermilleaccount.The triple rule.Division account.	1	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams students elect the appropriate economic account and apply to the problem from the economic practice.		6 h					
	3.	Sequences Arithmetic and Geometric Listen to lectures and read literature. In colloquium or written and oral exams			4 h							
2.5. Course content according to detailed curriculum schedule	4.	Economic Functions. Demand and Supply Function.	3	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams students know how to define economic functions, sketch a graph of functions, and examine the demand and supply variability		4 h					
	5.	Elasticity. Equilibrium.	3	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams s know how to define and calculate the equ of functions, solve the elasticity of supply demand functions.	ilibrium	4 h					
	6.	Economic Functions. Revision for colloquium. Colloquium.	1, 2, 3	Write the colloquium.	-		40 h					
	7.	Simple Interest Account. Anticipative and Decursive Interest Calculation.	4	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams s know how to define and solve the tasks of interest account.	students f a simple	4 h					
	8.	Compound Interest Account.	4	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams s know how to define and differentiate the interest account, solve the tasks of a comp interest account.	type of pound	4 h					
	9.	Interest rates. Conformal and Relative interest rate.	4, 5	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams s know how to define and differentiate the rate, and choose the appropriate method of transforming the nominal interest rate into conformal or relative one.	interest of	4 h					

	10. Pro	enumerando and postnumerando esent and Final Value. Perpetual nuity.	4,5	Listen to lectures The exercises den solve tasks. Solve		In colloquium or written and oral ex know how to calculate and interpret the examples with periodic payment	the elements in	4 h
		oan. Repayment model of the loan.	6	Listen to lectures The exercises den solve tasks. Solve		In colloquium or written and oral ex know how to calculate the loan accorrepayment models with equal annuit with equal repayment quotas and ag and make a loan repayment schedulo	ording to the ties, models reed annuities,	4 h
	12. Lo	oan. The conversion of the loan.	6	Listen to lectures The exercises den solve tasks. Solve		In colloquium or written and oral ex know how to calculate the loan after conversion, and make a loan repaym	the loan	4 h
	1 1 1 1	oan. Combined loan repayment odel.	6	Listen to lectures The exercises den solve tasks. Solve		In colloquium or written and oral ex know how to calculate combined loa and make a loan repayment schedule	an repayment	4 h
	14	oan. Revision for colloquium. olloquium.	4,5,6	Write the colloqu	ium.	-		40 h
	15. Re	evision		Listen to lectures	and read literature.	-		40 h
3. EVALUATION OF STUDENTS	` WORK							
3.1. Students` obligations	at least 70%. Students w fro fro ex m Students ca	nce with the Regulations on Studyin Part-time students are required to at the have during the course achieved: om 0 - 24,9% ECTS credits- are rate om 25 - 49,9% - are assessed by F2 straordinary exam period; ore than 50% - students have the rig an take the final exam from the cou- on in classes and through two colloque	tend classes of F (unsucce X (insufficient ht to take the urse in two w	at least 50%. All essful) and canno nt) and must pas e final exam. ways: a) during t	students are requi ot obtain ECTS cre s the written exan he course of teach	red to carry calculator and for edits, and must re-enroll in the n (test). Written exam (test) ca ning through continuous monit	mulae list. next academic an be held in a	e year; a regular or
	Attendance	e 0,5	Written exa	am 3,	5 (without colloqu	ia) Project		
3.2. Monitoring student work (enter	Experimen	tal work	Research			Practical work		
the share of ECTS credits for each activity so that the total number of	Essay		Report			Continuous examination	0,5	
ECTS points corresponds to the credit score of the course)	Colloquiun	n 3,5 (without written exam)	Seminar pa	per		Other		
	Class activ	ity 0,5	Oral exam	1		Other		

3.3. Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as: 1. Attending classes and exercises 60 hours 2. Preparing colloquia or exams through individual work 120 hours									
4. GRADING SYSTEM										
4.1. Grading seminar papers										
	Uı	nsatisfactor	y		Satisfactory				Above average	
4.2. Grading colloquia/ written and oral exam	Responds by mer understanding. D basic terms and c how to apply or e course with exan	Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			t Observes th content of the terms and co	Knowledge is at the level of analysis, synthesis and evaluation. Observes the principles, accurately and thoroughly explains the content of the material, and logically connects and explains the terms and concepts supported with examples. Finds solutions tha were not originally given. Notes correlations with related material.				
		1	70-74,9% of a	attendance	75-79,9% of a	ttendance	80-89,9% of	attendance	90-100%	of attendance
	Active course attendance		2 poir	its	5 points		10 points		20	points
					3		4			5
4.3. Final grade according to evaluation elements	Colloquia/ Written exam		50-64,	9% 65-7		9%	80-89,9%		90-	-100%
			25 poi	nts	30 poi	nts	35 points		40	points
	Oral exam		2		3		5	5		5
	Oral exam		25 poi	nts	30 points		35 points		40	points
4.3. Final grade according to		knowle competence	tage of acquired ledge, skills and ces (teaching + final exam)		Numerical grade ECTS g		grade			
absolute division			$\frac{0-100\%}{0-89.9\%}$		xcellent) ery good)	A				
			5 – 79,9%) – 64,9%	3	(good) isfactory)	(I				
) — 64,9%) — 59,9%		isfactory)	I				
5. ADDITIONAL COURSE INFOR	RMATION									
5.1. Compulsory literature (available in the library and via other media)	Šorić K., Zbirka	zadataka i	z matematike s	Title	ı ekonomiji. Ele	ement, Zagreb	, 2011. (selec		Number of copies in the library 7	Availability via other media

	chapters)						
	Šego B., Lukač Z., Financijska matematika, Udžbenici Sveučilišta u Zagrebu, Zagreb, 2011(selected	5					
	chapters)	5					
	Teaching material and exercises						
5.2. Additional literature (at the	Babić Z., Tomić Plazibat N., Poslovna matematika, Ekonomski fakultet Split, 2003 (selected chapters)						
moment of changes and/or amended	Babić Z., Tomić N., Aljinović Z., Matematika za ekonomiste, Ekonomski fakultet Split, 2004 (selected c	hapters)					
of study programme)	Harshbarger R.J., Reynolds J.J., Mathematical Applications for the Management, Life and Social Science	es, Houghton Mifflin Co	mpany, Boston,				
	2004. (selected chapters)						
	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping						
5.2 Quality assures with dathet	track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework,						
5.3. Quality assurance methods that	information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their						
ensure the acquisition of	rights and obligations as well as the methods of work and the required literature.						
knowledge, skills and competences	Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of						
	student employment, surveys from employers and Alumni association.						
	It is the responsibility of each student to be regularly informed about the course, the coursework, and the	e classroom activities. A	Il notices of classes				
5.4 Informing shout the second	or possible adjournment will be published in a timely manner on the e-learning site of the course and on the website of the Polytechnic. Students can						
5.4. Informing about the course and	contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during						
contacting the teacher	class. It is also possible to ask questions by e-mail (from the official e-mail address at @ vus.hr), which y	will be answered as soon	as possible (no later				
	than five working days after receiving the e-mail).						

1. GENERAL INFORMATION ABOUT THE SUBJECT									
1.1. Title	Principles of economics	1.8. ISVU course code	В-70						
1.2. Lecturer	Dijana Mečev, PhD, s. lec.	1.9. MOZVAG course code							
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(45+15+0+0)						
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%						
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	1.						
1.6. Study year	1 st	1.13. Modernization	yes 🗆 no						
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 % □						

2. COURSE DESCRIPTION	
2.1. Course objectives	The main objectice of the course is to ensure students have the ability to understand main economic relationships and processes from different areas of real economic issues.
2.2. Terms of course entry and required competences	Four-year high school education completed; having a qualification at level 4.2

	LO1: 7	To apply and link economic terms in more complex	written and ora	l communication in Croatian and foreign l	anguages.				
	LO2: To organize and lead team work, and critically judge the opinions and attitudes of team members.								
2.3. Learning outcomes on the	LO3: T	To individually and responsibly search relevant liter	rature for reachi	ng solutions and conclusions in Croatian a	nd foreign languages.				
study programme level	LO5: 7	To use planning, organizing, management and contr	rol methods on J	practical examples, analyze the problem an	d propose appropriate solutions to problem situation	18.			
	LO6: 7	To analyze and link basic concepts and apply content	nt related to the	area of economics, management, accounti	ng, and finance.				
		To analyze offer and resources (in organization, e al, regional and local levels, compose development			ount changing environment and using key business i	ndicators at the global,			
	Lear	ning outcomes towards Bloom's taxonor o two verbs per LO)				LO Level: 1. Recapture, 2. Understanding, 3. Application, 4. Analysis, 5. Evaluation, 6. Synthesis			
2.4. Expected learning outcomes on the course level	1	. To demonstrate knowledge and understanding problem of scarcity.	of course conte	nt by defining and describing basic concep	ots of economics as a science that addresses the	1, 1			
	2	. To analyze economic trends using supply and		s.		4			
	3. To analyze consumer behavior regarding product demand.								
	4. To explain how input markets work.								
	 To calculate and interpret different measures of macroeconomic activity, such as gross national product, inflation and unemployment To analyze the business cycle by analyzing aggregate demand and aggregate supply. 								
	 To analyze the business cycle by analyzing aggregate demand and aggregate suppry. To link fundamental economic principles and insights, their overall nature and appearance, and similarities and differences. 								
	Constructive alignment								
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed			
.5. Course content according to	16.	Introduction into the course and detailed plan.	-	Listen to lectures. By working independently on a computer, they are introduced to the course content and the documents on the e-learning page of the course.	-	2 hours			
detailed curriculum schedule		Introduction to economics.	1	Listen to the lecture and read the literature, write homework.	In colloquium or written and oral exams they can define and describe the basic economic concepts; explain the circuit diagram and its application and the law of diminishing returns.	10 hours			
	17.	Supply and demand. How do markets work?	1, 2	Listen to the lecture and read the literature. Individually or in pairs solve case studies, discuss on the exposed topic. Solve exercises.	In colloquium or written and oral exams they can define supply / demand and analyze the impact of individual variables on supply and demand curves				
	18.	Elasticity and its application.	1, 2	Listen to the lecture and read the literature. Solve exercises.	In colloquium or written and oral exams they can define supply / demand elasticity and analyze its application.	10 hours			

19.	Demand and Consumer Behavior.	1, 2, 3	Listen to the lecture and read the literature. Individually or in pairs solve case studies. Solve exercises.	In colloquium or written and oral exams they know how to define the utility and paradox of value and explain their application.	10 hours
20.	Production and business organization.	1	Listen to the lecture and read the literature, discuss on the exposed topic.	In colloquium or written and oral exams they know how to define the term and forms of enterprise and describe the economic characteristics of large and small enterprises. They can explain the law of diminishing returns, and calculate and interpret marginal and average products.	8 hours
21.	Cost analysis.	1	Listen to the lecture and read the literature. Solve exercises.	In colloquium or written and oral exams they can define types of costs. They know how to calculate and interpret marginal, average, fixed, variable and total costs. They know how to use cost curves in business analysis.	10 hours
22.	Perfect competition. Market failure.	1, 2, 7	Listen to the lecture and read the literature. They use multimedia and network. Individually or in pairs solve case studies. Solve exercises.	In colloquium or written and oral exams they know how to define perfect competition, analyze the income of companies in the market of perfect competition. They know how to determine the point of enterprise closing down. They can list and explain market failures.	12 hours
23.	Monopoly	1, 2, 3, 7	Listen to the lecture and read the literature. They discuss on the exposed topic. Solve exercises.	In colloquium or written and oral exams they know how to define a monopoly and explain causal factors driving. They know how to calculate and interpret the total, average and marginal revenue of monopolists. They know how to use the demand curve to analyze monopolist profit maximization. They know how to distinguish between monopoly and perfect competition.	10 hours
24.	Oligopoly and game theory. Monopolistic competition.	1, 2, 3, 7	Listen to the lecture and read the literature. They use multimedia and network. They discuss on the exposed topic. Individually or in pairs solve case studies.	In colloquium or written and oral exams they know how to define an oligopoly and explain causal factors driving. They know how to determine Nash Equilibrium in the oligopoly market. They can define monopolistic competition. They know how to distinguish the behavior of companies in the monopolistic competition in the short term from the behavior in the long term.	8 hours
25.	Input Markets.	1, 2, 3, 4	Listen to the lecture and read the literature. They discuss on the exposed topic. Solve exercises.	In colloquium or written and oral exams they know how to define and explain factors of production (inputs). They know how to analyze the impact of individual variables on labor market supply and demand curves. They know how to explain the impact of unions and collective bargaining on wages and employment. They can think critically about the reasons for the existence of wage differences and the justification for rent payments. They know how to calculate and interpret the present value of a capital good.	12 hours

		1								
	26.	The State and the Economy.	7		Listen to the lecture and read the literature. They use multimedia network. They discuss on the e topic	ia and exposed	explain the reaconsider ways developments. choice theory a	or written and oral exams they can sons for state intervention, criticall of state intervention in economic They are able to explain public nd the majority paradox.	y 6 hours	
	27.	Income distribution and poverty.	4,7		Listen to the lecture and read the literature. Student explore the coord this topic area by searching the database.	content d the a	define poverty and interpret G	or written and oral exams they can and its forms, explain Lorenz curv ini coefficient. They can explain equalities occur.	e 6 hours	
	28.	Basic concepts of macroeconomics.	1, 5		Listen to the lecture and read the literature. They discuss on the exposed topic. Solve exercises.	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	able to define (and explain the calculate and in GDP deflator, cate. They are of GDP as a meas unemployment		12 hours	
	29.	Aggregate supply and demand. The financial market and a money issue. Central Banking and Monetary Policy.	2, 6, 7	7	Listen to the lecture and read the literature. They discuss on the exposed topic. Solve exercises.	e u s. r k i	use the aggregation and the aggregation of the aggregation of the analytic analytic analytic and the aggregation of the aggrega	or written and oral exams they can the supply and aggregate demand ze fluctuations in the economy. The alculate and interpret the extent of thiplier. They can explain the role of etary policy in the economy.	an 14 nours	
	30.	Concluding Considerations / Repetition preparation for the exam.	and		Listen to the lecture and individent preparation for the exam.	idual			38 hours	
3. EVALUATION OF STUDEN	T WO	RK								
		ordance with the Book of Rules and the Ru and at least 50% of lectures.	ilebook on Stude	ent Asses	ssment and Evaluation: for all reg	egular student	ts attend at lea	st 70% attendance. Part-time stude	nts have the oblig	gation
3.1. Students` obligations	Students who have during the course achieved: E = E = 0, 24.0% ECTS are divergent in the course and ECTS are divergent and must be applied in the part academic years								vd;	
	Studen b) duri	ts can pass the final exam in two ways: a) ng the course (active participation in the le	during the cours essons, solving c	se throug ase studi	ies) and passing the exam (writte	en and oral e	xam).	lessons, solving case studies and	bassing three colle	oquia);
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total	Attend	ance 0,5		Writte	n exam colloc reliev	y submitting a oquiums the s ved of an wri nination)	student is	Project		

number of ECTS points	Experimental work		Research			Practical work	
corresponds to the credit score of the course)	Essay		Report			Continuous examina	ation
	Colloquium	5 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper			Other (inscribe)	
	Class activities	0,5	Oral exam	1 (by submi colloquiums relieved of a examination	s the student is an oral	Other (inscribe)	
	The student's workload of <i>Commitment</i>	on all bases amounts to 1 E	CTS point for 30 hours of	work per ser Hours (estin		estimated as:	
	1. Attending classes			60			
3.3. Student workload	2. Concluding Cons	iderations / Repetition and prepar	ration for the exam.	120			
4. GRADING							
4.1. Seminar paper grading							
	F	Poor	Satisf	ying		Ab	ove average
4.2. Colloquium / exam grading	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.		Reproduces basic terms, we new knowledge, understand the terms and the notice examples.	nds subject matter, explains		evaluation. It observes thoroughly explains th logically links and exp that it encapsulates. Fi	evel of analysis, synthesis and s legitimacy, accurately and ne content of the subject, and plains the terms and concepts ind solutions that are not e is a correlation with
4.3. Creating a final grade	Active participation in the	70-75% of attendance	76-86% of atte	ndance	87-100	% of attendance	Created mental map. Solved case study.
according to evaluation	lessons	2 points	4 points			7 points	3 points
elements	Seminar paper	2	3			4	5

		5 points	3		7 points	8 point	S		10 points
		2		3		4			5
	Colloquium / written exam	n 50-64,99	50-64,9%		5-79,9%	80-89,9	%		90-100%
	exam	27 point	S	:	33 points	39 poin	ts	4	45 points
		2			3	5			5
	Oral exam	27 point	S		33 points	39 poin	ts	4	45 points
4.4. Creating a final grade according to absolute allocation		Percentage of adopted knowledge, skills and competences (teaching + final exam) 90 – 100% 80 – 89,9% 65 – 79,9% 60 – 64,9% 50 – 59,9%	Numeron 5 (exce 4 (very 3 (ge 2 (suff 2 (suff	ellent) good) ood) icient)	ECTS grade A B C D E				
5. ADDITIONAL INFORMAT	TION ABOUT THE	E COURSE							
5.1. Compulsory literature	Title						Number of copi library		Availability via other media
(available in the library and through other media)	1. Samuelson, F	P. A. i Nordhaus, W. (2007). Eko	i Nordhaus, W. (2007). Ekonomija, 18th edition, Zagreb: Mate d.o.o.						
5.2. Additional literature (at the moment of changes and/or amended of study programme)		Polovina, S. i Medić Đ. Š. (2002). Osnove ekonomije: priručnik za studij ekonomije. Zagreb: Medinek. Mankiw N.G. (2006). Osnove ekonomije. Zagreb: Mate d.o.o. (chapters 2,3, 4, 5, 6)							
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	classes and provided info of their work. Students v	work quality and the acquisition formation on students` progress the will be informed about their rights urance system: Student survey, m	rough short colless and obligations	oquiums and hou as well as the m	nework, information for the reaction of the reaction of work and the reaction of the reaction	further guidance to stude equired literature.	ents will be provided	d in order to	increase the efficiency

5.4. information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).
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1. GENERAL INFORMATION ABOUT THE SUBJECT									
1.1. Title	Environmental management in tourism	1.8. ISVU course code	202205						
1.2. Lecturer	Tanja Radić Lakoš, MSc, s.lec.	1.9. MOZVAG course code							
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+0+15+0)						
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%						
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	4.						
1.6. Study year	1 st	1.13. Modernization	yes 🗆 no						
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 % □						

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal is to provide students with theoretical knowledge and case studies: • Understand the principles of natural resource management in general and tourism in particular; • Understand problems in their own environment (in the tourism sector and / or in the work environment) so that they can independently handle the environment in a way that minimally affects the state and components of the environment in terms of sustainable development; • Learn to recognize the damage that tourism or business systems stakeholders can cause to natural ecosystems;

	Apply the learned content of this course in business practice.				
2.2. Terms of course entry and required competences	Four-year high school education completed; having a qualification at level 4.2				
	LO3. To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign langu	ages			
	LO5. To use planning, organizing, management and control methods on practical examples, analyze the problem and propose approproblem situations	priate solutions to			
2.3. Learning outcomes on the study programme level	LO10. To develop team and interpersonal teamwork skills, master communication skills and presentation skills of set topics and tash projects, seminars) using advanced software tools for document creation, presentation and budget implementation	ks (case studies,			
	LO14. To support and apply: ethical principles, principles of environmental protection, as well as legal regulations and norms that are applicable to information technologies				
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 7. Recapture, 8. Understanding, 9. Application, 10. Analysis, 11. Evaluation,			
		12. Synthesis			
	1. Demonstrate knowledge and understanding of course content by defining and describing basic concepts in ecology and environmental protection				
2.4. Expected learning outcomes on the course level		12. Synthesis			
2.4. Expected learning outcomes on the course level	protection 2. analyze and compare the relationship between man and his environment in the contemporary context of tourism and society development in	12. Synthesis 1, 1			
	 protection 2. analyze and compare the relationship between man and his environment in the contemporary context of tourism and society development in general 3. set an example and interpret the impact of tourism on natural ecosystems and environmental components (air, water and sea, soil, flora and fauna), and 4. use measures to reduce the negative impacts of tourism on the environment, 	12. Synthesis 1, 1 4, 2			
	protection 2. analyze and compare the relationship between man and his environment in the contemporary context of tourism and society development in general 3. set an example and interpret the impact of tourism on natural ecosystems and environmental components (air, water and sea, soil, flora and fauna), and	12. Synthesis 1, 1 4, 2 2, 3 2, 3			
	 protection 2. analyze and compare the relationship between man and his environment in the contemporary context of tourism and society development in general 3. set an example and interpret the impact of tourism on natural ecosystems and environmental components (air, water and sea, soil, flora and fauna), and 4. use measures to reduce the negative impacts of tourism on the environment, 5. comment and critically evaluate the actions of tourism stakeholders as well as responsible experts in accordance with the principles of 	12. Synthesis 1, 1 4, 2 2, 3 3			

2.5. Course content according to detailed curriculum schedule	Constructive alignment
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No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	Introduction to the course and a detailed performance plan	-	Listen to the lecture. On seminary teaching, by independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	2 hours
31.	Ecology and environmental protection. Fundamental ecological principles	1, 6, 7	Listen to the lecture and read the literature.	At the colloquium or the written and oral exam they define the basic ecological terms. They describe the role of ecology as a science, describe the difference between ecology and environmental protection, define the role of Darwin. They know how to sketch and explain population growth in an ecosystem relative to environmental capacity. They know how to list, distinguish and give an example of an environmental factor. They know how to define and describe the role of macro-elements in the environment and their cycles and to explain the role of humans in cycles. They know how to describe the role of solar energy in ecosystem functioning, enumerate members of the food chain and differentiate organisms with respect to trophy.	6 hours
32.	Man and the environment. Tourism and the environment. Contemporary environmental problems	1, 6, 7	They listen to a lecture and read literature. In seminary classes, individually, in pairs or in Socratic triplets, they create a mental map and solve case studies, showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and ideas, discussing problems.	At the colloquium or the written and oral exam they can define what environmental degradation is and how it occurs, give an example of environmental degradation, analyze and conclude how environmental degradation occurs and compare how tourism causes environmental degradation. They know how to give an example of contemporary environmental problems. A mental map created. Solved case study	6 hours
33.	Sustainable development. Global Sustainable Development Goals	1, 6, 7	They listen to a lecture and read literature	At the colloquium or the written and oral exam they define the concepts of environmental and nature protection, sustainability and sustainable development. They analyze the approach to the use of natural resources at the end of the 20th century and distinguish between technocentric and ecocentric approaches. They describe the historical evolution of the concept of sustainable development up to the Rio de Janeiro Conference and compare it with the Millennium Goals and the Global Sustainable Development Goals.	4 hours
34.	Urbanization. Environmental consequences of urbanization. Spatial planning. Urban tourism.	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature.	At the colloquium or the written and oral exam they can explain the concept and consequences of urbanization and give an example of reducing the negative effects of urbanization on the environment.	4 hours

35.	Demographic expansion. The consequences of demographic expansion on the environment. Mass tourist developments.	1, 5, 6, 7	Listen to the lecture and read the literature.	At the colloquium or the written and oral exam they can explain the concept and consequences of demographic expansion and give an example of reducing the negative effects of demographic expansion on the environment	4 hours
36.	Agriculture and environmental pollution. Agribusiness and agritourism. Rural tourism.	1, 3, 5, 6, 7	Listen to the lecture and read the literature.	At the colloquium or the written and oral exam they can compare the environmental impact of agriculture in the second and third revolution, define and describe the green revolution, the factors of the green revolution, give an example of the environmental impact of agrochemicals, critically evaluate and offer the most acceptable solution.	6 hours
37.	Industry and Environmental Pollution. Energy requirements. Energy efficiency in the tourism sector	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and Internet.	At the colloquium or the written and oral exam they know how to compare traditional and modern industrial production and its environmental impact in terms of consumption of natural resources, human and machine engagement. Know how to define and describe types of fossil fuels and RES and choose and comment on the most environmentally friendly solution, know how to define and describe eco-efficiency, analyze and compare energy consumption in the tourism sector in historical and contemporary context, propose and use measures to reduce energy consumption and increase energy efficiency , to critically judge the best solution.	6 hours
38.	Waste management. Waste management in tourist destinations	1, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and Internet.	At the colloquium or the written and oral examination, they can define and describe the types and origin of waste, select and comment on the most environmentally friendly waste management solution, sketch the waste management hierarchy and critically judge the most suitable solution. They can describe the process of awarding the Ecolabel	6 hours
39.	Development of transport and transport infrastructure and their environmental impact. Noise in the environment. Light pollution. Connection: environment-traffic- tourism.	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and Internet.	At the colloquium or the written and oral exam they can describe and critically judge the most environmentally friendly form of transport, analyze this choice in the historical and contemporary context of transport technology, give an example of the environmental impact of road, air and rail transport. They know how to define and describe the basic concepts of noise pollution, list the sources of noise, predict the effects of noise on human health and propose measures to reduce noise. They know how to describe the concept of light pollution.	6 hours
40.	Environmental Components: Air. Climate change, global warming, greenhouse effect, ozone depletion.	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and Internet. In the course of the seminar,	At the colloquium or the written and oral exam they can define and describe the basic concepts of air pollution, enumerate and distinguish between	8 hours

		Mountain tourism		they individually explore the content of this topic area by searching the database, and on the basis of it and the read literature, create a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In the group work on seminar teaching, the brainstorming method and the discussion method on the topic are applied.	natural and anthropogenic sources of air pollution, anticipate the effects of polluted air and the consequences of phenomena such as: greenhouse effect, global warming, climate change, acid rain, ozone depletion, analyze the impact of air pollution on the atmosphere, human health, wildlife and material heritage. Seminar paper created and presented (using computer programs independently).	
	41.	Environmental Components: Water. Water Consumption and Pollution. The role of water in tourism.	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and Internet. In the course of the seminar, they individually explore the content of this topic area by searching the database, and on the basis of it and the read literature, create a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In the group work on seminar teaching, the brainstorming method and the discussion method on the topic are applied.	At the colloquium or written and oral exam they can define and describe the basic concepts of water pollution and degradation, enumerate and distinguish between natural and anthropogenic sources of water pollution, predict the dynamics of water pollution along roads and propose measures for mitigation and / or remediation. Seminar paper created and presented (using computer programs independently).	8 hours
	42.	Environmental components: sea. Coastal degradation and impact on marine ecosystems. Nautical tourism	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and Internet. In the course of the seminar, they individually explore the content of this topic area by searching the database, and on the basis of it and the read literature, create a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In the group work on seminar teaching, the brainstorming method and the discussion method on the topic are applied.	At the colloquium or written and oral exam they can define and describe the basic concepts of marine pollution and degradation, enumerate and distinguish between natural and anthropogenic sources of marine pollution, explain and critically evaluate the quality of sea at bathing beaches, predict the dynamics of sea pollution by ballast water and propose measures to mitigate and / or remediate, be able to explain the importance of seagrass for the Adriatic Sea ecosystem. Seminar paper created and presented (using computer programs independently).	8 hours
	43.	Environmental components: soil. Soil degradation, deforestation, desertification. Remediation. Extreme tourism.	1, 2, 3, 4, 5, 6, 7	They listen to a lecture and read literature. In the course of the seminar, they individually explore the content of this topic area by searching the database, and on the basis of it and the read literature, create a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In the group	At the colloquium or written and oral exam they can define and describe the basic concepts of soil pollution, enumerate and distinguish between natural and anthropogenic soil pollutants, anticipate the consequences of phenomena such as: erosion, desertification, deforestation, analyze the impact of tourism on habitat fragmentation and propose mitigation / remediation measures. Seminar paper created and presented (using computer programs independently).	8 hours

					work on seminar teachi brainstorming method a discussion method on the applied.	and the			
	44.			1, 2, 3, 4, 5, 6, 7	They listen to a lecture literature. In the course of the sem individually explore the this topic area by search database, and on the bar read literature, create a that presents the acquir and presents their own i ways to solve problems work on seminar teachi brainstorming method a discussion method on th applied.	inar, they content of sing the sis of it and the seminar paper ed knowledge ideas, and . In the group ng, the und the	can define and protection, prot areas of nature, between indivi- parks and park significant prot Croatia and the protection. The importance of f economic, ecol critically judge Seminar paper	um or written and oral exam they describe the basic concepts of natur tected natural values and protected they can explain the difference dual protected categories (nature s of nature) and enumerate tourist ected areas in the Republic of see enjoying international legal y can explain the role and forest and wetland ecosystems in ogical and aesthetic terms. They can the role of nature in tourism. created and presented (using rams independently).	8 hours
	45.	Concluding Consid Repetition and Exa			Listen to a lecture and p individually for the exa		-		30 hours
3. EVALUATION OF STUDEN	T WO	RK							
3.1. Students` obligations	to atter Studen	 accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper. udents who have during the course achieved: From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year; From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period; More than 50% ECTS credits - students have the right to access the final exam of the subject. 							ary exam period; ng case studies,
3.2. Monitoring student work	Attend	ance		Writte	n exam	2 (by submittin colloquiums th relieved of an examination)	e student is	Project	
(enter the share of ECTS credits for each activity so that the total	Experi	mental work		Resea	rch			Practical work	
number of ECTS points	Essay			Repor	t			Continuous examination	
corresponds to the credit score of the course)	Colloq	uium	3 (by submitting both colloquiums the stude relieved of a written a oral examination)		ar paper	0,5		Other (inscribe)	

	Class activities	0,5	Oral exam	relieved of a examination	s the student is an oral 1)	Other (inscr	ibe)	
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as: Commitment Hours (estimate) 3. Attending classes 45 4. Creating and Presenting seminar paper 10 5. Preparation for the Colloquium / exam through self-study 65							
4. GRADING								
	Valuation Element	Poor		Satis	fying		Above a	iverage
	Organization		The paper is not organized in a logical order and its structure is lacking		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another	
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are lo with official terminology not appropriate, sentence modest vocabulary, and f repeated grammatical mis	. Writing style is s are too long, frequent and	e is terminology. The writing style is			Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Quoting and referencing	Sources are not specified references do not match t a superficial approach to	the topic and show	Sources are listed, but errors. The references the subject and show a attitude.	are appropriate	I withSourceforconsidersearchtheir	ces are accurate, stent. The reference	complete and nces are appropriate, comprehensive and
	Po	oor		Satisfying			Above avera	ige
4.2. Colloquium / exam grading	Give answer by memory, n Does not know and does n and concepts. Cannot appl of the course.	ot apply the basic terms	Reproduces basic terms, without diffinew knowledge, understands subject the terms and the notions that sexamples.		rms, without difficulty transfers erstands subject matter, explains notions that substantiate by evalu thoro logica that is origin		bserves legitimation between the serves legitimation between the content of the content between the serves are served as the serves are served as the serves are served as the serves are serves as the serves as the serves are serves as the serves as the serves as the serves are serves as the serv	
4.3. Creating a final grade according to evaluation	Active participation in the	70-75% of attendance	76-8	6% of attendance	ndance 87-100% of atter			reated mental map. Solved case study.
elements	lessons	2 points		4 points	7	points		3 points

		2			3 4			5		
	Seminar paper 5 points			s 7 poi		7 points	7 points 8 points		10 points	
			2			3	4		5	
	Colloquium / writte exam	en	50-64,9%	%	(55-79,9%	80-89,9	%	90-100%	
	exam		25 point	S		30 points	35 poir	ıts	40 points	
			2			3	5		5	
	Oral exam		25 point	S		30 points	35 poir	ıts	40 points	
4.4. Creating a final grade	Percentage of adopted knowledge, skills and competences (teaching + fin exam)		kills and ching + final	Numerou 5 (exce	0	ECTS grade		I		
according to absolute allocation		80 - 89, 65 - 79, 60 - 64,	90 - 100% 80 - 89,9% 65 - 79,9% 60 - 64,9% 50 - 59,9%		good) ood) icient) icient)	A B C D E				
5. ADDITIONAL INFORMAT	TION ABOUT TH	E COURSE								
5.1. Compulsory literature	Title							Number of copies in the library	Availability via other media	
(available in the library and through other media)	2. Radić Lakoš, T., Upravljanje okolišem, VUŠ, Šibenik, 2018.								Available On-line	
through other media)	3.									
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Müller, H. (2004). Turizam i ekologija. Masmedija, Zagreb. 5 2. Bilen, M. (2008). Turizam i okoliš. Mikrorad, Zagreb. 5 3. Tišma, S., Maleković, S. (2010). Zaštita okoliša i regionalni razvoj, iskustva i perspektive. Institut za 0 4. Botkin D., Keller, E.(2005). Environmental Science. Wiley. 0									
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	classes and provided in of their work. Students	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students' progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and								

5.4. information on the course	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).
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1. GENERAL INFORM	MATION ABOUT THE SUBJECT		
1.1. Title	Hotel organization and reception operations	1.8. ISVU course code	201943 146375
1.2. Lecturer	Jasmina Sladoljev , univ.spec. oec.	1.9. MOZVAG course code	B65b65-I
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30 + 30 + 0)
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	Level 1 - Materials Available Online, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	3.
1.6. Study year	3 rd	1.13. Modernization	□□yes □no
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20% □

2. COURSE DESCRIPT	TON
2.1. Course objectives	After completing the course, students will know how to classify a hotel, standards in a hotel by department, type of hotel with regard
	to ownership, how to set up an organizational structure, will know how to describe the main business processes of different departments in a hotel, will know how to form the price of a hotel service, make a calculation, make offer for a travel agency,

	conduct correspondence with a guest in foreign and Croatian language through software solutions, know how to act when a guest arrives at a hotel, calculate revenue based on forecasts, estimate the number of employees required given the complexity of the process on a daily basis at the hotel (kitchen department and households)								
2.2. Terms of course entry and required competences	Terms of the pis pass the exams with the second year of study								
2.3. Learning outcomes	1. Apply and link economic terms in complex written and oral communication in Croatian ar	id foreign languages							
on the study programme level	2. Organize and lead team work, and critically evaluate the opinions and attitudes of team sta	keholders							
	3. Independently and responsibly search the relevant literature for decision making and language	conclusion in Croatian and foreign							
	4. Collect, budget and graph economy and business statistics using advanced software tools a	-							
	5. Use planning, organizing, leading, and controlling methods using case studies and analyzing the problem								
	6. Analyze and integrate core concepts and apply content related to economics, management, accounting and finance								
	7. Develop team and interpersonal teamwork skills, master communication and case presentation skills (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation								
	8. Link basic concepts and apply content related to the field of law for drafting legal acts (contracts, regulations) related to the company or organization								
	9. Use software packages to manage business departments, processes, and organizations								
	10. Design and economically evaluate entrepreneurial ideas, events, projects, products and services in the team and present the same								
	11. Analyze the new roles of organizations, systems, processes, products and services and quality standards in the company and propose the valorisation of new trends in enterprises and organizations								
	 12. Analyze supply and resources (in organization, company, tourism, tourist destination) respecting the changing environment using key business indicators at global, national, regional and local levels, and develop development strategies to achieve competitiveness 								
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: Recapture, Understanding, Application, Analysis, Evaluation, Synthesis							
	1. explain and critically evaluate the basic concepts and characteristics of hotels, hotel management	2,5							

	2. develop a project	4, 6							
	3. analyze hotel env the cost of services the hote	6							
	4. draw up contracts agency and a service provid	nd a travel	3						
	5. making an offer f		gency		3				
	Constructive alignment								
	Thematic unit	IU course	Content / teaching method	Valuation		It takes time			
	Introductory lecture, introduction to the course and student obligations	1	They listen to a lecture. In the course of the seminar they are introduced to the course content and documents on the e-learning page of the course by working independently on a computer.	-		6 hours			
2.5. Course content according to detailed curriculum schedule	Catering, hospitality, hotel development Hotel industry - concept and characteristics;	1, 4	They listen to a lecture, solve case studies. They analyze objects from a group of hotels	At the colloquium or the written and oral exam they define and explain the basic concepts that occur in this whole; then they need to show and analyze the same on a concrete example		6 hours			
	Rulebook on the classification and categorization of catering establishments; Catering standards, classification and classification of hotel and restaurant establishments; Types of services and processes at the hotel	1, 4; 8, 12	Listening to a lecture, solving case studies, Creating a type of hotel service for various facilities in a group of hotels Browse and analyze forms for categorizing objects from a group of hotels	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.		8 hours			
	Ownership in hotel management, management, hotel manager; Hotel types and organizational structures	1, 2, 4, 8	Listening to a lecture, solving case studies, Defining services for a hotel business; Defining the number of rooms, type of age	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the		8 hours			

				presented problem and propose a solution to the same problem.	
	Quality in hotel industry; Hotel pricing policy ; forecasting	1, 2, 3, 6, 7, 8, 10, 12	Listening to a lecture, solving case studies, Pricing Hotel Services - a project	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	8 hours
	Functional organization of hotel business Hotel staff (work, jobs, hotel staff)	1,2, 3, 5, 6,7, 10, 12	They listen to a lecture, solve case studies; Creating organizational st r Uktur for the project; Call for proposals by type of business; Making a job application in a foreign language	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	8 hours
	Reception and accommodation of guests (reception functions and staff, sale of hotel services, reception, accommodation and records, functioning of the reception desk)	1,2, 4, 5, 6, 710, 11, 12	They listen to a lecture, solve case studies; They create a tourist arrangement in teams	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	10 hours
	Mode of operation of the food and beverage department (catering kitchen and its function, organization of space, equipment and inventory, work organization, kitchen administration, standards in the hospitality industry)	1, 2, 5, 7,9, 10, 11, 12	Listening to lectures, solving case studies, Designing organizational structures by departments in a hotel; Calculation of required number of workers according to workload and hotel needs	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	10 hours
	School trip	11,12	They perceive different forms of hotel business and come to a conclusion	they need to present and analyze an example, critically evaluate the problem presented, and suggest a solution to the same problem.	6 hours

Hotel Pr	rice Policy;	1, 2, 5, 7,9, 10, 11, 12	They listen to a lecture, solve case studies, Analysis of hotel prices in Croatia by location, type of hotel and category Analysis of hotel prices in the selected EU country by location, type of hotel and category	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
	he hotel; Types of ; Reservations	1, 2, 5, 7,9, 10, 11, 12	They listen to a lecture, solve case studies, Correspondence with guests; Correspondence with guests and travel agencies; Drafting of the contract	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
Reservat	Reservations		They listen to a lecture, solve case studies, Making an offer for an individual guest; Preparation of the offer for a travel agency in a language; Hotel occupancy forecast for example Reporting for the receptionist, director and hotel household	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	16 hours
Staffing departme	and jobs in the receiving ent	12, 5, 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, Estimation of the required personnel by example	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
Business	s result management	1, 2, 5, 7,9, 10, 11, 12	They listen to a lecture, Team Project Defenses Entering reservations into the program; calculation of	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and	12 hours

	Business result management; Conclud Considerations; Signat Colloquium		occupancy rate; Preparation o reports for the receptionist, director and hotel managemen based on all previous exercise Team project defense	example, critic presented prob solution to the At the colloqui oral exam they concepts that of unit, then they analyze the sar example, critic	ium or the written and define and explain the occur in this thematic should present and ne on a concrete ally judge based on the lem and propose a	6 hours			
3. EVALUATION OF S	FUDENT WORK					•			
3.1. Students` obligations	have the obligation to attend Students who have during th From 0 – 24,9% 1 From 25 – 49,9% extraordinary exa More than 50% E Students can pass the final e	 From 25 - 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period; More than 50% ECTS credits - students have the right to access the final exam of the subject. Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, solving case studies, making and presenting the seminar paper and project, passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting 							
3.2. Monitoring student	Attending classes	0.5		2 (no midterm)	Project	2			
work (enter the share of ECTS credits for each	Experimental work		Research		Practical work				
activity so that the total	Essay		Report		Continuous checking				
number of ECTS points corresponds to the credit	Kolokviji	3 (without written and oral exam)	Seminar paper		(other type)				
score of the course)	Teaching activities	0.5	Oral exam	1 (no midterm)	(other type)				
3.3. Student workload					1				
	Student workload on	all bases is 1 ECTS credi	t 30 semester hours and is estir	estimated as: Hours (estimated)					

	1. Attending classes 2. Creation of seminar work and pre- and presentation 3. Preparation for the midterm / examples			· · ·	60 60 60		
4. GRADING 4.1. Seminar paper grading	Valuation Element	Poor		Satisfying		Above average	
	Organization	The paper is not organiz a logical order and lack structure.	d lacks clear distinction between the introduction, the main body of the		n the distinction between the introduction, the main		
	Terminology, writing style	Words and expressions low in line with official terminology. The writing style is not appropriate, the sentences are too long, of a modest vocabulary and with frequent and repeated grammatical errors.		Words and expressions are in line with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and there are few grammatical errors.		Words and expressions are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citing and referencing references	The sources are not listed at all. The references do not fit the topic and show a cursory approach to exploring the topic.		The sources are listed but incomplete with errors. The references are relevant to the topic and show a satisfactory research attitude.		The sources are accurately, completely and consistently listed. The references are appropriate, their list is "rich" and comprehensive and shows a detailed research approach.	
4.2. Colloquium / exam grading	Poor		Satisfy	ving Above av		nverage	

	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.			new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.			Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.			
4.3. Creating a final grade according to	Active attendand	ce	70-75% attenda	nce	76-86% atte	ndance	87-100	% presence		ct asignment l case studies
evaluation elements			2 points		4 poin	ts	7	points		3 points
			2		3			4		5
	Seminar paper		5 points		7 poin	ts	8	points	1	0 points
			2		3			4		5
	Examination / Written examina	tion	50 to 64.9%		65 to 79.9%		80 t	80 to 89.9%		0-100%
	withen examina	uion	25 points		30 points		35	points	4	0 points
			2		3			5		5
	Oral part of the	exam	25 points		30 points		35	points	4	0 points
4.4. Creating a final		Percentage of acquired knowledge, skills and competences (teaching + final exam)		Number rating E		EC	CTS grade			
grade according to			90 - 100%		(excellent)		AND			
absolute allocation			80 - 89,9% 65 - 79,9%	4	(very good)		B C			
			65 - 79,9% 60 - 64,9%	2	3 (good) (sufficient)		D			
			50 - 59.9%		2 (sufficient) 2 (sufficient)		E			
5. ADDITIONAL INFO	RMATION ABO	UT TI	HE COURSE							
5.1. Compulsory literature (available in the library ar									Availabilit y through	

through other media)			other media					
	Galičić, V., Ivanović, S. Lapić, M., Hotelska prodaja i recepcijsko poslovanje, Fakultet za turistički i hotelski menadžment u Opatiji, Opatija, 2005.	2						
	Carev, D., Hotelska prodaja i recepcijsko poslovanje, VPŠ Libertas, Zagreb, 2015.	5						
	e-learning handout							
5.2. Additional literature (at the moment of changes and/or amended of study programme)	Prijia, D., Standardi u turističkom ugostiteljstvu, Visoka škola za turizam, 2003. Medlik, S., Ingram, H., Hotelsko poslovanje, Golden marketing, 2002. Berc Radišić, B., Cerović, Z., Cicvarić, A., i dr., Organizacija rada u hotelu, Sveučilište u Rijeci, Hotelijerstki fakultet Opatcija, 1994. Vrtiprah, V., Pavlić, I., Menadžerska ekonomija u hotelijerstvu, Sveučilište u Dubrovniku, 2005.		Da					
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	Quality control of students' work and the acquisition of necessary knowledge and skills will be ensured through interactive work. Keeping records of students' attendance and activity in the classroom and information obtained about student progress through the midterm will provide the information needed for further guidance to students in order to increase their work efficiency. Students will be instructed in their rights and obligations as well as working methods and required literature. Quality assurance system indicators: Student survey, monitoring of annual data with CES - on the annual student employment status, employer survey and Alumni Association.							
5.4. information on the course and contact with the teacher	It is the obligation of each student to be regularly informed about the course, the coursework and the classroom activities. All notice of classes or possible adjournment will be published in a timely manner on the e-learning site of the course and on the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions an explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at 0 vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).							

1. GENERAL INFORMATION ABOUT THE SUBJECT							
1.1. Title	Marketing in tourism	1.8. ISVU course code	187571				
1.2. Lecturer	Jelena Šišara, univ.spec.oec.	1.9. MOZVAG course code					
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(45+0+15+0)				
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%				
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	4.				
1.6. Study year	2 st	1.13. Modernization	▪ yes □ no				
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 % □				

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of the course is to acquaint students with the specifics of applying the marketing concept in tourism in order to apply the acquired knowledge and skills in a real business environment.

2.2. Terms of course entry and required competences	Admission requirements for the 2nd year of study				
2.3. Learning outcomes on the study programme level	LO1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign languages LO2: To organize and lead team work, and critically evaluate the opinions and attitudes of team stakeholders LO3: To independently and responsibly search relevant literature for decision making and conclusion in Croatian and foreign language LO10: To develop team and interpersonal teamwork skills, master communication and case study skills (case studies, projects, seminars) using advanced software tools for document preparation, presentation and budget implementation LO17: To develop a marketing plan for a tourism company and development activities, and propose tools for e-marketing in tourism				
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO) 1. To explain and critically evaluate the basic concepts and characteristics of marketing in tourism; 2. To analyze marketing strategies and to make them on concrete examples; 3. To analyze the marketing environment on a concrete example; 4. To design specific marketing activities that create value in accordance with the needs and desires of customers / clients. 5. To develop a marketing plan for a tourism company. 6. Based on the example provided, to critically evaluate marketing mix of a tourism company and to propose tools for e-marketing in tourism	LO Level: 13. Recapture, 14. Understanding, 15. Application, 16. Analysis, 17. Evaluation, 18. Synthesis 2, 5 4, 6 4 6 5,6 5,6			
	1. 2. 3. 4.				

2.5. Course content according to detailed curriculum schedule	Constructive alignment						
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed	
	46.	Introduction to the course and a detailed performance plan	-	Listen to the lecture. On seminary teaching, by independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	6 hours	
	47.	Understanding of marketing processes in tourism	1, 4	They listen to a lecture, solve case studies.	At the colloquium or the written and oral exam, they define the basic marketing concepts, explain	6 hours	

				the basic marketing concepts and marketing processes in tourism,	
48.	Features of tourism services	1, 4	They listen to a lecture, solve case studies, present a seminar paper, followed by a discussion	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	8 hours
49.	The role of marketing in strategic planning	1, 2, 4	They listen to a lecture, solve case studies, present a seminar paper, followed by a discussion	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	10 hours
50.	Development of marketing opportunities and strategies in tourism	1, 2, 4	They listen to a lecture, solve case studies, present a seminar paper, followed by a discussion	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	10 hours
51.	Marketing environment	1, 3, 4	They listen to a lecture, solve case studies, present a seminar paper, followed by a discussion	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	10 hours
52.	Marketing plan	1, 4, 5	They listen to a lecture, solve case studies, develop a marketing plan for a tourism company	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	12 hours
53.	Marketing Information System and Marketing Research, I. Colloquium	1, 4, 5	They listen to a lecture, solve case studies, develop a marketing plan for a tourism company	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	12 hours
54.	Markets of final consumption and consumer behavior	1, 4, 5	They listen to a lecture, solve case studies, develop a marketing plan for a tourism company	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	12 hours
55.	Market segmentation and market positioning	1, 2, 3, 4, 5	They listen to a lecture, solve case studies, develop a marketing plan for a tourism company	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on	15 hours

						the basis of the solution to the	presented problem and propose a same problem.	
	56.	Development of marketing mix in tourism: production and product management	1, 2, 3, 4, 5, 6	They listen to a lecture, studies, develop a mark a tourism company		define and exp thematic unit, t the same on a c	um or the written and oral exam they ain the concepts that occur in this hen they should present and analyze oncrete example, critically judge on presented problem and propose a same problem.	8 hours
	57.	Development of marketing mix in tourism: price and placement	1, 2, 3, 4, 5, 6	They listen to a lecture, studies, develop a mark a tourism company		define and exp thematic unit, t the same on a c	um or the written and oral exam they lain the concepts that occur in this hen they should present and analyze concrete example, critically judge on presented problem and propose a same problem.	8 hours
	58.	Development of the marketing mix in tourism: promotion	1, 2, 3, 4, 5, 6	They listen to a lecture, studies, develop a mark a tourism company		define and exp thematic unit, t the same on a c	um or the written and oral exam they ain the concepts that occur in this hen they should present and analyze concrete example, critically judge on presented problem and propose a same problem.	8 hours
	59.	Marketing management in tourism and destination marketing	1, 2, 3, 5, 6	They listen to a lecture, marketing plan	present a	define and exp thematic unit, t the same on a c the basis of the solution to the		15 hours
	60.	Final lecture, course signatures, II. colloquium		They listen to a lecture, marketing plan	present a	define and exp thematic unit, t the same on a c	um or the written and oral exam they ain the concepts that occur in this hen they should present and analyze concrete example, critically judge on presented problem and propose a same problem.	4 hours
3. EVALUATION OF STUDEN	T WO	RK						
3.1. Students` obligations	to atten Studen Studen semina	ordance with the Book of Rules and the Rulebook of nd at least 50% of lectures. All students must create the who have during the course achieved: From $0 - 24,9\%$ ECTS credits- is rated F (unsu- From 25 – 49,9% ECTS credits - is rated FX (More than 50% ECTS credits - students have t the can pass the final exam in two ways: a) during the appear and project, passing two colloquia); b) during the exam (written and oral exam).	e, present and po- uccessful) and c inadequate) and the right to acce ne course throug	continued of the second of the	nd must re-enrol the test (exam). bject. ndance (active pa	the subject in the A written exam of articipation in the	next academic year; can be held in a regular or extraordina lessons, solving case studies, making	ry exam period;
3.2. Monitoring student work	Attend	lance 1	Writte	en exam	2 (by submittin colloquiums the		Project 1	

(enter the share of ECTS credits for each activity so that the total				relieved of an written examination)				
number of ECTS points	Experimental work		Research		Pract	tical work		
corresponds to the credit score of the course)	Essay		Report		Cont	inuous examination		
	Colloquium	3 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	1	Other	r (inscribe)		
	Class activities		Oral exam	1 (by submitting both colloquiums the student is relieved of an oral examination)	Other	r (inscribe)		
3.3. Student workload	Commitment 6. Attending classes 7. Creating and Preser	nting seminar paper		0 hours of work per semester and is estimated as: Hours (estimate) 60 30				
	8. Preparation for the	Colloquium / exam through self	f-study	90				
4. GRADING								
	Valuation Element	Poor		Satisfying		Above average		
	Organization	The paper is not organize order and its structure is l				The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another		
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are low with official terminology. not appropriate, sentences modest vocabulary, and fir repeated grammatical mis	Writing style is s are too long, requent and	Words and phrases are aligned with terminology. The writing style is appropriate, the sentence structure i the vocabulary is appropriate and h grammatical errors.	is clear,	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.		
	Quoting and referencing	Sources are not specified references do not match th a superficial approach to	he topic and show	Sources are listed, but incomplete a errors. The references are appropria the subject and show a satisfactory attitude.	ate for	Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.		
4.2. Colloquium / exam grading	Po	or		Satisfying		Above average		

			not apply the basic term ply or explain the conte	nts the	the terms and the notions that substantiate by thorou logica that it origin				ation. It observes legitimacy, accurately and ighly explains the content of the subject, and lly links and explains the terms and concepts encapsulates. Find solutions that are not ally given. There is a correlation with ative subjects.		
	Active participation	in the	70-75% of atter	dance	76-86	% of attendance	87-100)% of a	tendance	Solved ca	se study and project
	lessons		2 points			4 points		7 point	S		3 points
	Seminar paper		2			3		4			5
4.3. Creating a final grade	Seminar paper		5 points			7 points		8 point	s		10 points
according to evaluation			2			3		4			5
elements	Colloquium / writt exam	en	50-64,9%		(55-79,9%	8	80-89,9	%		90-100%
	exam		25 points			30 points		35 poin	ts		40 points
	Oral exam		2			3		5			5
			25 points			30 points		35 poin	ts	40 points	
4.4. Creating a final grade according to absolute allocation		kno		5 (ex 4 (ver 3 (2 (su	ous grade cellent) ry good) good) fficient) fficient)	ECTS grade A B C D E					
5. ADDITIONAL INFORMAT	ION ABOUT TH	IE COU	IRSE								
5.1. Compulsory literature				Title					Number of co libra		Availability via other media
(available in the library and through other media)	1. Kotler, P., Bowen, J. T., Makens, J. C. (2010). *Marketing u ugostiteljstvu, hotelijerstvu i turizmu*. Mate, Zagreb								1		
through other media)	2. Kotler, P. (2001). *Upravljanje Marketingom, Analiza, Planiranje, Primjena i Kontrola*. Informator, Zagreb								3		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	3. Kotler, P.,	Armstrong	g, G. (2013). *Principles of	[°] Marketing*,	Prentice Hall, Bo	ston			0		

5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.
5.4. information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).

1. GENERAL INFORMAT	ION			
1.1. Course title	Business English 1	1.8. Course code in ISVU	129813	
1.2. Course lecturer	Goran Crnica, prof., pred. (lecturer)	1.9. Course code in MOZVAG		
1.3. Assistants and/or associates	-	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+15+0+0)	
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate professional study of management	1.11. Level of e-learning application (1st, 2nd, 3rd level), percentage of online course performance (max. 20%)	1st, course materials are on-line, %	
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2	
1.6. Year of study	1st	1.13. Modernization	yes 🗆 no	
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %	

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of the course is to develop language structures, lexis and grammar from the business English language at the intermediate and higher level. Special attention is given to perfecting the techniques of listening, reading, speaking and writing. Professional vocabulary should be mastered at an intermediate and higher level. The objectives also include the repetition and determination of basic tenses, the adoption of professional vocabulary related to the language of information technologies, as well as international and intercultural economic issues.

2.2. Terms of course entry and required competences	Four-year secondary education completed; possessing a Level 4.2 qualification according to the CROQF. Proficiency in English at minimum B1 level.	
2.3. Learning outcomes on the study programme level	LO 1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign language	
	LO 3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages	
	LO 10: Develop team and interpersonal teamwork skills, master communication skills and presentation skills for assigned topics and tasks (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation	
2.4. Expected learning outcomes on the course level (4-10	Learning outcomes according to Bloom's taxonomy:	LO level: 1 - memory, 2 - understanding, 3 - application, 4 - analysis, 5- evaluation, 6 - synthesis
learning outcomes)	7. To define and explain business English keywords	1,2
	8. To explain and apply correctly grammatical structures and vocabulary in the field of Business English	2,3
	9. To create independently and present content in the field of Business English	3
	 To analyse medium-sized professional texts and solve language tasks To argue critically the views expressed and express your own views on the topic of Business English 	4
	11. To argue critically the views expressed and express your own views on the topic of Busiless English 12. To use part of the Common European Framework of Reference for Languages (CEF) level B2 language competences to generate new ideas	6

	Cons	tructive alignment					
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed
2.5. Course content according to detailed curriculum schedule	61.	Introduction into the course	Students introduce themselves to each other in English	3,5,6	Students listen to the lectures. They work independently on the computer, inform themselves about the course content and eLearning documents. Students get to know each other in small groups, discuss the reasons for choosing their studies and explain what they expect from the studies. Group representatives present to their colleagues the similarities and differences in the reasons for choosing their studies. Students are introduced to the Polytechnic's Code of Ethics.	In the oral part of the final exam, you introduce yourself or your colleagues. They express their opinion about their own linguistic progress and point out the shortcomings and strengths.	3

62.	Companies; A matter of choice	Company structure	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The use of all language skills (listening, speaking, reading and writing) is recommended.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level B2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
63.	Grammar notes (present tenses)	Language check (present tenses)	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
64.	Leadership; when to terrorize talent	Reading, vocabulary, collocations	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The use of all language skills (listening, speaking, reading and writing) is recommended.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level B2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
65.	Past tenses	Language check (past tenses)	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
66.	Strategy; The big picture	Reading, vocabulary exercises	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The use of all language skills (listening, speaking, reading and writing) is recommended.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level B2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
67.	Grammar notes (future forms)	Career skills; Talking about your job	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam.	3

				certain topic and practice language	In the oral part of the final exam, students use	
				structures by formulating their own examples.	everyday examples to explain how to use certain grammatical structures.	
68.	Articles	Case study	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
69.	Pay; the rewards of failure Review 1	Vocabulary; multi- part words	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level B2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
70.	Grammar notes (present perfect)	Career skills; Getting things done	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
71.	Development; Prosperity or preservation	Vocabulary exercises; understanding	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The use of all language skills (listening, speaking, reading and writing) is recommended.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level B2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
72.	Language check; Modal verbs of likelihood	Career skills; Giving short presentations	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
73.	Marketing; Seducing the masses	Writing	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms.	3

					express opinions and points The use of all language skill (listening, speaking, reading writing) is recommended.	s critically dis texts and us level B2 of	vart of the final exam, the students scuss their views on the unit topics an e part of the general language skills at the Common European Framework of or Languages by presenting their idea s.	
	74.	Comparatives and superlatives	Skills; Considering alternatives	2,3,4,6	Students listen to a lecture or grammar and spelling. The s exchange their own experier certain topic and practice lan structures by formulating the examples.	students grammar an nces on a or in the wri nguage In the oral p eir own everyday ex grammatica		3
	75.	Review 2	Final discussion and signatures	1,2,4,5,6	The students listen to the lec prepare individually for the Before the colloquium, stud asked to ask questions about or grammar.	grammar an exam. ents are t content	ply grammar structures and solve d spelling problems at the colloquium itten part of the final exam. Part of the final exam, students use amples to explain how to use certain l structures.	26
3. EVALUATION OF STUDEN	TWO	RK						
3.1. Student obligations	The stu particip passes Studen Studen a) by p	udent's acquired knowledge pation in teaching and their both exams, he/she is exer at achievements: Students with 0 - 24.9 Students with 25 - 49. period; Students with more th ats can pass the final exam bassing two colloquia and a	e is tested during the cou r presentation of homeworn npted from the written p. % of ECTS credits - are 9% of ECTS credits - are an 50% of ECTS credits in two ways: n oral exam during the r	rse content. St ork. Of particu art of the final graded with ar e graded FX (in - students hav egular or extra	udents are evaluated during the lar importance for the final grac exam and is obliged to take the n F (unsuccessful) and cannot er nsufficient) and must pass the v re the right to take the final exar	teaching process, with pa de are the two written tests oral final exam. arn ECTS credits and mus written exam (test). The wr n.	g materials (paper and pen/ballpoint per rticular attention being paid to the stu s that the student takes during the sem t re-enrol the course in the next acade ritten exam can be held in a regular or	dent's active ester. If the student mic year;
3.2. Monitoring student work	Attend	lance	0,5	Writt	ten exam 1 (without colloquia)	Project	
(enter the share of ECTS credits	Experi	mental work		Resea	arch		Practical work	
for each activity so that the total number	Essay			Repo	ort		Continuous evaluation	
of ECTS points corresponds to the credit score of the course)	Colloq	luium	1 (without written example	m) Semi	nar paper		(Homework for part-time students)	0,5
the credit score of the course)	A	participation	0,5	Oral	exam 1		(Other)	
	Active	participation	0,5	olui			(Other)	

	9. Attendi		d language exercises				Hours (estimated) 45					
			or exams through ind	ividual wor	rk		45					
4. GRADING SYSTEM												
4.1. Grading seminar papers	-											
		Unsatisfa	actory			Satisfa	actory			Ab	ove average	
4.2. Grading colloquia/ written and oral exam	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.			erms i explain o	Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			evalua thorou logica concep that w	wledge is at the level of analysis, synthesis and uation. Observes the principles, accurately and oughly explains the content of the material, and cally connects and explains the terms and epts supported with examples. Finds solutions were not originally given. Notes correlations related material.			
		Active participation of 70-74,9% of at				endance	80-89,9% of attendance		90-100	% of attendance		
	lectures and language exercises		2 points		5 points			10 points			20 points	
	Colloquia/Written exam		2		3			4			5	
4.3. Final grade according to evaluation elements			exam 50-64,9%		6	5-79,9%	6		80-89,9	%		90-100%
				nts	30 poir		S		35 poin	its		40 points
	Oral exam		2		3				5			5
	Orai exam		25 points		30 points		S	35 points		40 points		
4.4. Final grade according to		knowle competence	Percentage of acquired knowledge, skills and competences (teaching + final exam)		merical grade		ECTS grade					
absolute division			0 - 100% 0 - 89,9%	-	(excellent) (very good)		AB					
		65	5 – 79,9%		3 (good)		С					
) – 64,9%) – 59,9%		(satisfactory) (satisfactory)		D E					
5. ADDITIONAL COURSE IN	FORMATION						_			1		
5.1. Compulsory literature (available in the library and		TitleNumber of copies in the libraryAvailability via other media										

via other media)	1. "Intelligent Business", Coursebook, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman
5.2. Additional literature (at the moment of changes and/or amended of study programme)	 "Intelligent Business", Skills Book, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman "Intelligent Business", Workbook, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of student work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on student progress through short colloquiums and homework, information for further guidance to students will be provided to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of classes or possible adjournment will be published on time on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).

2. GENERAL INFORMATION			-					
1.1. Course lecturer	Ana Perišić	1.8. Course code in ISVU	140751					
1.2. Course title	Business statistics	s statistics 1.9. Course code in MOZVAG						
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+30+0+0)					
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate Professional Study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , course materials a	re on-line, 0%				
1.5. Course status (obligatory, optional)	Obligatory	Obligatory 1.12. Number of course revisions 2						
1.6. Year of study	2 nd	Yes						
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %					
2. COURSE DESCRIPTION								
2.1. Course objectives		end, effectively understand and recognize fundamental statistical pro- wledge which enables students to develop and apply acquired know		d/or within a team.				
2.2. Terms of course entry and required competences	4 year secondary education complete	d; qualification level 4.2 according to the CROQF.						
2.3. Learning outcomes on the study programme level	LO 4: To collect, calculate and graphically display statistical data from the field of economics and business by using advanced software tools and further comment and analyze them. LO 5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations.							
2.4. Expected learning outcomes on the course level	Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to two verbs per LO Learning outcomes accroding to two verbs per LO)							

						5-evalu 6-synth			
	13. Т			1,2					
		To prepare tabular and graphical data repr					3,4		
		To calculate and to interpret measures of c					3,4		
		16. To perform correlation and regression analysis, to comment the results and to draw a conclusion about the relationship between variables							
	17. 7	To identify time series type					4		
	18. 7	To calculate and to interpret values of dyn	namics indica	ators			3,2		
	19. 7	To estimate the linear trend equation and t	to apply it fo	or forecasting future values of the	time series		3,4,6		
	20. 7	To set the statistical hypothesis and to con	duct the chi	square test.			6,3		
	Cons	tructive allignement	LO of the		Γ				
	no	Thematic unit	course	Content/teaching methods	Evaluation		Time		
	76.	Introduction into the course and detailed plan.	1	Attending lectures. Familiarize with course content, e-learning documents, literature and students' obligations.	Students define and explain fundamental of descriptive statistics through colloquia written/oral exams.		1 h 8h		
	Fundamental stat	Fundamental statistical terms					16 h		
	77.	Grouping data and graphical data representation	2	Attending lectures. Actively involving students through problem solving and discussion.	Students will prepare tabular and graphica representation of statistical data through c or written/oral exams.		4h 8h		
2.5. Course content according to detailed curriculum schedule	78.	Measures of central tendency	1,3	Attending lectures. Actively involving students through problem solving and discussion.	Students will define and explain fundame concepts of descriptive statistics and calcu to interpret measures of central tendency measures of dispersion through colloquia written/oral exams.	ulate and and	4h 8h		
	79.	Measures of central tendency	1,3	Attending lectures. Actively involving students through problem solving and discussion.	Students will define and explain fundame concepts of descriptive statistics, calculate interpret measures of central tendency and measures of dispersion through colloquia written/oral exams.	e and 1	4h 8h		
	80.	Measures of dispersion	1,3	Attending lectures. Actively involving students through problem solving and discussion.	Students will define and explain fundame concepts of descriptive statistics and calcu- interpret measures of central tendency and measures of dispersion through colloquia written/oral exams.	ulate and d	4h 8h		

	81.	Standardized value. Outlies. Data distribution rules. Exam preparation	1,3	Attending lectures. Actively involving students through problem solving and discussion. Group problem solving and discussion. Exam preparation.	Students will define and explain fundamental concepts of descriptive statistics and calculate and interpret measures of central tendency and measures of dispersion through colloquia or written/oral exams.	6h 12h
	82.	Time series	5	Attending lectures. Actively involving students through problem solving and discussion.	Students will identify time series type through colloquia or written/oral exams.	4h 8h
	83.	Index numbers	6	Attending lectures. Actively involving students through problem solving and discussion.	Students will calculate and interpret the values of dynamics indicators through colloquia or written/oral exams.	5h 10h
	84.	Trend	7	Attending lectures. Actively involving students through problem solving and discussion.	Students will estimate the linear trend equation and apply it for forecasting future values of the time series through colloquia or written/oral exams.	6h 12h
	85.	Correlation and regression	4	Attending lectures. Actively involving students through problem solving and discussion.	Students will perform correlation and regression analysis, comment the results and draw a conclusion about the relationship between variables through colloquia or written/oral exams.	6h 12h
	86.	Chi-square test	8	Attending lectures. Actively involving students through problem solving and discussion.	Students will set the statistical hypothesis and conduct the chi square test through colloquia or written/oral exams.	6h 12h
	87.	Final conclusions. Exam preparation		Attending lectures. Actively involving students through problem solving and discussion. Group problem solving and discussion. Exam preparation.		2h 6h
3. EVALUATION OF STUDENTS	WOR	K				
3.1. Students` obligations	at least 7 Studer	0%. Part-time students are required to att the two have during the course achieved: from 0 - 24,9% ECTS credits- are rated from 25 - 49,9% - are assessed by FX extraordinary exam period; more than 50% - students have the righ	end classes a d F (unsucce (insufficier nt to take the rse in two w	at least 50%. All students are requested as ful) and cannot obtain ECTS creatly and must pass the written exart final exam. final exam.	edits, and must re-enroll in the next academic n (test). Written exam (test) can be held in a hing through continuous monitoring of stud	c year; a regular or

	Attendance	0,5	Written exam	3,5 (withou	t colloquia)	Project			
3.2. Monitoring student work (enter	Experimental work		Research			Practical work			
the share of ECTS credits for each activity so that the total number of	Essay		Report			Continuous examination	0,5		
ECTS points corresponds to the credit score of the course)	Colloquium	3,5 (without written exam)	Seminar paper			Other			
	Class activity	0,5	Oral exam	1		Other			
3.3. Student workload4. GRADING SYSTEM	3. Attending c	C							
4.1. Grading seminar papers									
	Unsati	isfactory	Satisfactory			Above average			
4.2. Grading colloquia/ written and oral exam	Responds by memory understanding. Does basic terms and conc how to apply or expla course with examples	not know or apply epts. Does not know ain the contents of the	difficulty imparts new understands the material, exp	Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and c			ynthesis and evaluation. I thoroughly explains the onnects and explains the mples. Finds solutions that ations with related		
4.3. Final grade according to evaluation elements	access to the oral e. Students who did no the oral exam, stude	During the semester, students have the possibility to partially take written exams through colloquia (twice during the semester). In order to have access to the oral exam, students need to achieve at least 50% on each colloquium. Also, students have a possibility to retake one colloquium. Students who did not pass at least one colloquia (or retaken colloquia) need to take part in the written exam. In this case, in order to have access to he oral exam, students need to achieve at least 50% on written exam. The final grade is formed after the oral exam by aggregating scores achieved hrough the written exam/colloquia, oral exam and during classes.							
4.3. Final grade according to		Percentage of acquired knowledge, skills and npetences (teaching + final exam)	Numerical grade	ECTS gr	ade				
absolute division		<u>90 - 100%</u> 80 - 89,9%	5 (excellent) 4 (very good)	AB					
		65 - 79,9%	3 (good)	C					
		60-64,9%	2 (satisfactory)	D					
		50-59,9%	2 (satisfactory)	E					

5. ADDITIONAL COURSE INFOR	RMATION								
5.1. Compulsory literature	Title	Number of copies in the library	Availability via other media						
(available in the library and via other media)	Dumičić, K. i suradnici (2011) Poslovna statistika. Zagreb: Element (odabrana poglavlja) Šošić I., Primijenjena statistika, Školska knjiga, Zagreb, 2004.	5 12							
5.2. Additional literature (at the moment of changes and/or amended of study programme)	ošić I., Serdar V., Uvod u statistiku, Školska knjiga, Zagreb, 2002. zzcel A. Sounderpandian J., Complete Business Statistics, McGraw Hill, 2009. Sižmešija M., Kurnoga Živadinović N., Zbirka riješenih zadataka iz osnova statistike, Mirorad d.o.o., Zagreb,2006 atrick R. McMullen, Poslovna statistika za stručne studije [prijevod Devčić,K., Perišić,A.], Veleučilište u Šibeniku, 2017 eaching materials								
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be en track of attendance and student activity during classes and provided information on students' progress information for further guidance to students will be provided in order to increase the efficiency of their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian student employment, surveys from employers and Alumni association.	through short colloquiu work. Students will be in	ms and homework, nformed about their						
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and th or possible adjournment will be published in a timely manner on the e-learning site of the course and on contact teachers during the consultation period (at least one hour per week), while for short questions ar	t is the responsibility of each student to be regularly informed about the course, the coursework, and the classroom activities. All notices of classes or possible adjournment will be published in a timely manner on the e-learning site of the course and on the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @ vus.hr), which will be answered as soon as possible (no later							

1. GENERAL INFORM	1. GENERAL INFORMATION ABOUT THE SUBJECT								
1.1. Title	Tourist destination management	1.8. ISVU course code	142629 202063						
1.2. Lecturer	Jasmina Sladoljev , univ.spec. oec.	1.9. MOZVAG course code	B65 B65-I						
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(45 + 15 + 0)						
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	Level 1 - Materials Available Online, 0%						
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2.						
1.6. Study year	3 rd	1.13. Modernization	□□yes □no						
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20% □						

2. COURSE DESCRIPTION

2.1. Course objectives		The aim of the course is to acquaint students with the specifics of tourist destinations, and to direct them to the analysis of resources and supply of them in a competitive environment to develop a destination development strategy							
2.2. Terms of course entry and required competences	Terms of the pis pass the exams with the second year of study								
2.3. Learning outcomes	1. Apply and link economic terms in complex written and oral communication in Croatian at	nd foreign languages							
on the study programme level	2. Organize and lead team work, and critically evaluate the opinions and attitudes of team sta	akeholders							
level	3. Independently and responsibly search the relevant literature for decision making and language								
	4. Collect, budget and graph economy and business statistics using advanced software tools,	and comment and analyze them							
	5. Use planning, organizing, leading and controlling methods using case studies and analyzing	ng the problem							
	6. Analyze and integrate core concepts and apply content related to economics, management, accounting and finance								
	7. Develop team and interpersonal teamwork skills, master communication and case presentation skills (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation								
	8. Link basic concepts and apply content related to the field of law for drafting legal acts (contracts, regulations) related to the company or organization								
	9. Use software packages to manage business departments, processes, and organizations								
	10. Design and economically evaluate entrepreneurial ideas, events, projects, products and services in the team and present the same								
	11. Analyze the new roles of organizations, systems, processes, products and services and quality standards in the company and propose the valorisation of new trends in enterprises and organizations								
	12. Analyze supply and resources (in organization, company, tourism, tourist destination) respecting the changing environment using key business indicators at global, national, regional and local levels, and develop development strategies to achieve competitiveness								
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: Recapture, Understanding, Application, Analysis, Evaluation, Synthesis							
	1. explain and critically evaluate the basic concepts and characteristics of a tourist destination	2,5							
	2. create, calculate and present models in a foreign language	4, 6							

	3.to analyze the tourist environment on a concrete example and on that basis determine the prices of services of the tourist agency44.design new products and services65.analyze and process the offer and resources of the tourist destination5,6						
	Constructive alignment	-		[T 1	
	Thematic unit	IU course	Content / teaching method	Valuation		It takes time	
	Introductory lecture;	1	They listen to a lecture. In the course of the seminar they are introduced to the course content and documents on the e-learning page of the course by working independently on a computer.	-		6 hours	
2.5. Course content	Tourism - classification, functions of tourism; Tourism as a system; Basic factors of tourism	1, 2,3 4	They listen to a lecture, present seminar papers	exam they define concepts that oc	or the written and oral ne and explain the basic ecur in this whole; then ow and analyze the rete example	6 hours	
2.5. Course content according to detailed curriculum schedule	T uristic destination and destination system; Tourism trends ;	1, 2,3 4 ; 8,	They listen to lectures, solve case studies, present seminar papers	At the colloquit oral exam they concepts that oc unit, then they s analyze the sam example, critica	Im or the written and define and explain the ecur in this thematic should present and a on a concrete Illy judge based on the em and propose a	8 hours	
	Planning as a function of managing a tourist destination; principles and characteristics of planning; subjective to you in the process of development planning tour with t Icke destination;	1, 2, 3, 4 , 8	They listen to lectures, solve case studies, present seminar papers	At the colloquit oral exam they concepts that oc unit, then they s analyze the sam example, critica	Im or the written and define and explain the ecur in this thematic should present and le on a concrete illy judge based on the em and propose a	10 hours	

	Planning as a function of managing a tourist destination; local planning procedures; planning of tourist sites;	1, 2, 3, 6, 7, 8, 10, 12	They listen to lectures, solve case studies, present seminar papers	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a	10 hours
	Analysis of the macro environment and the tourist destination market; SWOT analysis, 1 colloquium	1, 2, 3, 5, 6,7, 10, 12	They listen to lectures , present seminar papers	solution to the same problem. At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	10 hours
	Study trip	11.12	They analyze the elements of the tourist destination and the role of the organizations and make concrete conclusions and suggestions	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
	Strategic destination management, Planning models and techniques for minimizing the negative effects of tourism	1, 2, 3, 5 , 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
	Strategic marketing planning as part of the overall development planning process	1, 2, 5 , 7,9, 10, 11, 12	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a	12 hours

			solution to the same problem.	
Organization of economic agents of tourist intermediation.	1, 2, 3, 5 , 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	16 hours
Managing the destination mix marketing tools	1, 2, 3, 5 , 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	16 hours
Destination organization and management structure	1, 2, 3, 5, 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	16 hours
Prac learning and monitoring implementation plans	1, 2, 5, 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	16 hours
Global Tourism Trends ; Guest lecture; Preparation for the colloquium	1, 2, 5, 7,9, 10, 11, 12	They listen to a lecture, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and	16 hours

	Concluding Considerat Signatures, 2nd Colloq		present projects	example, criti presented pro solution to the At the colloqu oral exam the concepts that unit, then the analyze the sa example, criti presented pro	ume on a concrete cally judge based on the blem and propose a e same problem. uium or the written and y define and explain the occur in this thematic y should present and ume on a concrete cally judge based on the blem and propose a e same problem.	4 hours
3. EVALUATION OF ST	FUDENT WORK					
3.1. Students` obligations	 have the obligation to attend Students who have during th From 0 – 24,9% I From 25 – 49,9% extraordinary exa More than 50% E Students can pass the final exand presenting the seminar p 	at least 50% of lectures. All s e course achieved: ECTS credits- is rated F (unsu ECTS credits - is rated FX (i im period; ECTS credits - students have t xam in two ways: a) during th	students must create, present and accessful) and cannot get ECTS (nadequate) and has to come out he right to access the final exam e course through continuous stu colloquia); b) during the course	positively colloquy seminar pa credits and must re-enrol the sul and pass the test (exam). A writ of the subject. dent attendance (active participa	-	or tudies, making
3.2. Monitoring student	Attending classes	0.5	Written exam	2 (no midterm)	The project	1.5
work (enter the share of ECTS credits for each	Experimental work		Research		Practical work	
activity so that the total	Essay		Essay		Continuous checking	
number of ECTS points corresponds to the credit score of the course)	Colloquia	3 (without written and oral exam)	Seminar paper	0.5	(other type)	
	Teaching activities	0.5	Oral examination	1 (no midterm)	(other type)	
3.3. Student workload						
	Obligation	ending classes				

	2. and prese	Creation of seminar worl	k and pro	ject assignment	45		
	3.	Preparation for the midte	erm / exa	m through self-study	75		
4. GRADING							
4.1. Seminar paper grading	Valuation Element	Poor		Satisfying		Above average	
	Organization	The paper is not organi a logical order and lack structure.		The paper is well struc clear distinction betwee introduction, the main text and the conclusio	en the body of the	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are logically interconnected.	
	Terminology, writing style	Words and expressions low line with official terminology. The writing st is not appropriate, the sentences are too long, of a modest vocabulary and with frequent and repeated grammatical errors.		Words and expressions are in line with official terminology. The writing style is appropriate, the sentence structure is clear, the		Words and expressions are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citing and referencing references	The sources are not listed at all. The references do not fit the topic and show a cursory approach to exploring the topic.		tot fit incomplete with errors. The references are relevant to the top			
4.2. Colloquium / exam grading	Poor		Satisfy	ving	Above a	verage	
	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.I		withou new ki subjec terms	vithout difficulty transfers eva new knowledge, understands thom ubject matter, explains the logisterms and the notions that ubstantiate by examples. orig		dge is at the level of analysis, synthesis and on. It observes legitimacy, accurately and hly explains the content of the subject, and v links and explains the terms and concepts acapsulates. Find solutions that are not y given. There is a correlation with ve subjects.	

4.3. Creating a final grade according to	Active attendance		70-75% attendar	nce	76-86% atte	endance	87-100%	⁶ presence		ct asignment case studies
evaluation elements			2 points		4 points		7 p	oints	3	points
	g :		2		3			4		5
	Seminar paper		5 points		7 poin	ts	8 p	oints	1	0 points
			2		3			4		5
	Examination / Written examina	tion	50 to 64.9%		65 to 79.	.9%	80 to	89.9%	9	0-100%
	written examina	uion	25 points		30 poir	nts	35 1	points	4	0 points
			2		3			5		5
	Oral part of the e	exam	25 points		30 poir	nts	35 t	ooints	4	0 points
 4.4. Creating a final grade according to absolute allocation 5. ADDITIONAL INFORMATION 5. ADDITIONAL INFORMATION 1000000000000000000000000000000000000	knowl compe +		entage of acquired wledge, skills and petences (teaching + final exam) 90 - 100% 80 - 89,9% 65 - 79,9% 60 - 64,9% 50 - 59.9% HE COURSE	5 4 2	(excellent) (very good) 3 (good) (sufficient) (sufficient)	ECTS AN B C D E	D			
5.1. Compulsory literature (available in the library an through other media)			Title					Number of co the libra		
		Gardijan, Menadžment turističke destinacije-brend menadžment turističke destinacije, učilište u Šibeniku, 2010.					estinacije,	5		
	2. L. Petrić, U Splitu, Split,		janje turističkom dest	inacijor	n, Načela i praksa,	Ekonomski fa	kultet u	10		

5.2. Additional literature (at the moment of changes and/or amended of study programme)	 D. Magaš, Management turističke organizacije i destinacije, Adamić, Rijeka, 2003. R. Dobre, Menadžment turističke destinacije (skripta), Visoka škola za turistički menadžment Šibenik,. Šibenik, 2004. Časopisi (Turizam, Tourism and Hospitality Management, Journal of Travel researsh, Acta Turistica) P. Mason, Tourism Impacts, Planning and Management, Elsevier, Oxford 2006. 	3	Da
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	Quality control of students' work and the acquisition of necessary knowledge and skills work. Keeping records of students' attendance and activity in the classroom and information ob the midterm will provide the information needed for further guidance to students in order to in will be instructed in their rights and obligations as well as working methods and required literate Quality assurance system indicators: Student survey, monitoring of annual data with CES - on the employer survey and Alumni Association.	tained about student prog crease their work efficien are.	gress through ncy. Students
5.4. information on the course and contact with the teacher	It is the obligation of each student to be regularly informed about the course, the coursework ar of classes or possible adjournment will be published in a timely manner on the e-learning site of Polytechnic. Students can contact teachers during the consultation period (at least one hour per explanations they can be contacted during class. It is also possible to ask questions by e-mail of vus.hr), which will be answered as soon as possible (no later than five working days after received	of the course and on the w week), while for short q (from the official e-mail a	vebsite of the uestions and

1. GENERAL INFORM	1. GENERAL INFORMATION ABOUT THE SUBJECT									
1.1. Title	Management	1.8. ISVU course code	140742 201922 202212 201314							
1.2. Lecturer	Jasmina Sladoljev , univ.spec. oec.	1.9. MOZVAG course code								
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30 + 0 + 30)							
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	Level 1 - Materials Available Online, 0%							
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	3.							
1.6. Study year	2 . academic year	1.13. Modernization	□yes □no							
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20%							

2. COURSE DESCRIPT	TION
2.1. Course objectives	The aim of the course is to acquaint students with the specifics of the manager's work, his responsibilities through all management
	functions, and to direct students to design a project based on all management functions, and it is necessary to make a financial

	construction								
2.2. Terms of course entry and required competences	Terms of the pis pass the exams with the second year of study								
2.3. Learning outcomes on the study programme	 Apply and link economic terms in complex written and oral communication in Croatian and foreign languages Organize and lead team work, and critically evaluate the opinions and attitudes of team stakeholders 								
level									
	3. Independently and responsibly search the relevant literature for decision r and foreign language	C							
	4. Use planning, organizing, leading and controlling methods using case stud	dies and analyzing the problem							
	5. Analyze and integrate core concepts and apply content related to economics, management, accounting and finance								
	6. Develop team and interpersonal teamwork skills, master communication and case presentation skills (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation								
	7. Use software packages to manage business departments, processes, and organizations								
	8. Design and economically evaluate entrepreneurial ideas, events, projects, products and services in the team and present the same								
	9. Analyze supply and resources (in organization, company, tourism, tourist destination) respecting the changing environment using key business indicators at global, national, regional and local levels, and develop development strategies to achieve competitiveness								
	10. Use advanced software tools for document creation, presentation and bud	get implementation							
2.4. Expected learning outcomes on the course	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: Recapture, Understanding, Application, Analysis, Evaluation,							
level		Synthesis							
	1. Define, explain and relate key terms related to management and manager	2,5							
	2. Analyze the impact of the environment on the management of business processes and systems, and the appropriate adoption and suggestion of strategies	4,6							
	3. Apply appropriate planning, organizing, human resources management,	4							

	leadership and motivation to					
			aging operations and processes		6	
	5. Design a business and cost projections, identif construction of operating in	5.6				
	Constructive alignment					
	Thematic unit	IU course	Content / teaching method	Valuation		It takes time
	Introductory lecture;	1	They listen to a lecture. In the course of the seminar they are introduced to the course content and documents on the e-learning page of the course by working independently on a computer.	-		6 hours
2.5. Course content according to detailed	Tourism - classification, functions of tourism; Tourism as a system; Basic factors of tourism	1, 2,3 4	They listen to a lecture, present seminar papers	At the midterm or the written and oral exam they define and explain the basic concepts that occur in this whole; then they need to show and analyze the same on a concrete example		6 hours
curriculum schedule	T uristic destination and destination system; Tourism trends ;	1, 2,3 4;8 ,	They listen to lectures, solve case studies, present seminar papers	At the colloquiu exam they defin concepts that oc then they should same on a concr judge based on	The written and oral the and explain the ecur in this thematic unit, d present and analyze the rete example, critically the presented problem and on to the same problem.	8 hours
	Planning as a function of managing a tourist destination; principles and characteristics of planning; subjective to you in the process of development planning tour with t Icke destination;		They listen to lectures, solve case studies, present seminar papers	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.		10 hours

Planning as a function of managing a tourist destination; local planning procedures; planning of tourist sites;	1, 2, 3, 6, 7, 8, 10, 12	They listen to lectures, solve case studies, present seminar papers	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	10 hours
Analysis of the macro environment and the tourist destination market; SWOT analysis , 1 colloquium	1, 2, 3, 5, 6,7, 10, 12	They listen to lectures , present seminar papers	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	10 hours
Study trip	11.12	They analyze the elements of the tourist destination and the role of the organizations and make concrete conclusions and suggestions	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
Strategic destination management, Planning models and techniques for minimizing the negative effects of tourism	1, 2, 3, 5 , 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
Strategic marketing planning as part of the overall development planning process	1, 2, 5, 7,9, 10, 11, 12	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
Organization of economic agents of tourist intermediation.	1, 2, 3, 5 , 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit,	16 hours

	1			1	
			then they should present and analyze the		
			same on a concrete example, critically		
			judge based on the presented problem and		
			propose a solution to the same problem.		
			At the colloquium or the written and oral		
			exam they define and explain the		
Managing the destination mix	1, 2, 3, 5	They listen to a lecture, solve	concepts that occur in this thematic unit,		
marketing tools	, 7,9, 10,	case studies,	then they should present and analyze the	16 hours	
marketing tools	11, 12,	present projects	same on a concrete example, critically		
			judge based on the presented problem and		
			propose a solution to the same problem.		
			At the colloquium or the written and oral		
	1.2		exam they define and explain the		
Destination organization and	1, 2, 3, 5, 7,9,	They listen to a lecture, solve	concepts that occur in this thematic unit,		
•	10, 11,	case studies, present projects	then they should present and analyze the	16 hours	
management structure	10, 11, 12,		same on a concrete example, critically		
	12,		judge based on the presented problem and		
			propose a solution to the same problem.		
			At the colloquium or the written and oral		
			exam they define and explain the		
	1, 2, 5,	They listen to a lecture, solve	concepts that occur in this thematic unit,		
Prac learning and monitoring	7,9, 10,	case studies,	then they should present and analyze the	16 hours	
implementation plans	11, 12,	present projects	same on a concrete example, critically	10 110 110	
	, ,		judge based on the presented problem and		
			propose a solution to the same problem.		
			At the colloquium or the written and oral		
			exam they define and explain the		
Global Tourism Trends ; Guest	1, 2, 5,	They listen to a lecture, present	concepts that occur in this thematic unit,		
lecture; Preparation for the	7,9, 10,	projects	then they should present and analyze the	16 hours	
colloquium	11, 12	1 5	same on a concrete example, critically		
1	,		judge based on the presented problem and		
			propose a solution to the same problem.		
			At the colloquium or the written and oral		
			exam they define and explain the		
Concluding Considerations,		present projects	concepts that occur in this thematic unit,		
Signatures, 2nd Colloquium	11.12	Present Projects	then they should present and analyze the	4	
Signatures, 2nd Conoquium			same on a concrete example, critically		
			judge based on the presented problem and		
			Judge bused on the presented problem and		

				propose a sol	ution to the same problem.					
3. EVALUATION OF S	FUDENT WORK									
3.1. Students` obligations	In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper. Students who have during the course achieved:									
	 From 25 – 49,9% extraordinary exa More than 50% I Students can pass the final e 	 From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period; More than 50% ECTS credits - students have the right to access the final exam of the subject. tudents can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, solving case studies, making nd presenting the seminar paper and project, passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting 								
3.2. Monitoring student	Attending classes	0.5	Written exam	2 (no midterm)	Project	2				
work (enter the share of ECTS credits for each	Experimental work		Research		Practical work					
activity so that the total	Essay		Report		Continuous checking					
number of ECTS points corresponds to the credit	kolokviji	3 (without written and oral exam)	Seminar paper		(other type)					
score of the course)	Teaching activities	0.5	Oral exam	1 (no midterm)	(other type)					
3.3. Student workload	Student workload on	all bases is 1 ECTS credi	t 30 semester hours and is es	stimated as:						
	Commitme	ent		Hours (estimated	()					
		ttending classes	60							
		reation of seminar work a	15							
	and presenta	reparation for the midterm	105							
4. GRADING		*		•						

4.1. Seminar paper grading	Valuation Element	Poor			Satisfying			Above average	
	Organization	The paper is a logical ord structure.			clear disting	s well structur ction between a, the main boo conclusion.	the dy of the	The paper is well structured w distinction between the introdu- body of the text and the conclu- logically interconnected.	uction, the main
	Terminology, writing style	Words and expressions low in line with official terminology. The writing style is not appropriate, the sentences are too long, of a modest vocabulary and with frequent and repeated grammatical errors.		Words and expressions are in line with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and there are few grammatical errors.		Words and expressions are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.			
	Citing and referencing references	The sources all. The refe the topic and approach to topic.	are not list rences do r d show a cu	ot fit rsory	incomplete references a	are listed but with errors. T are relevant to satisfactory re	he the topic esearch	The sources are accurately, co consistently listed. The referen appropriate, their list is "rich" comprehensive and shows a de approach.	and
4.2. Colloquium / exam grading	Poor			Satisfy	ving		Above av	erage	
grading	understanding. does not apply	Does not know and the basic terms and ot apply or explainwst the course.st terms		withou new kr subject terms a	duces basic to at difficulty to nowledge, un t matter, exp and the notice ntiate by exa	ransfers nderstands lains the ons that	evaluation thoroughl logically that it enc originally	ge is at the level of analysis, n. It observes legitimacy, acc y explains the content of the links and explains the terms apsulates. Find solutions that given. There is a correlation e subjects.	curately and e subject, and and concepts at are not
4.3. Creating a final grade according to evaluation elements	Active attendance	70-7:		75% atter	ndance	76-86% a	attendance	87-100% presence	Project asignment Solved case studies
				2 point	S	4 points		7 points	3 points

	Seminar paper		2		3	4	5
			5 points		7 points	8 points	10 points
	Examination / Written		2		3	4	5
			50 to 64.9%		65 to 79.9%	80 to 89.9%	90-100%
	examination	-	25 points		30 points	35 points	40 points
		ral part of the exam		20 points	3	5	5
	Oral part of the						
				25 points	30 points	35 points	40 points
4.4. Creating a final		Percentage of ac knowledge, skil competences (te + final exar	lls and eaching	Number rating	ECTS grade		
grade according to absolute allocation		90 - 1009 80 - 89,99 65 - 79,99		5 (excellent)	AND		
				4 (very good)	В		
				3 (good)	С		
		60 - 64,9% 50 - 59.9%		2 (sufficient) 2 (sufficient)	D E	•	
5. ADDITIONAL INFO	DMATION ADO			2 (Sufficient)			
		JUI THE COURS	SE				1
5.1. Compulsory literature (available in the library and through other media)				Number of copies in the library	Availabilit y through other media		
	1. M. Buble	e, Menadžment, E	5				
	2. Nastavni	materijali sa e-le		da			
5.2. Additional literature (at the moment of change		 Sikavica, P., Bahtijarevic-Šiber F.:Menadžment – teorija menadžmenta i veliko empirijsko istraživanje u Hrvatskoj,Masmedia, Zagreb, 2004. Drucker, P.:Najvažnije o menadžmentu, M.E.P.Consult, Zagreb 2005. Weihrich, H., Koontz, H.: Menedžment, Mate, Zagreb, 1993. 					
and/or amended of study programme)	2. Ľ						

5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	Quality control of students' work and the acquisition of necessary knowledge and skills will be ensured through interactive work. Keeping records of students' attendance and activity in the classroom and information obtained about student progress through the midterm will provide the information needed for further guidance to students in order to increase their work efficiency. Students will be instructed in their rights and obligations as well as working methods and required literature. Quality assurance system indicators: Student survey, monitoring of annual data with CES - on the annual student employment status, employer survey and Alumni Association.
5.4. information on the course and contact with the teacher	It is the obligation of each student to be regularly informed about the course, the coursework and the classroom activities. All notices of classes or possible adjournment will be published in a timely manner on the e-learning site of the course and on the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @ vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).

1. GENERAL INFORMATION ABOUT THE SUBJECT					
1.1. Name of the course	Public sector economy	1.8. ISVU course code	BO36		
1.2. Lecturer	Dijana Mečev, PhD, s.lec.	1.9. MOZVAG course code			
1.3. Assistants and/or associates -		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(45+0+15+0)		
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate Professional Study of Tourism management	1.11. Level of e- learning application (1st, 2nd, 3rd level), percentage of on line course performance (max. 20%)	1 st level – materials available on- line, 0%		
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	1		
1.6. Study year 3rd		1.13. Modernization	□ yes no		
1.7. Credit score (ECTS) 4		1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 % □		

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim is to acquainted students with theories and research related to public sector economy; enable the understanding and analysis of the public sector economy and related economic and social controversies; understanding and analyzing not only the economic but also social, political and cultural aspects of the public sector economy and how they affect the economy as well as the daily life of the individual.

2.2. Terms of course entry and required competences	Four-y	Four-year secondary education completed; qualification level 4.2 according to the CROQF.								
	LO1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign languages.									
	LO2: To organize and lead team work, and critically judge the opinions and attitudes of team members.									
2.3. Learning outcomes on the	LO3: 7	LO3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages.								
study programme level	LO5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations.									
	LO6: To analyze and link basic concepts and apply content related to the area of economics, management, accounting, and finance.									
	LO10: To develop team and interpersonal teamwork skills, master communication skills and presentation skills of set topics and tasks (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation.									
2.4. Expected learning outcomes on the course level	Learn (up to 2 2 2 2 2 2 2 2 2 2	ning outcomes towards Bloom's taxonor o two verbs per LO) 1. To define and explain all categories and featu 2. To identify and critically evaluate the comple 3. To group and describe the categories of deter 4. To categorize ways of addressing economic ar 5. To analyze problems and measures of the pub 6. To apply economic way of thinking in the ana	ny: res of public se ex factors of pub minants of the p nd social proble lic sector econo	ctor. lic sector action. ublic sector economy. ms through public sector economy measu my.	res.	LO Level: 19. Recapture, 20. Understanding, 21. Application, 22. Analysis, 23. Evaluation, Synthesis 1,2 1,5 2,1 4 4 6				
		tructive alignment	·							
	no.	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed				
2.5. Course content according to detailed curriculum schedule		Introduction to the course and a detailed performance plan	-	Listen to the lecture. By independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	2 hours				
	88.	Introduction to Public Sector economy.	1, 2,3	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can define and describe the basic concepts of publ sector economy	c 8 hours				

89.	The role of the state in a market economy.	1, 2,3,4,6	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students know how to identify and explain the functions of the state. They can think critically about the differences between "good society" and public choice theory. They can explain the reasons for state intervention in the economy as well as the disadvantages of that intervention.	8 hours
90.	Public goods and private goods provided by the public sector.	1,2,3,5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can define public, mixed and private goods. They can think critically about the reasons for the inefficiency of the market mechanism in the supply of public goods. They know how to identify and explain the reasons for income redistribution.	8 hours
91.	Public revenues and public expenditures.	1, 5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students identify and explain the various forms of public revenue and public expenditure. They are copable of analyzing public revenues from the aspect of fiscal burden and according to the level of financial autonomy and financial sovereignty. They analyze public expenditures by object, time and spending entity; distinguish public revenues from public expenditures in the state budget.	8 hours
92.	Tax analysis.	1, 4	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can identify and explain the basic concepts of tax terminology. They are copable of thinking critically about the fairness and efficiency of the tax system.	10 hours
93.	Taxation of individuals and their behavior.	1,4	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can explain the position of the natural person in the income tax system. They know how to analyze income tax as means of achieving fiscal and non- fiscal goals. They can reasonably opt for progressive or proportional taxation of personal income.	6 hours
94.	Business taxation.	1, 4	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of	In a colloquium or written and oral exam students can extract the basic features of the income tax system. They know how to distinguish between the factors of increasing and decreasing the tax base of corporate income tax. They know how to evaluate	6 hours

				previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	the use of tax losses for going concern.	
	95.	Consumption taxes.	1,4	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students analyze consumption taxes as a means of achieving fiscal and non-fiscal goals. They know how to extract the basic features of consumption tax.	6 hours
	96.	Public debt.	1, 4, 5, 6	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students define public debt; critically evaluate the existing amount and structure of public debt, as well as identify the options and limitations of refinancing obligations that have become due.	6 hours
	97.	Pension insurance and social welfare.	3, 4	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can explain the role of pension insurance and social welfare. They are copable of thinking critically about sustainability of intergenerational solidarity system.	6 hours
	98.	Health insurance.	1, 2, 4, 5, 6	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can describe and define basic economic concepts in healthcare, explain the way healthcare is financing in the Republic of Croatia and in other countries. They know how to explain the role of different stakeholders in the healthcare system. They know the advantages and disadvantages of a centralized and polycentric health planning model.	6 hours
	99.	Education as a public good.	1,2, 4, 5, 6	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and	In a colloquium or written and oral exam students can define and describe the concepts of education economics. Thay can explain the relationships between education policies, education reform and economic growth; they can analyze the impact of	6 hours

					presenting adopted kno ideas, discuss issues.	owledge and	the cost of inve benefit of educ	esting in education on the social ation.	
	100.	Cost benefit analy	sis.	6	Listen to the lecture an literature. Discuss issu- seminar student individ pairs solve case studies presenting the appropri previously acquired kn presenting adopted kno ideas, discuss issues.	es. At the dually or in s thus iateness of owledge and	describe the pu cost-benefit an	n or written and oral exam students rpose and objectives of conducting alysis. They know how to value ls of cost-benefit analysis.	^a 6 hours
	101.	Political economy		2,5,6	Listen to the lecture an literature. Discuss issu seminar student indivic pairs solve case studies presenting the appropri previously acquired kno presenting adopted kno ideas, discuss issues.	es. At the dually or in s thus iateness of owledge and	define basic co economy. The approaches to reforms. They relationship be	n or written and oral exam students incepts in the field of political y know how to explain different implementing economic and politic know how to critically reflect on th tween economics and politics, ts and the state in contemporary	
	102.	Concluding Considerat Preparing for Exam.	ions / Repeating and		Concluding Considerat Repeating and Preparin				22 hours
3. EVALUATION OF STUDEN	T WO	RK							
3.1. Students` obligations	to atten	hd at least 50% of lecture ts who have during the c From $0 - 24,9\%$ EC From $25 - 49,9\%$ EC More than 50% ECT	s. All students must create ourse achieved: TS credits- is rated F (unst CTS credits - is rated FX ('S credits - students have t n in two ways: a) during th	e, present and p uccessful) and d inadequate) and the right to acco ne course throu,	ositively colloquium sem cannot get ECTS credits a d has to come out and pas ess the final exam of the s gh continuous student atte	inar paper. Ind must re-enrol s the test (exam). ubject. endance (active pa	the subject in the A written exam o articipation in the	can be held in a regular or extraordi e lessons, solving case studies, maki	nary exam period; ng and presenting the
		r paper and passing two n and oral exam).	colloquia); b) during the c	ourse (active pa	articipation in the lessons.	-	-	presenting the seminar paper) and	passing the exam
3.2. Monitoring student work (enter the share of ECTS credits	Attend	ance		Writte	en exam	2 (by submitti colloquiums th relieved of an examination)	e student is	Project	
for each activity so that the total	Experi	mental work		Resea	urch			Practical work	
number of ECTS points corresponds to the credit score	Essay			Repor	rt			Continuous examination	
of the course)	Colloq	uium	3 (by submitting both colloquiums the student relieved of a written and		nar paper	0,5			

		examination)							
	Class activities	0,5	Oral exam	1 (by subm colloquium relieved of examination	s the student is an oral				
3.3. Student workload		n all bases amounts to 1 E nting seminar paper Colloquium / exam through sel		hours of work per set Hours (esti 60 10 50		sestimate	ed as:		
4. GRADING									
	Valuation Element	Poor		Satisfying				Above ave	8
	Organization	The paper is not organize order and its structure is b		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.			The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another		
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are lo with official terminology not appropriate, sentence modest vocabulary, and f repeated grammatical mis	. Writing style is s are too long, requent and	Words and phrases are aligned with of terminology. The writing style is appropriate, the sentence structure is cl the vocabulary is appropriate and has l grammatical errors.		is clear,	terminology their meanin excellent, the	and show ar g. The writin e sentences a vocabulary i	are clear and s rich and there
	Quoting and referencing	Sources are not specified references do not match t a superficial approach to	he topic and show	Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.				he reference ich" and cor	es are appropriate, mprehensive and
	Ро	or		Satisfying		Above average			
4.2. Colloquium / exam grading Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms new knowled			new knowledge, u the terms and	roduces basic terms, without difficulty transfers knowledge, understands subject matter, explains terms and the notions that substantiate by nples.			on. It observes hly explains th	legitimacy, e content of lains the ter nd solutions	
4.3. Creating a final grade	Active participation in	70-75% of attendance	70-75% of attendance 76-869			0% of atte	endance	Solv	ved case study.

according to evaluation	the lessons		2 point	8		4 points		7 point	S		3 points
elements			2			3		4			5
	Seminar paper	-	5 points	5	7 points			8 points			10 points
			2		3			4			5
	Colloquium / writte	en	50-64,99	%	65-79,9%			80-89,9	%		90-100%
	exam	_	25 point	ts	30 points			35 poin	ts		40 points
	Oral anom	2			3		5			5	
	Oral exam		25 point	ts	30 points			35 poin	ts		40 points
	knov	entage of adopted wledge, skills and nces (teaching + final exam)	Numero	us grade	e ECTS grade						
4.4. Creating a final grade according to absolute allocation			90 - 100% 5 (exce				/				
according to absolute anocation			80 – 89,9% 65 – 79,9%	4 (very 3 (ge		C D E					
			60 - 64,9% 50 - 59,9%	2 (suff 2 (suff	icient)						
5. ADDITIONAL INFORMAT	TON ABOUT TH	E COUI	RSE	T:41-					Number of co	opies in the	Availability via
				Title					libra	ry	other media
5.1. Compulsory literature (available in the library and through other media)	 Mečev, D. e Sliglitz, J.E 	& Žaja, J. (. (2004). ,	(2018). "Financiranje sr "Ekonomija javnog sekt	edišnje države i l ora". Ekonomski	okalnih vlasti". fakultet u Beog	Veleučilište u Šibeniku, Š radu, Beograd. (selected c	ibenik. chapters)			2	Available On-line
5.2. Additional literature (at the moment of changes and/or amended of study programme)	5. Šimurina, N. i sur. (2012). "Javne financije u Hrvatskoj". Ekonomski fakultet u Zagrebu, Zagreb. 5										
includes that clistic the	classes and provided in of their work. Students	formation will be inf	on students` progress th formed about their right	nrough short colle s and obligations	oquiums and ho as well as the r	Ils will be ensured throug mework, information for hethods of work and the re e Croatian employment so	further guid equired lite	lance to stude rature.	ents will be provid	ded in order to	increase the efficiency

5.4. Information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).
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1. GENERAL INFORMATION AB	1. GENERAL INFORMATION ABOUT THE SUBJECT									
1.1. Title	Use of DDD measures and HACCP standard in hotel industry	1.8. ISVU course code								
1.2. Lecturer	Tanja Radić Lakoš, MSc, s.lec.	1.9. MOZVAG course code								
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+0+15+0)							
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%							
1.5. Course status (obligatory, optional)	Elective	1.12. Number of course revisions	5							
1.6. Study year	2 nd	1.13. Modernization	yes 🗆 no							
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %							

2. COURSE DESCRIPTION	
2.1. Course objectives	 The aim is that student, based on theoretical knowledge and case studies, be able to acquire basic knowledge in the field of hygiene and sanitation in hotel industry: prevention of microbiological contamination of food, efficient cleaning procedures, use of sanitary facilities,

2.3. Learning outcomes on the study programme level LO13: organi LO15: LO13: L	To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages To use planning, organizing, management and control methods on practical examples, analyse the problem and propose appropriate solutions to problem situations To analyse new roles of organizations, systems, processes, products and services and quality standards in companies and propose valorisation of new trends in izations To propose and evaluate the importance of food, nutrition and hygienically correct food production and preparation in tourism	
(up to	rning outcomes towards Bloom's taxonomy: to two verbs per LO)	LO Level: 24. Recapture, 25. Understanding, 26. Application, 27. Analysis, 28. Evaluation, 29. Synthesis
1.	Demonstrate knowledge and understanding of the content of course that define and describe the underlying concepts with good hygienic and production practice	3, 1
2.4. Expected learning outcomes 2.	Analyse and compare the importance of hygiene and sanitation in food, hospitality and hotel industry	4,4
on the course level 3.	To predict the consequences of poor and inefficient cleaning, disinfection, disinfestation and derating and provide an example of measures for the implementation of personal hygiene, hygiene in the production process and environmental hygiene	2, 2
4.	Discuss and critically evaluate how to prevent food contamination by physical, chemical and biological hazards,	4, 5
5.	Establish the process and actively contribute to the protection of food from potential hazards;	6, 5
6.	Select and recommend appropriate commercial cleaning, disinfection, disinfection and derating agents	2,5
7.	Use materials and tools to search scientific and professional literature in Croatian and in English,	3
8.	Present accepted knowledge, ideas, problems and solutions independently and in the team.	6

	Cons	tructive alignment				
2.5. Course content according to detailed curriculum schedule	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
detailed curriculum schedule	103.	Introduction to the course and a detailed performance plan	-	Listen to the lecture. On seminary teaching, by independent work on the computer students get acquainted with course content and documents on the	-	4 hours

			e-learning course page.		
104.	DDD and HACCP concepts and definitions.	1, 3, 5, 8	Listen to the lecture and read the literature. At the seminar student individually or in pairs made mental map thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In an oral exam students can define concepts of DDD and HACCP, and concepts related to it. Created mental map	4 hours
105.	Legislative framework for the introduction of the HACCP system. HACCP team. CP / CCP. HACCP plan.	1, 3, 5, 8	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In an oral exam students can distinguish and name control points and critical control points, they know their role and importance and can present simple HACCP plan. Solved case study.	4 hours
106.	Microorganisms - food and water poisoning agents. Intestinal parasites. Epidemic. Quarantine.	1, 2, 3, 4, 5, 7, 8	Listen to the lecture and read the literature. They use multimedia and network. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In an oral exam students can define and describe the role of microorganisms in the environment, describe and explain the entrance pathways in host organisms, list some of the most common intestinal microorganisms responsible for food and water poisoning. Students can discus about some epidemic in history and importance of quarantine. Created and Presented seminar paper (by independent use of computer programs).	8 hours
107.	Hygiene of water. Purification of drinking water and waste water.	1, 2, 3, 4, 5, 7, 8	Listen to the lecture and read the literature. They use multimedia and network At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In an oral exam students can define and describe the underlying concepts of water pollution, enumerate and distinguish natural and anthropogenic sources of water pollution, predict the effects of polluted water and the consequences analyse the impact of water pollution on the human health, plant and animal life and environment in general. Created and Presented seminar paper (by independent use of computer programs).	4 hours
108.	Sanitation. Personal Hygiene. Hygiene of handling and preparation of food.	1, 2, 3, 4, 5, 7, 8	Listen to the lecture and read the literature. They use multimedia and network At the seminar student individually	In an oral exam they can define, describe and present methods of hygienic procedures for personal and working space hygiene. They understand and distinguish concept of cross-	6 hours

			explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	contamination and cold chain. Created and Presented seminar paper (by independent use of computer programs).	
109.	Organization of food processing plant. Obtaining and preventing food poisoning. Models of food contamination.	1, 2, 3, 4, 5, 7, 8	Listen to the lecture and read the literature. They use multimedia and network At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In an oral exam they can define and describe the types, role and mode of food storage, enumerate and describe members of food chain (from field to table), choose the most appropriate ways of food transportation and interpret the choice, analyse the conditions in warehouses in terms of storage capacity, development of new technologies and science. Created and Presented seminar paper (by independent use of computer programs).	6 hours
110.	Allergens in food.	1, 7, 8	Listen to the lecture and read the literature. They use multimedia and network. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In an oral exam they can define and describe the types of food allergens. Created and Presented seminar paper (by independent use of computer programs).	4 hours
111.	Disinfection – introduction (mechanical, physical, chemical or biological methods of disinfection).	1, 2, 3, 4, 5, 6, 7, 8	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam students can define and describe importance of disinfection methods, to analyse, compare and select type of disinfection method in case of food processing, working space maintenance, transport, surrounding area (environment). Created and Presented seminar paper (by independent use of computer programs).	8 hours

	112.	Disinfection – sanitation procedures. Disinfectant (chemical agent) choice.	1, 2, 3, 4, 5, 6, 7, 8	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam students can describe types of disinfectant and their application in various area (air, water, soil, and solid surfaces) and equipment. They can discuss about sanitation procedures in hotel industry, every day surroundings and extraordinary circumstances like natural catastrophes or state of epidemic. Created and Presented seminar paper (by independent use of computer programs).	6 hours
	113.	Disinfestation	1, 2, 3, 4, 5, 6, 7, 8	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group	In an oral exam students can define and describe the role of insects in the environment, list some of the most common insects in human environment (on fields and warehouses) describe and explain the basic structure, life cycle, and infestation. They can define and describe importance of disinfestation methods, to analyse, compare and select type of disinfestation method in case of food processing, working space maintenance, transport, surrounding area (environment). Created and Presented seminar paper (by independent use of computer programs).	8 hours
	114.	Derating	1, 2, 3, 4, 5, 6, 7, 8	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In an oral exam students can define and describe the role of rodents in the environment, list some of the most common rodents in human environment (on fields and warehouses) describe and explain the basic structure, life cycle, and infestation. They can define and describe importance of derating methods, to analyse, compare and select type of derating method in case of food processing, working space maintenance, transport, surrounding area (environment). Created and Presented seminar paper (by independent use of computer programs).	8 hours
	115.	Application of HACCP system in food industry	1, 2, 3, 4, 5, 6, 7, 8	Field training	Experience learning.	4 hours
	116.	Tour of the hotel industry (cleaning and sanitation in the facility, insect treatment, bait-laying).	1, 2, 3, 4, 5, 6, 7, 8	Field training	Experience learning.	4 hours
	117.	Concluding Considerations / Repeating and Preparing for Exam.	1, 2, 3, 4, 5, 6, 7, 8	Listen to the lecture and individual preparation for the exam.		14 hours
3. EVALUATION OF STUDEN	т wo	RK	•			

3.1. Students` obligations	In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper. Students who have during the course achieved: From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year; From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period; More than 50% ECTS credits - students have the right to access the final exam of the subject. Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, creating mental map, solving case studies, making and presenting the seminar paper and passing two colloquia); b) during the course (active participation in the lessons, creating mental map, solving case studies, creating and presenting the seminar paper) and passing the exam (written and oral exam).							
3.2. Monitoring student work	Attendance	0,25	Written exam		Project			
(enter the share of ECTS credits	Experimental work		Research		Practical work			
for each activity so that the total number of ECTS points	Essay	0,25	Report		Continuous examination			
corresponds to the credit score	Colloquium		Seminar paper	0,25	Other (inscribe)			
of the course)	Class activities	0,25	Oral exam	2	Other (inscribe)			
	The student's workload o	on all bases amounts to 1 E	CTS point for 30 hours of	f work per semester and is estimated as:				
	Commitment			Hours (estimate)				
3.3. Student workload	12 Attending alagoas							
	13. Attending classes	enting seminar paper		45				
		e Colloquium / exam through self	-study	40				

4. GRADING

	Valuation Element	Poor	Satisfying	Above average
	Organization	The paper is not organized in a logical order and its structure is lacking.	The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.	The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.	Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.	Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research	Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and

						attitude.		shows a ro	bust research approach.	
		P	Poor			Satisfying		А	bove average	
4.2. Colloquium / exam grading	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.				Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.			evaluation. It observes thoroughly explains logically links and explains that it encapsulates.	Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with	
	Active participation in the lessons		70-75% of attendance		76-86% of attendance		87-10	00% of attendance	Created mental map. Solved case study.	
			5 points		7 points			10 points	10 points	
	_		2		3			4	5	
4.3. Creating a final grade	Essay	•	5 points		7 points			8 points	10 points	
according to evaluation elements	Seminar paper		2			3		4	5	
			5 points		7 points		8 points		10 points	
	0.1		2			3		4	5	
	Oral exam		20 points	8	3	5 points 5		50 points	60 points	
4.4. Creating a final and		kno	rcentage of adopted owledge, skills and tences (teaching + final exam)		nerous grade ECTS grade					
4.4. Creating a final grade according to absolute allocation			90 - 100%		cellent)	A				
			80 - 89,9% 65 - 79,9%		y good) good)	B C				
			<u>60 - 64,9%</u>		fficient)	D				
					fficient)	E				

	Title	Number of copies in the library	Availability via other media				
5.1. Compulsory literature (available in the library and	4. Krajcar, S. Dezinfekcija, dezinsekcija, deratizacija, Zagreb, 2001. (selected chapters)	5					
through other media)	5. Turčić, V. HACCP i higijena namirnica, Zagreb, 2000.	2					
	6. Krešić, G. Trendovi u prehrani, FMTU, Opatija, 2012. (selected chapters)	2					
5.2. Additional literature (at the moment of changes and/or amended of study programme)	 Vodič dobre higijenske prakse za ugostitelje HACCP vodič - Praktična provedba načela HACCP sustava za ugostitelje Nacionalno zdravstveno vijeće. Kodeks Jamstvo neškodljivosti namirnica u ugostiteljstvu HACCP sustavom. Zagreb, 1997 		Available On-line Available On-line Available On-line				
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students' progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.						
5.4. information on the course and contact with the teacher	It is obligatory for every student to be regularly informed about the course, teaching and teaching activities. All information about teaching learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (a explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ than five working days from the receipt of e-mail).	it least one hour per week), wh	ile brief questions and				

1. GENERAL INFORMATION ABOUT THE SUBJECT							
1.1. Title	Business organization	1.8. ISVU course code					
1.2. Lecturer	Ana Vukičević, Ph.D.	1.9. MOZVAG course code					
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(45+0+15+0)				
1.4. Study programme (specialist, undergraduate, graduate)	undergraduate	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%				
1.5. Course status (obligatory, optional)	optional	1.12. Number of course revisions	2.				
1.6. Study year	3	1.13. Modernization	yes 🗆 no				
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %				

2. COURSE DESCRIPTION	
2.1. Course objectives	Introduce students with organizations theories and organizations structures and types of leadership styles.

2.2. Terms of course entry and required competences	Four-year high school education completed; having a qualification at level 4.2	
2.3. Learning outcomes on the study programme level	LO5 : To use planning, organizing, management and control methods on practical examples, analyze the problem and propose problem situations LO11 : To analyze new roles of organizations, systems, processes, products and services and quality standards in companies and new trends in companies and organizations LO13: To understand specific human resource management processes and propose a proper value system in judgment process a achievements and performances	propose valorization of
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO) 5. analyze new roles of organizations 6. critically analyze organizations theories and identify modern organization structures 7. comment problematic of different organizations' structures and to recommend leadership styles 8. analyze and to grade satisfactions and employees' values. 9. 10. 11. 12. 13. 14.	LO Level: 30. Recapture, 31. Understanding, 32. Application, 33. Analysis, 34. Evaluation, 35. Synthesis 1,2 5,2 4,5 6

	Constructive alignment								
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed			
	118.	Introduction to course	-,	Listen to the lecture. On seminary teaching, by independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	2 hours			
		Organization theories	1,6	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students define main organization theories and define their representatives.	4 hours			
	119.	Organization behavior	1, 6,	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students can name and distinguish organization behaviour	4 hours			
	120.	Perception and individual decision making	1,2,3,4,5,6,	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students can define and describe the perception of an individual inside the organization and define the process of decision making.	4 hours			
2.5. Course content according to detailed curriculum schedule	121.	Group behavior	1, 5,6,	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam students can define group behaviour and name the specifics of an formal and informal group Solved case study.	10 hours			
	122.	Team work	1, 3,5,6	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam students can define and describe team work as a part of decision making and problem solving technique in organization. Created and Presented seminar paper (by independent use of computer programs).	10 hours			
	123.	Motivation	1, 3, 5, 6,	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their	In a colloquy or written and oral exam they can define and describe different types of motivation. Created and Presented seminar paper (by independent use of computer programs).	8 hours			

			own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.		
124.	Communication	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam they can define and describe communicational channels in organization. Seminar paper (by independent use of computer programs).	10 hours
125.	Leadership theories	1, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and network. Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam they can define and describe each leadership theories and define leadership styles. Created and Presented seminar paper (by independent use of computer programs).	4 hours
126.	Organization structures	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam students can define and describe different modern and traditional organization structures Created and Presented seminar paper (by independent use of computer programs).	6 hours
127.	Organization changes	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar, students solve the case	In a colloquy or written and oral exam students can define and describe organizational changes and choose between mechanisms to solve changes.	8 hours

			study.	Created and Presented seminar paper (by independent use of computer programs).	
128.	Values and job satisfaction	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar, students solve the case study.	In a colloquy or written and oral exam they can define and describe how individuals measure and value job satisfaction. Created and Presented seminar paper (by independent use of computer programs).	8 hours
129.	Personalities and values	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and network. Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam students can define and describe the values and external and internal factors of an individual in organization. Created and Presented seminar paper (by independent use of computer programs).	6 hours
130.	Business politics	2,3	Listen to the lecture and read the literature. Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam students can define and describe the politics and power within the organization. Created and Presented seminar paper (by independent use of computer programs).	6 hours
131.	Organization culture	2,3	Listen to the lecture and read the literature.	In a colloquy or written and oral exam they can describe different organization cultures. Created and Presented seminar paper (by independent use of computer programs).	8 hours
132.	Concluding Considerations / Repeating and Preparing for Exam.		Listen to the lecture and individual preparation for the exam.		20 hours

3. EVALUATION OF STUDEN	T WORK								
	In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.								
3.1. Students` obligations	 Students who have during the course achieved: From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year; From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period; More than 50% ECTS credits - students have the right to access the final exam of the subject. 								
	Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, , solving case studies, making and presenting the seminar paper and passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting the seminar paper) and passing the exam (written and oral exam).								
	Attendance		Written exam	(by submitting both colloquiums the student is relieved of an written examination)	Project				
3.2. Monitoring student work	Experimental work		Research	0,5	Practical work				
(enter the share of ECTS credits for each activity so that the total	Essay		Report		Continuous examination				
number of ECTS points corresponds to the credit score of the course)	Colloquium	1 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	0,5	Other (inscribe)				
	Class activities		Oral exam	1 (by submitting both colloquiums the student is relieved of an oral examination)	Other (inscribe)				
	The student's workload o	n all bases amounts to 1 F(TS point for 30 hours of	work per semester and is est	timated as:				
	Commitment		e 15 point for 50 hours of	Hours (estimate)					
3.3. Student workload	16. Attending classes			20					
	17. Creating and Prese 18. Preparation for the	enting seminar paper e Colloquium / exam through self	-study	40 50					
			*						
4. GRADING									

	Valuation Element	Poor		Satis	fying		Above average	
	Organization		order and its structure is lacking		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		paper is well-structured with a clear nction between the introduction, the n part of the text and the conclusions are perfectly logically linked to one her	
4.1. Seminar paper grading	Terminology, writing style	with official terminology not appropriate, sentence modest vocabulary, and f	with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and		Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		ds and phrases are aligned with official inology and show an understanding of meaning. The writing style is illent, the sentences are clear and tise, the vocabulary is rich and there no grammatical errors.	
	Quoting and referencing	Sources are not specified references do not match t a superficial approach to	at all. The he topic and show		are appropria	te for consi research their	rces are accurate, complete and istent. The references are appropriate, list is "rich" and comprehensive and vs a robust research approach.	
	Po	oor		Satisfying			Above average	
4.2. Colloquium / exam grading	Give answer by memory, n Does not know and does n and concepts. Cannot apply of the course.	ot apply the basic terms	new knowledge,	e terms, without difficu understands subject mat the notions that subs	ter, explains	evaluation. It of thoroughly exp logically links that it encapsul	at the level of analysis, synthesis and observes legitimacy, accurately and plains the content of the subject, and and explains the terms and concepts lates. Find solutions that are not en. There is a correlation with ojects.	
	Active participation in the	70-75% of attendance	76-8	6% of attendance	87-10	0% of attendance	e Created mental map. Solved case study.	
	lessons	2 points	4 points		7 points		3 points	
	Sominon nonon	2	3		4		5	
4.3. Creating a final grade	Seminar paper	5 points		7 points	8 points		10 points	
according to evaluation		2		3		4	5	
elements	Colloquium / written exam	50-64,9%		65-79,9%		80-89,9%	90-100%	
		25 points		30 points		35 points	40 points	
	Oral exam	2		3		5	5	
		25 points		30 points		35 points	40 points	
4.4. Creating a final grade according to absolute allocation		ntage of adopted Nedge, skills and	Numerous grade	ECTS grade				

	competences (teaching + final		
	exam)		
	90 - 100%	5 (excellent)	А
	80-89,9%	4 (very good)	В
	65 - 79,9%	3 (good)	С
	60-64,9%	2 (sufficient)	D
	50-59,9%	2 (sufficient)	Е

5. ADDITIONAL INFORMATION ABOUT THE COURSE

5.1. Compulsory literature	Title	Number of copies in the library	Availability via other media					
(available in the library and through other media)	7. 1. Robbins, S.P. i Judge, T.A.: Organizacijsko ponašanje, Mate, 2009	3	-					
unough other media)	2. Sikavica, P., Novak, M.: Modeliranje organizacijske strukture poduzeća, Informator, Zagreb.	3	-					
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Sikavica, P., Novak, M., Poslovno odlučivanje, Informator, Zagreb, 1999.	2	-					
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.							
5.4. information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learnin pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanation can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).							

1. GENERAL INFORMATION ABOUT THE SUBJECT									
1.1. Title	Nutrition and tourism	and tourism 1.8. ISVU course code							
1.2. Lecturer	Nikolina Gaćina mag.ing., Senior Lecturer	1.9. MOZVAG course code							
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(45+0+15+0)						
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate Studies of Management, direction of study Tourism Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%						
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	1.						
1.6. Study year	3 th	1.13. Modernization	yes 🗆 no						
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 % □						

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal is to provide students with theoretical knowledge and case studies: • Understand the principles of specific types of nutrition depending on age, weight, health status, physical activity, religion • Understand dietary restrictions so that they can independently choose alternate foods • Learn how to recognize the difference between food intolerance and an allergic reaction, and on that basis approach the importance of choosing alternative foods

	• Apply the learned content of this course in business practice.							
2.2. Terms of course entry and required competences	Four-year secondary education completed; qualification level 4.2 according to the CROQF.							
	LO 2: Organize to lead team work and critically evaluate the opinions and attitudes of team stakeholders							
	LO 3: Independently and responsibly search relevant literature for decision-making and conclusion in Croatian and foreign language							
	LO 5: Use planning, organizing, leading and controlling methods using case studies, and analyze the problem and propose appropriate solutions to problem situation	S						
2.3. Learning outcomes on the	LO 10: Develop team and interpersonal teamwork skills, master communication and presentation skills of assigned topics and tasks (case studies, projects, seminars) tools for document preparation, presentation and budget implementation	using advanced software						
study programme level	LO 12: Design and economically value entrepreneurial ideas, events, projects, products and services in the team and present the same							
	LO 13: Analyze the new roles of organizations, systems, processes, products and services and quality standards in the enterprise and propose the valorisation of new trends in enterprises and organizations							
	LO 15: Suggest and evaluate the importance of food and nutrition and hygienically correct production and preparation of food in the tourism industry							
	LO 16: Analyze supply and resources (in organization, enterprise, tourism, tourist destination) respecting the changing environment using key business indicators at and local levels, and develop development strategies to achieve competitiveness	global, national, regional						
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 36. Recapture, 37. Understanding, 38. Application, 39. Analysis, 40. Evaluation, 41. Synthesis						
	1. Demonstrate knowledge and understanding of course content by defining and describing basic concepts about food, nutrition and functional foods	1, 2						
2.4. Expected learning outcomes								
1 0		4, 2						
on the course level	3. Analyze and compare the specifics of traditional world-class food and apply that knowledge to specific menus	4, 2, 5						
on the course level	 Analyze and compare the specifics of traditional world-class food and apply that knowledge to specific menus Analyze and comment on the specifics of nutrition with regard to health status (especially for diseases caused by poor eating habits) 	4, 2, 5 4, 2						
on the course level	 Analyze and compare the specifics of traditional world-class food and apply that knowledge to specific menus Analyze and comment on the specifics of nutrition with regard to health status (especially for diseases caused by poor eating habits) Analyze and highlight the benefits of Croatian traditional gastronomy 	4, 2, 5 4, 2 4, 5,6						
on the course level	 Analyze and compare the specifics of traditional world-class food and apply that knowledge to specific menus Analyze and comment on the specifics of nutrition with regard to health status (especially for diseases caused by poor eating habits) Analyze and highlight the benefits of Croatian traditional gastronomy Analyze and comment on the labeling of Croatian products, authentic Croatian food and beverages 	4, 2, 5 4, 2 4, 5,6 4, 2						
on the course level	 Analyze and compare the specifics of traditional world-class food and apply that knowledge to specific menus Analyze and comment on the specifics of nutrition with regard to health status (especially for diseases caused by poor eating habits) Analyze and highlight the benefits of Croatian traditional gastronomy Analyze and comment on the labeling of Croatian products, authentic Croatian food and beverages Analyze, compare and plan nutrition for food allergies and intolerances 	4, 2, 5 4, 2 4, 5,6 4, 2 4, 2, 6						
on the course level	 Analyze and compare the specifics of traditional world-class food and apply that knowledge to specific menus Analyze and comment on the specifics of nutrition with regard to health status (especially for diseases caused by poor eating habits) Analyze and highlight the benefits of Croatian traditional gastronomy Analyze and comment on the labeling of Croatian products, authentic Croatian food and beverages Analyze, compare and plan nutrition for food allergies and intolerances Analyze, compare and plan nutritional specifics depending on physical activity and body weight 	4, 2, 5 4, 2 4, 5,6 4, 2 4, 2, 6 4, 2, 6						
on the course level	 Analyze and compare the specifics of traditional world-class food and apply that knowledge to specific menus Analyze and comment on the specifics of nutrition with regard to health status (especially for diseases caused by poor eating habits) Analyze and highlight the benefits of Croatian traditional gastronomy Analyze and comment on the labeling of Croatian products, authentic Croatian food and beverages Analyze, compare and plan nutrition for food allergies and intolerances 	4, 2, 5 4, 2 4, 5,6 4, 2 4, 2, 6						

2.5. Course content according to detailed curriculum schedule	Constructive alignment								
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed			

133.	Introduction to the course and detailed curriculum. Parameters for creating a seminar paper and selecting a topic for the paper.	-	Listen to the lecture.	-	2 hours
	Digestion. Nutrition.	1, 10, 11	They listen to a lecture, watch multimedia, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define the basic concepts of nutrition science, describe the course of food digestion.	4 hours
134.	Macronutrients. Micronutrients.	1, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define and classify basic macronutrients, explain their primary role in the human body and evaluate the good nutritional sources of them; define and classify micronutrients, explain their primary role in the human body, and evaluate good nutritional sources. They know how to list, distinguish and give an example of essential nutrients.	10 hours
135.	Functional food.	1, 3, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define and classify functional foods according to different aspects.	4 hours
136.	Traditional diet.	1, 3, 9, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define, describe and compare traditional diet.	4 hours
137.	Croatian traditional gastronomy.	1, 5, 6, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to explain also the specifics of Croatian gastronomy, the types of foodstuffs and the ways of their thermal processing.	10 hours
138.	Labeling of Croatian indigenous products at national and European level.	1, 5, 6, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define and classify the labeling of Croatian autochthonous products at national and European level, enumerate and describe Croatian autochthonous products.	10 hours
139.	Food allergies and intolerances. Alternative foods for lactose and gluten intolerance.	1, 4, 7, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or written and oral exam they know: define and describe food allergies and intolerances, list the most common food allergens, define and describe lactose intolerance and gluten intolerance, enumerate substitute functional foods for the same intolerances and analyze its specificities, its marking.	10 hours
140.	Food additives. GM Food vs. organic food.	1, 3, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define to classify food additives, explain the use of E numbers, define GM foods and describe the negative effects of its consumption, define organic foods and explain the positive effects of its consumption, and describe their labeling.	4 hours
141.	Standards of consumption of food and drink. Means of supply of food and drink.	1, 3, 10, 11	They listen to a lecture, present a seminar paper, followed by a	At the colloquium or the written and oral exam they know: to define and describe the norms of food and	6 hours

				discussion, and read literature.	drink consumption, to analyze the losses in the					
					preparation and heat treatment of foodstuffs, as					
					well as the method of calculating the norms for a					
					particular food or beverage, to describe the					
					structure of the means of supply of food and					
					beverages and their function.					
				They listen to a lecture, watch	At the colloquium or the written and oral exam they					
	142.	Central food preps. Food and tourism.	1, 10,11	multimedia, present a seminar paper,	know: to define and explain the central food prep	6 hours				
	142.	Catering.	1, 10,11	followed by a discussion, and read	and their benefits, to analyze the role of food in a	0 Hours				
				literature.	particular form of tourism, to define catering.					
		Nutritional characteristics by age group.	1, 2, 8, 10,	They listen to a lecture, present a	At the colloquium or the written and oral exam they					
	143.	Children's menu. Seniors menu.	1, 2, 8, 10,	seminar paper, followed by a	know: to define, describe and analyze the specifics	6 hours				
		Cindren's menu. Semois menu.	11	discussion, and read literature.	of children's diet and the diet of the elderly.					
					At the colloquium or the written and oral exam they					
				They listen to a lecture, present a	know: to define and analyze the nutrition of					
	144.	Nutrition of athletes.	1, 8, 10, 11	seminar paper, followed by a	athletes and non-athletes, the specificity of the	4 hours				
				discussion, and read literature.	athlete's hydration and the timing of the					
					consumption of food and drink.					
					At the colloquium or the written and oral exam they					
		Food Safety Basics. Transport and storage	1, 2, 3, 4, 5,	They listen to a lecture, present a	know: to describe and critically basic concepts of					
	145.	conditions of individual food groups.	6.7	seminar paper, followed by a	food safety, to describe and analyze the conditions	6 hours				
		Declaring food.	0, 7	discussion, and read literature.	of storage and transport of food, to analyze the					
					basic declaration of food.					
			1, 3, 9, 10,	They listen to a lecture, present a	At the colloquium or the written and oral exam they					
	146.	Religious restrictions on diet. Colloquium.	1, 5, 7, 10,	seminar paper, followed by a	know: describe the basic religious restrictions on	6 hours				
			11	discussion, and read literature.	diet and define substitute foods.					
	1.47	Concluding Observations / Repeat and		They listen to a lecture and prepare		201				
	147.	preparing for the exam.		individually for the exam.		30 hours				
	I									
3. EVALUATION OF STUDENT WORK										
5. EVALUATION OF STUDEN		In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation								
S. EVALUATION OF STUDEN	In acco	ordance with the Book of Rules and the Rulebook	on Student Asses	ssment and Evaluation: for all regular stud	lents attend at least 70% attendance. Part-time students l	nave the obligation				
J. EVALUATION OF STUDEN		ordance with the Book of Rules and the Rulebook and at least 50% of lectures. All students must crea			lents attend at least 70% attendance. Part-time students l	have the obligation				

3.1. Students` obligations	 From 25 – 49,9% EC More than 50% ECT Students can pass the final exam 	TS credits- is rated F (unsuccessfu CTS credits - is rated FX (inadequ S credits - students have the right n in two ways:	al) and cannot get ECTS credits an tate) and has to come out and pass t to access the final exam of the su	the test (exam). A written exam o bject.	can be held in a regular or extraor				
	 a) during the course through continuous student attendance (active participation in the lessons, solving case studies, making and presenting the seminar paper and project, passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting the seminar paper and project) and passing the exam (written and oral exam). 								
3.2. Monitoring student work (enter the share of ECTS credits	Attendance	0,25	Written exam	2 (without colloquiums)	Project	í.			
for each activity so that the total	Experimental work		Research		Practical work				

number of ECTS points corresponds to the credit score	Essay		Report			Con	tinuous examinat	ion	
of the course)	Colloquium	3 (without the written and oral exams) Seminar paper		0, 5		Other (inscrib			
	Class activities	0,25	Oral exam	1 (without c	olloquiums)	Othe	er (inscribe)		
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as: Commitment Hours (estimate) 19. Attending classes 60 20. Creating and Presenting seminar paper 10 21. Preparation for the Colloquium / exam through self-study 50								
4. GRADING									
	Valuation Element	Poor		Satis	fying			Above ave	8
	Organization	The paper is not organize order and its structure is l		distinction between th	the paper is well structured with a clear stinction between the introduction, the ain part of the text and the conclusion.		The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another		ntroduction, the the conclusions ly linked to one
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.		Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		s clear,	terminology a their meaning excellent, the	and show and g. The writing sentences a vocabulary i	are clear and is rich and there
	Quoting and referencing	Sources are not specified references do not match t a superficial approach to	he topic and show			te for	te for consistent. The references are appropriate,		
	Ро	or		Satisfying			Above average		
4.2. Colloquium / exam grading	Give answer by memory, n Does not know and does not and concepts. Cannot apply of the course.	ot apply the basic terms	Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.				
4.3. Creating a final grade	Active participation in the	70-75% of attendance	76-8	6% of attendance	87-10	0% of atte	endance	Case	studies resolved

according to evaluation	lessons	3 point	3 points		4 points		s	5 points
elements		2	2		3			5
	Research paper	5 point	ts		7 points	8 poin	ts	10 points
		2			3	4		5
	Colloquium / writte	en 50-64,9	9%		65-79,9%	80-89,9	%	90-100%
	exam	25 poir	nts		35 points	40 poin	ts	50 points
		2			3	5		5
	Oral exam	15 poir	nts		20 points	25 poin	ts	30 points
		Percentage of adopted knowledge, skills and competences (teaching + final exam)		us grade	ECTS grade			
4.4. Creating a final grade according to absolute allocation		90-100%	5 (exc		A			
according to absolute anocation		<u>80 - 89,9%</u> 65 - 79,9%	4 (very		B C			
		60-64,9%	3 (good) 2 (sufficient)		D			
		50-59,9%	2 (suff		Е			
5. ADDITIONAL INFORMAT	ION ABOUT TH	E COURSE						
5.1. Compulsory literature			Number of copies in the library	Availability via other media				
(available in the library and through other media)	Šibenik.	N. (2016). Nutrition and tou		e-learnigng VUŠ-a				
	2. Gacina, Šibenik,	N. (2016). Nutrition and To Šibenik.		e-learnigng VUS-a				
		(2012). Nutrition trends. F	4					
5.2. Additional literature (at	 Vranešić Profile 	, D., Alebić, I. (2006). Mag , Zagreb.	nifying Glass	How to Un	derstand and Apply N	utrition Science	5	
the moment of changes and/or amended of study		Kreho, L. (2009). 21st Cent					1	
programme)		, G. (2008). The healthiest					3	
programme)		K. L., Esoot Stumo, S. (200 uise, Missouri.	8). Krauses Fo	od and Nutr	ition Therapy. SAUN	DERS Elsevier	1	

5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.
5.4. information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).

1. GENERAL INFORMATION ABOUT THE SUBJECT									
1.1. Title	Food safety in tourism	1.8. ISVU course code							
1.2. Lecturer	Nikolina Gaćina mag.ing., Senior Lecturer	1.9. MOZVAG course code							
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+0+15+0)						
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate Studies of Management, direction of study Tourism Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%						
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	1.						
1.6. Study year	2 nd	1.13. Modernization	yes 🗆 no						
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %						

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal is to provide students with theoretical knowledge and case studies: • Acquiring basic knowledge in the field of food safety • Understanding the importance of food safety in the hospitality industry • Understanding the importance of using preventive measures in food manipulation, maintenance of space, equipment and accessories

	Apply and understand the importance of personal hygiene to all participants who have any contact with food							
2.2. Terms of course entry and required competences	None							
	LO 3: Independently and responsibly search relevant literature for decision-making and conclusion in Croatian and foreign language							
	LO 5: Use planning, organizing, leading and controlling methods using case studies, and analyze the problem and propose appropriate solutions to problem situations	3						
	LO 13: Analyze the new roles of organizations, systems, processes, products and services and quality standards in the enterprise and propose the valorisation of new trends in enterprises and organizations							
	LO 15: Suggest and evaluate the importance of food and nutrition and hygienically correct production and preparation of food in the tourism industry							
2.4. Expected learning outcomes	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 47. Recapture, 48. Understanding, 49. Application, 50. Analysis, 51. Evaluation, 52. Synthesis						
on the course level	1. Demonstrate knowledge and understanding of course content by defining and describing basic concepts about food and food safety							
	2. Analyze the importance of food safety "from the field to the table"							
	3. Anticipate the consequences of poor and inefficient hygiene measures and inadequate food manipulation	4, 2, 5						
	4. Analyze measures of personal, space, equipment and accessories hygiene, and the environment	4,2						
	5. Analyze and compare ways to prevent food contamination	4, 5,6						
	6. Use materials and tools to search the scientific and professional literature in their native and English languages	4, 2, 6 4, 2, 6						
	7. Present the acquired knowledge, ideas, problems and solutions independently and in a team							

	Constructive alignment									
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed				
	140	Introduction to the course and detailed curriculum. Parameters for creating a seminar paper and selecting a topic for the paper.		-	Listen to the lecture.	-	2 hours			
		Introduction to Food Security. Food safety legislation in the Republic of Croatia.	1, 2	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define and describe basic food safety, enumerate basic legislative acts related to food safety.	6 hours				
	149.	Biological, chemical and physical hazards in food.	1, 2, 3, 4, 5	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define, classify and distinguish biological, chemical and physical hazards in food.	4 hours				
2.5. Course content according to detailed curriculum schedule	150.	Biological hazards in food: bacteria, viruses, parasites.	1, 2, 3, 4, 5	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define and distinguish bacterial, viral and parasitic food hazards	4 hours				
	151.	Protecting food from microbial spoilage. Storage and transport conditions of individual food groups.	1, 2, 3, 4, 5	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to describe and analyze the conditions of storage and transportation of particular groups of foods.	6 hours				
	152.	152. Chemical contaminants: heavy metals, industrial pollutants, drugs and mycotoxins.		They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define and classify chemical contaminants and describe their specificities.	4 hours				
	153.	Chemical contaminants: plant protection products.	1, 2, 3, 4, 5	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define, describe and compare plant protection products as contaminants.	4 hours				
	154.	154. Declaring food. Food security within dietary restrictions.		They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to analyze the basic food declaration, to understand the labeling of food with restrictions on certain ingredients.	6 hours				
		Food allergies and intolerances.	1, 2	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define and describe food allergies and intolerances, list the most common food allergens, define and describe lactose intolerance and gluten intolerance, enumerate substitute functional foods for the same intolerances and analyze its specifics and its marking.	4 hours				
	156.	HACCP system and risk analysis in food.	1, 2, 3, 4, 5, 6, 7, 8	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: explain the specifics of the HACCP system, CCT and food risk analysis.	4 hours				

	157.	Food traceability.		1, 2, 3, 4, 5, 6, 7, 8	They listen to a lectur seminar paper, follow discussion, and read h	ed by a	know: to explai	um or the written and oral exam the n the importance of food describe ways of carrying out example.	6 hours
	158. Personal hygiene of em food.		mployees in contact with 1, 2, 3, 4, 6, 7, 8		They listen to a lectur seminar paper, follow discussion, and read l			um or the written and oral exam the hygiene of employees in contact	6 hours
	159.	Hygiene facilities, equipme	ent and accessories.	1, 2, 3, 4, 5, 6, 7, 8	They listen to a lectur seminar paper, follow discussion, and read 1	ed by a terature.	know: to descri space, equipme	um or the written and oral exam the be and analyze the basic hygiene of nt and accessories.	4 hours
	160.	DDD - Disinfection, Disins	section, Pest Control	1, 2, 3, 4, 5, 6, 7, 8	They listen to a lectur seminar paper, follow discussion, and read 1	ed by a terature.	know: to define analyze individ	um or the written and oral exam the basic concepts of DDD, and to ual procedures of DDD.	4 hours
	161.	Health safety of drinking w	vater.	1, 2, 3, 4, 5, 6, 7, 8	They listen to a lectur seminar paper, follow discussion, and read 1	ed by a	know: define ba	um or the written and oral exam the asic terms and explain the ealth safety of drinking water.	6 hours
	162.	Concluding Observations / preparing for the exam.			They listen to a lectur individually for the ex				20 hours
3. EVALUATION OF STUDEN	T WO	RK							
3.1. Students` obligations	to atten Studen Studen a) duri colloqu b) duri	 In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper. Students who have during the course achieved: From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year; From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period; More than 50% ECTS credits - students have the right to access the final exam of the subject. Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, solving case studies, making and presenting the seminar paper and project, passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting the seminar paper and project) and passing the exam (written and oral exam). 							
3.2. Monitoring student work	Attend		25	Resea	rah	1 (without colloquiums)		Project Practical work	
(enter the share of ECTS credits for each activity so that the total	Essay	mental work		Repor				Continuous examination	
number of ECTS points corresponds to the credit score of the course)	Colloquium		2 (without the written and		har paper	0,75		Other (inscribe)	
	Class activities			Oral exam		1 (without colloquiums)		Other (inscribe)	
3.3. Student workload	The s	The student's workload on all bases amounts to 1 ECTS point for 30 hours of Commitment			pint for 30 hours of	of work per semester and is estimated as: <i>Hours (estimate)</i>			

	22. Attending classes 23. Creating and Preser 24. Preparation for the 0	ting seminar paper Colloquium / exam through sel	f-study	45 10 35				
4. GRADING	_							
	Valuation Element	Poor		Satisfying		Above average		
4.1. Seminar paper grading	Organization	The paper is not organize order and its structure is l			n, the	The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another		
	Terminology, writing style Words and phrases are lo with official terminology. not appropriate, sentence: modest vocabulary, and f repeated grammatical mis		. Writing style is s are too long, requent and	Words and phrases are aligned with off terminology. The writing style is appropriate, the sentence structure is cl the vocabulary is appropriate and has li grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.		
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.		Sources are listed, but incomplete and wi errors. The references are appropriate for the subject and show a satisfactory resear attitude.		Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.		
	Poo)r	Satisfying		Above average			
4.2. Colloquium / exam grading	Give answer by memory, no Does not know and does no and concepts. Cannot apply of the course.	t apply the basic terms	Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.			Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.		

	Active participation	in the	70% of atten	dance	71-80	% of attendance	81-90% of	attendance	91-100)% of attendance
	lessons		2 points		3 points		4 poi	nts		5 points
4.3. Creating a final grade			2			3	4			5
	Research paper		8 points			10 points	12 pc	ints		15 points
according to evaluation			2			3	4			5
elements	Colloquium / writte	en	50-64,9%	6	(55-79,9%	80-89	,9%		90-100%
	- Criani		25 point	s		35 points	40 po	ints		50 points
			2			3	5			5
	Oral exam		15 point	s		20 points	25 po	ints		30 points
4.4. Creating a final and	kn		centage of adopted owledge, skills and ences (teaching + final exam)	Numerou	is grade	ECTS grade				
4.4. Creating a final grade according to absolute allocation			90 - 100%	- 100% 5 (excellent) - 89,9% 4 (very good)		AB				
			<u>80 - 89,9%</u> 65 - 79,9%							
		60-64,9% 50-59.9%		2 (suffi 2 (suffi		D E				
5. ADDITIONAL INFORMAT	ION ABOUT TH	E COU	RSE	 						
5.1. Compulsory literature	Title							Number of co libra		Availability via other media
(available in the library and through other media)	 Havranek, J., Tudor Kalit, M. (Eds.) (2014). Food security from field to table. M.E.P., Zagreb. (selected chapters) 									
	3. Krešić, G. (2012). Nutrition trends. Faculty of Tourism and Hospitality Management, Opatija.									
			e sanitary quality of a ci/sluzbeni/2008 04 4		r (NN 47/08). <u>https://narodne-</u>				On-line
5.2. Additional literature (at the moment of changes and/or amended of study			burn, B., Barbic, Lj., df/Prirucnik%20bio1			cal hazards in food.	HAH, Osijek.			On-line
programme)	7. Food safe	ety. <u>http</u>	s://www.mingo.hr/p	ublic/docume	ents/5-vodic-	sigurnost-hrane-low	vresfinalweb.pdf			On-line

5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.
5.4. information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).

2. GENERAL INFORMAT	2. GENERAL INFORMATION						
1.1. Course title	Business German 1	129818					
1.2. Course lecturer	Goran Crnica, prof., pred. (lecturer)	1.9. Course code in MOZVAG					
1.3. Assistants and/or associates	-	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+15+0+0)				
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate professional study of management	1.11. Level of e-learning application (1st, 2nd, 3rd level), percentage of online course performance (max. 20%)	1st, course materials are on-line, %				
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	2				
1.6. Year of study	lst	1.13. Modernization	yes 🗆 no				
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %				

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of the course is to develop language structures, lexis and grammar from the business German language at elementary level. Special attention is given to perfecting the techniques of listening, reading, speaking and writing. Professional vocabulary should be mastered at an elementary level. The objectives also include the repetition and determination of basic tenses, the adoption of professional vocabulary related to the language of information technologies, as well as international and intercultural economic issues.

2.2. Terms of course entry and required competences	Four-year secondary education completed; possessing a Level 4.2 qualification according to the CROQF. Knowledge of German at a minimum basic level (A1- mandatory.	A2) is desirable but not					
	LO 1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign language						
2.3. Learning outcomes on the	LO 3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages						
study programme level	LO 10: To develop team and interpersonal teamwork skills, master communication skills and presentation skills for assigned topics and tasks (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation						
2.4. Expected learning outcomes on the course level (4-10	Learning outcomes according to Bloom's taxonomy:	LO level: 1 - memory, 2 - understanding, 3 - application, 4 - analysis, 5- evaluation, 6 - synthesis					
learning outcomes)	27. To define and explain business German keywords	1,2					
	28. To explain and apply correctly grammatical structures and vocabulary in the field of Business German	2,3					
	29. To create independently and present content in the field of Business German	3					
	30. To analyse medium-sized professional texts and solve language tasks	4					
	31. To argue critically the views expressed and express your own views on the topic of Business German	5					
	32. To use part of the Common European Framework of Reference for Languages (CEF) level A1-A2 language competences to generate new ideas	0					

	Constructive alignment								
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed		
2.5. Course content according to detailed curriculum schedule	163.	Wo leben Sie? Europa	Wortfolge; Nomen (Genus)	3,5,6	Students listen to the lectures. They work independently on the computer, inform themselves about the course content and eLearning documents. Students get to know each other in small groups, discuss the reasons for choosing their studies and explain what they expect from the studies. Group representatives present to their colleagues the similarities and differences of they have about German and other foreign languages.	In the oral part of the final exam, you introduce yourself or your colleagues. They express their opinion about their own linguistic progress and point out the shortcomings and strengths.	3		
	164.	Wo spricht man Deutsch?	Personalpronomen; Verben (regelmäßige und	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an	3		

		1					
			unregelmäßige)		engage in dialogue and discussion, as	understanding of the meaning of key terms.	
					well as to express opinions and	In the oral part of the final exam, the students	
					points of view. The four language	critically discuss their views on the unit topics and	
					skills (listening, speaking, reading	texts and use part of the general language skills at	
					and writing) are used extensively.	level A1 and A2 of the Common European	
						Framework of Reference for Languages by	
						presenting their ideas and findings.	
			Dativ für		Students listen to a lecture on	Students apply grammar structures and solve	
		*** • • • •	Ortsangaben und		grammar and spelling. The students	grammar and spelling problems at the colloquium	
	165.	Wohin reisen die	Akkusativ für	2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
	105.	Deutschen?		2,3,4,0	certain topic and practice language	In the oral part of the final exam, students use	5
			Richtungen (wo –		structures by formulating their own	everyday examples to explain how to use certain	
			wohin)		examples.	grammatical structures.	
						At the colloquium or in the written part of the	
					Students listen to the lecture and take	final exam, the pupils define and explain the most	
					an active part by asking questions	important terms of the learning units. They solve	
			Präsens der		and answering questions. In the	language exercises that demonstrate an	
			Verben: sein,		lectures, students are encouraged to	understanding of the meaning of key terms.	
	166.	Reiseziele	,	1,4,5,6	engage in dialogue and discussion, as	In the oral part of the final exam, the students	3
			sprechen, lernen,		well as to express opinions and	critically discuss their views on the unit topics and	
			können		points of view. The four language	texts and use part of the general language skills at	
					skills (listening, speaking, reading	level A1 and A2 of the Common European	
					and writing) are used extensively.	Framework of Reference for Languages by	
						presenting their ideas and findings.	
					Students listen to a lecture on	Students apply grammar structures and solve	
					grammar and spelling. The students	grammar and spelling problems at the colloquium	
	167.	Der Wert des	Deklination der	2246	exchange their own experiences on a	or in the written part of the final exam.	2
	107.	Euro	Nomen; Zahlen	2,3,4,6	certain topic and practice language	In the oral part of the final exam, students use	3
		2000	1 (omon, 2000)		structures by formulating their own	everyday examples to explain how to use certain	
					examples.	grammatical structures.	
						At the colloquium or in the written part of the	
					Students listen to the lecture and take	final exam, the pupils define and explain the most	
					an active part by asking questions	important terms of the learning units. They solve	
			Präsens der		and answering questions. In the	language exercises that demonstrate an	
		Fremdenverkehr	Verben: haben und		lectures, students are encouraged to	understanding of the meaning of key terms.	
	168.			1,4,5,6	engage in dialogue and discussion, as	In the oral part of the final exam, the students	3
		in Österreich	werden; Präteritum		well as to express opinions and	critically discuss their views on the unit topics and	
			des Verbes sein		points of view. The four language	texts and use part of the general language skills at	
					skills (listening, speaking, reading	level A1 and A2 of the Common European	
					and writing) are used extensively.	Framework of Reference for Languages by	
						presenting their ideas and findings.	
					Students listen to a lecture on	Students apply grammar structures and solve	
					grammar and spelling. The students	grammar and spelling problems at the colloquium	
	1.00	Eine Esmilie	Nomendeklination;	2246	exchange their own experiences on a	or in the written part of the final exam.	2
	169.	Eine Familie	Kasusfragen	2,3,4,6	certain topic and practice language	In the oral part of the final exam, students use	3
			1145 donagon		structures by formulating their own	everyday examples to explain how to use certain	
					examples.	grammatical structures.	
L					1 4	U C	

170.	Lebensformen in Deutschland	Negation; Reflexivpronomen; Präsens der Verben arbeiten, wollen und müssen	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
171.	Arbeit und Arbeitslosigkeit; Kolloquium 1	Deklination der Reflexivpronomen	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
172.	Eine Familie in Niederösterreich	Himmelsrichtungen	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
173.	Dienstleisungen	Adjektivdeklination	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
174.	Das Ansehen der Ärzte	Präsens des Verbes sollen	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
175.	Haushalt und Haushaltsarbeit	Präteritumvon des Verbes haben	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at	3

					and writing) are used exte	2	level A1and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	
	176.	Studentenleben	Deklination der Personalpronomen; Präsens der Reflexivpronomen	2,3,4,6	Students listen to a lecture grammar and spelling. Th exchange their own experi- certain topic and practice structures by formulating examples.	e on e students iences on a language their own	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
	177.	Eine Studentin über ihre Hilfe im Haushalt Kolloquium 2	Präsens des Verbes mögen; die Verbform nöchte; Wenn-,Dass-,Weil- Sätze	1,2,4,5,6	The students listen to the l prepare individually for th Before the colloquium, stu asked to ask questions abo or grammar.	ne exam. udents are out content	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	26
3. EVALUATION OF STUDEN	TWO	RK						
3.1. Student obligations	 Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam. Student achievements: Students with 0 - 24.9% of ECTS credits - are graded with an F (unsuccessful) and cannot earn ECTS credits and must re-enrol the course in the next academic year; Students with 25 - 49.9% of ECTS credits - are graded FX (insufficient) and must pass the written exam (test). The written exam can be held in a regular or extraordinary exam period; Students with more than 50% of ECTS credits - students have the right to take the final exam. Students with more than 50% of ECTS credits - students have the right to take the final exam. by passing two colloquia and an oral exam during the regular or extraordinary exam; by passing the final exam consisting of a written and an oral exam during the regular or extraordinary exam. 							
3.2. Monitoring student work	Attend	ance	0,5	Writte	en exam 1	(without collo	oquia) Project	
(enter the share of ECTS	Experi	mental work		Resea	rch		Practical work	
credits for each activity so that the total number	Essay			Repor	t		Continuous evaluation	
of ECTS points corresponds to	Colloq	uium	1 (without written exam)	Semir	ar paper		(Homework for part-time students) 0	,5
the credit score of the course)	Active	participation	0,5	Oral e	xam 1		(Other)	
3.3. Student workload	The v	vorkload of students of Obligation	on all bases is 1 ECTS	credit point	· · · · · · · · · · · · · · · · · · ·	hours) and is estimated as: Hours (estimated)		

		25. Attending classes and language exercises 45 26. Preparing colloquia or exams through individual work 45									
	26. Prepari	20. Freparing conoquia of exams unough individual work 45									
4. GRADING SYSTEM											
4.1. Grading seminar papers	-										
		Unsatis	factory			Satisfactory			Abo	ove average	
4.2. Grading colloquia/ written and oral exam	understanding. I and concepts. D	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.			Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples. evaluation to concept examples the terms and concept support to the terms and concept examples the terms and concept support to the terms			evaluati thoroug logicall concept that we	vledge is at the level of analysis, synthesis and ation. Observes the principles, accurately and ughly explains the content of the material, and ally connects and explains the terms and expts supported with examples. Finds solutions vere not originally given. Notes correlations related material.		
	Active participation		70-74,9% o	f attendance	75-	79,9% of attendance	80-8	9,9% of a	ttendance	90-100	0% of attendance
	lectures and langue exercises	lage	2 points			5 points	10 poi		its		20 points
	Colloquia/Written exam		2			3	4				5
4.3. Final grade according to evaluation elements			50-64,9%			65-79,9%	80-89,99		%		90-100%
			25 points			30 points		35 poin	its		40 points
	Oral exam	Oral ayona		2	3		5				5
	Orar exam		25 points			30 points		35 points			40 points
4.4 Einsteinde ersending fo		Percentage of acquired knowledge, skills and competences (teaching + final exam)		Numeri	cal grade	ECTS grade					
4.4. Final grade according to absolute division		-	0 - 100%		cellent)	A					
			0 – 89,9% 5 – 79,9%		y good) (ood)	B C					
			<u>5 - 79,9%</u> 0 - 64,9%		factory)	D					
	50 - 59,9% 2 (satisfactory)				E						
5. ADDITIONAL COURSE IN	FORMATION										
5.1. Compulsory literature (available in the library and				Title					Number of the lib		Availability via other media
via other media)	1. Marčetio	ź, T. (2	005). Njemačk	ti u komun	nikaciji: uv	od u jezik njema	čke i aus	strijske	10		

	svakodnevnice i u jezik medija. Zagreb: Školska knjiga.				
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. <u>www.goethe.de</u>		Availability via e- learning platform		
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	he control of student work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during asses and provided information on student progress through short colloquiums and homework, information for further guidance to students will be provided to increase the efficiency of their ork. Students will be informed about their rights and obligations as well as the methods of work and the required literature. dicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and lumni association.				
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of clas on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at lea explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), than five working days after receiving the e-mail).	st one hour per week), while for	or short questions and		

3. GENERAL INFORMAT	3. GENERAL INFORMATION						
1.1. Course title	Business German 2	129818					
1.2. Course lecturer	Goran Crnica, prof., pred. (lecturer)	1.9. Course code in MOZVAG					
1.3. Assistants and/or associates	-	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+15+0+0)				
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate professional study of management	1.11. Level of e-learning application (1st, 2nd, 3rd level), percentage of online course performance (max. 20%)	1st, course materials are on-line, %				
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	2				
1.6. Year of study	1st	1.13. Modernization	yes 🗆 no				
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 % □				

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of the course is to develop language structures, lexis and grammar from the business German language at elementary level. Special attention is given to perfecting the techniques of listening, reading, speaking and writing. Professional vocabulary should be mastered at an elementary level. The objectives also include the repetition and determination of basic tenses, the adoption of professional vocabulary related to the language of information technologies, as well as international and intercultural economic issues.

2.2. Terms of course entry and required competences	Four-year secondary education completed; possessing a Level 4.2 qualification according to the CROQF. Knowledge of German at a minimum basic level (A1- mandatory.	A2) is desirable but not							
	LO 1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign language								
2.3. Learning outcomes on the	LO 3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages								
study programme level	O 10: To develop team and interpersonal teamwork skills, master communication skills nd presentation skills for assigned topics and tasks (case studies, projects, seminars) sing advanced software tools for document creation, presentation and budget implementation								
2.4. Expected learning outcomes on the course level (4-10	Learning outcomes according to Bloom's taxonomy:	LO level: 1 - memory, 2 - understanding, 3 - application, 4 - analysis, 5 - evaluation, 6 - synthesis							
learning outcomes)	33. To define and explain business German keywords	1,2							
	34. To explain and apply correctly grammatical structures and vocabulary in the field of Business German	2,3							
	35. To create independently and present content in the field of Business German	3							
	 36. To analyse medium-sized professional texts and solve language tasks 37. To argue critically the views expressed and express your own views on the topic of Business German 	4							
	 37. To argue critically the views expressed and express your own views on the topic of Busiless German 38. To use part of the Common European Framework of Reference for Languages (CEF) level A1-A2 language competences to generate new ideas 	6							

	Cons	Constructive alignment								
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed			
2.5. Course content according to detailed curriculum schedule	178.	Wohnungssituation in Deutschland	Maskuline Nomen für Lebewesen; Substantivierte Adjektive	3,5,6	Students listen to the lectures. They work independently on the computer, inform themselves about the course content and eLearning documents. Students get to know each other in small groups, discuss the reasons for choosing their studies and explain what they expect from the studies. Group representatives present to their colleagues the similarities and differences of they have about German and other foreign languages.	In the oral part of the final exam, you introduce yourself or your colleagues. They express their opinion about their own linguistic progress and point out the shortcomings and strengths.	3			
	179.	Sozialer Wohnungsbau in	Präpositionen mit dem Dativ; Präsens	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve	3			

	Wien	wan nahman		lectures, students are encouraged to	language exercises that demonstrate an	
	Wien	von nehmen		engage in dialogue and discussion,	understanding of the meaning of key terms.	
				as well as to express opinions and	In the oral part of the final exam, the students	
				points of view. The four language	critically discuss their views on the unit topics	
				skills (listening, speaking, reading	and texts and use part of the general language	
				and writing) are used extensively.	skills at level A1 and A2 of the Common	
				and writing) are used extensivery.		
					European Framework of Reference for Languages	
					by presenting their ideas and findings.	
				Students listen to a lecture on	Students apply grammar structures and solve	
	Straßen und			grammar and spelling. The students	grammar and spelling problems at the colloquium	
180.	Verkehr in	Trennbare Verben	2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
	deutschen Städten		_,_,,,,	certain topic and practice language	In the oral part of the final exam, students use	-
	deutschen Stadten			structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
					At the colloquium or in the written part of the	
				Students listen to the lecture and take	final exam, the pupils define and explain the most	
				an active part by asking questions	important terms of the learning units. They solve	
		D		and answering questions. In the	language exercises that demonstrate an	
	Keine Autos in der	Präpositionen mit		lectures, students are encouraged to	understanding of the meaning of key terms.	
181.		Dativ und	1,4,5,6	engage in dialogue and discussion,	In the oral part of the final exam, the students	3
	Innenstadt	Akkusativ		as well as to express opinions and	critically discuss their views on the unit topics	
		i intrastati v		points of view. The four language	and texts and use part of the general language	
				skills (listening, speaking, reading	skills at level A1and A2 of the Common	
				and writing) are used extensively.	European Framework of Reference for Languages	
					by presenting their ideas and findings.	
				Students listen to a lecture on	Students apply grammar structures and solve	
	DasMobiltelefon			grammar and spelling. The students	grammar and spelling problems at the colloquium	
100		Komparativ und	0.0.1.6	exchange their own experiences on a	or in the written part of the final exam.	2
182.	verändert den	Superlativ	2,3,4,6	certain topic and practice language	In the oral part of the final exam, students use	3
	Alltag	Buperlativ		structures by formulating their own	everyday examples to explain how to use certain	
	e			examples.	grammatical structures.	
				· · · · · · · · · · · · · · · · · · ·	At the colloquium or in the written part of the	
				Students listen to the lecture and take	final exam, the pupils define and explain the most	
				an active part by asking questions	important terms of the learning units. They solve	
				and answering questions. In the	language exercises that demonstrate an	
	D 1''	D "'' ''		lectures, students are encouraged to	understanding of the meaning of key terms.	
183.	Das mobile	Präteritum von	1,4,5,6	engage in dialogue and discussion,	In the oral part of the final exam, the students	3
105.	Fernsehen	Dürfen; Nebensätze	2,1,0,0	as well as to express opinions and	critically discuss their views on the unit topics	5
				points of view. The four language	and texts and use part of the general language	
				skills (listening, speaking, reading	skills at level A1 and A2 of the Common	
				and writing) are used extensively.	European Framework of Reference for Languages	
				and writing) are used extensively.	by presenting their ideas and findings.	
				Students listen to a lecture on	Students apply grammar structures and solve	
		D 111 - 1 - 1				
	Was essen die	Deklination der		grammar and spelling. The students	grammar and spelling problems at the colloquium	
184.		Adjektive ohne	2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
	Deutschen?	Artikel		certain topic and practice language	In the oral part of the final exam, students use	
		AIUKU		structures by formulating their own	everyday examples to explain how to use certain	
	l			examples.	grammatical structures.	

185.	Essen früher und heute	Präsens von essen; Perfekt von sagen und kommen	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
186.	Lebensqualität und Lebensstandard Kolloquium 1	Verwendeung von Perfekt und Präteritum; Partizipformen	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
187.	Folgen des zu großen Konsums	Rektion der Verben; Rektion der Nomen	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
188.	Öffentliche Verkehrsmittel	Passiv: im Präsens und Präteritum der dritten Person Singulat	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
189.	Wohnungssituation in Deutschland	Präsens des Verbes sollen	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
190.	Sozialer Wohnungsbau in Wien	Nebensätze mit ob eingeleitet	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language	3

					and writing) are used ext	ensively.	skills at level A1 and A2 of the Common European Framework of Reference for Language by presenting their ideas and findings.	SS .
	191.	Straßen und Verkehr in deutschen Städten	Konjunktiv Präteritum: von sein, haben, können, müssen, sollen, wollen	2,3,4,6	Students listen to a lectu grammar and spelling. T exchange their own expe certain topic and practice structures by formulating examples.	he students priences on a e language	Students apply grammar structures and solve grammar and spelling problems at the colloquiun or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
	192.	Keine Autos in der Innenstadt	Finalsätze mit um, zu, und dem Infinitiv; würde + Infinitiv	1,2,4,5,6	The students listen to the prepare individually for Before the colloquium, s asked to ask questions al or grammar.	the exam. tudents are	Students apply grammar structures and solve grammar and spelling problems at the colloquiun or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	26
3. EVALUATION OF STUDE	NTWO	RK						
3.1. Student obligations	 Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam. Students with 0 - 24.9% of ECTS credits - are graded with an F (unsuccessful) and cannot earn ECTS credits and must re-enrol the course in the next academic year; Students with 0 - 24.9% of ECTS credits - are graded FX (insufficient) and must pass the written exam (test). The written exam can be held in a regular or extraordinary exam period; Students with more than 50% of ECTS credits - students have the right to take the final exam. Students can pass the final exam in two ways: a) by passing two colloquia and an oral exam during the regular or extraordinary exam; b) by passing the final exam consisting of a written and an oral exam during the regular or extraordinary exam. 							
3.2. Monitoring student work	Attend	ance	0,5	Writte	en exam	1 (without colle	loquia) Project	
(enter the share of ECTS credits for each	Experi	mental work		Resea	rch		Practical work	
activity so that the total	Essay			Repor	t		Continuous evaluation	
number of ECTS points corresponds to the credit score	Colloq	uium	1 (without written exam)	Semir	ar paper		(Homework for part-time students)	0,5
of the course)	Active	participation	0,5	Oral e	xam	1	(Other)	
3.3. Student workload	The w	vorkload of students of Obligation	n all bases is 1 ECTS c	redit point (,	id is estimate s (estimated		

			language exercises			45 45					
4. GRADING SYSTEM											
4.1. Grading seminar papers	-										
		Unsatisfa	ctory			Satisfactory			Abo	ove average	
4.2. Grading colloquia/ written and oral exam	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.				Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			evaluati thorough logically concepts that wer	Knowledge is at the level of analysis, synthesis and evaluation. Observes the principles, accurately and thoroughly explains the content of the material, and logically connects and explains the terms and concepts supported with examples. Finds solutions that were not originally given. Notes correlations with related material.		
	Active participation		70-74,9%	of attendance	7.	5-79,9% of attendance	80-8	9,9% of a	ttendance	90-100	% of attendance
	lectures and langue exercises	age	2 points			5 points	10 poin		its		20 points
			2			3	4				5
4.3. Final grade according to evaluation elements	Colloquia/Written exam		50-64,9%			65-79,9%	80-89,9		%		90-100%
e variation elements				points		30 points		35 poin	its		40 points
	Oral exam		2		3		5				5
	Oral exam		25	points		30 points	35 poin		its		40 points
		knowled competences	ge of acquired lge, skills and s (teaching + final exam)		rical grade	ECTS grade					
4.4. Final grade according to absolute division			- 100%		xcellent)	A					
			- 89,9% - 79,9%	(ery good) (good)	B C					
		60	- 64,9%	2 (sati	isfactory)	D					
		50	- 59,9%	2 (sati	isfactory)	E					
5. ADDITIONAL COURSE IN	NFORMATION										
5.1. Compulsory literature (available in the library and				Titl	le				Number of the lib		Availability via other media
via other media)	Marčetić, T. (20	05). Njem	ački u komuni	ikaciji: uvo	d u jezik nj	emačke i austrijske sv	akodnevi	nice i u			

	<i>jezik medija</i> . Zagreb: Školska knjiga.					
5.2. Additional literature (at the moment of changes and/or amended of study programme)	www.goethe.de - an well-known official website about German		Availability via e- learning platform			
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of student work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on student progress through short colloquiums and homework, information for further guidance to students will be provided to increase the efficiency of their vork. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.					
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of class on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at lea explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), than five working days after receiving the e-mail).	st one hour per week), while for	or short questions and			

4. GENERAL INFORMAT	4. GENERAL INFORMATION									
1.1. Course title	Business German 3	1.8. Course code in ISVU	140746							
1.2. Course lecturer	Goran Crnica, prof., pred. (lecturer)	1.9. Course code in MOZVAG								
1.3. Assistants and/or associates	-	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+15+0+0)							
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate professional study of management	1.11. Level of e-learning application (1st, 2nd, 3rd level), percentage of online course performance (max. 20%)	1st, course materials are on-line, %							
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	2							
1.6. Year of study	2nd	1.13. Modernization	yes 🗆 no							
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %							

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of the course is to develop language structures, lexis and grammar from the business German language at elementary level. Special attention is given to perfecting the techniques of listening, reading, speaking and writing. Professional vocabulary should be mastered at an elementary level. The objectives also include the repetition and determination of basic tenses, the adoption of professional vocabulary related to the language of information technologies, as well as international and intercultural economic issues.

2.2. Terms of course entry and required competences	Four-year secondary education completed; possessing a Level 4.2 qualification according to the CROQF. Knowledge of German at a minimum basic level (A1 mandatory.	-A2) is desirable but not					
	LO 1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign language						
2.3. Learning outcomes on the	LO 3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages						
study programme level	O 10: To develop team and interpersonal teamwork skills, master communication skills nd presentation skills for assigned topics and tasks (case studies, projects, seminars) sing advanced software tools for document creation, presentation and budget implementation						
2.4. Expected learning outcomes on the course level (4-10	Learning outcomes according to Bloom's taxonomy:	LO level: 1 - memory, 2 - understanding, 3 - application, 4 - analysis, 5 - evaluation, 6 - synthesis					
learning outcomes)	39. To define and explain business German keywords	1,2					
	40. To explain and apply correctly grammatical structures and vocabulary in the field of Business German	2,3					
	41. To create independently and present content in the field of Business German	3					
	42. To analyse medium-sized professional texts and solve language tasks	4					
	 43. To argue critically the views expressed and express your own views on the topic of Business German 44. To use part of the Common European Framework of Reference for Languages (CEF) level A2 language competences to generate new ideas 	6					

	Cons	Constructive alignment							
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed		
2.5. Course content according to detailed curriculum schedule	193.	Stellenangebote	Präsens; Präpositionen mit Dativ und/oder Akkusativ	3,5,6	Students listen to the lectures. They work independently on the computer, inform themselves about the course content and eLearning documents. Students discuss the reasons for choosing their studies and explain what they expect from their future career.	In the oral part of the final exam, students introduce themselves or their colleagues. They express their opinion about their own linguistic progress and point out their shortcomings and strengths.	3		
	194.	Berufe im Tourismus	Kausalsätze	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening,	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language	3		

					speaking, reading and writing) are used extensively.	skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	
1	195.	Ein Tag in einem Reisebüro	Perfekt; Konjunktiv 2 (Hilfsverben, Modalverben), Konditional 1	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
1	196.	Keine Autos in der Innenstadt	Prijedlozi s dativom i akuzativom	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
1	197.	DasMobiltelefon verändert den Alltag	Komparativ i superlativ	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
1	198.	Das mobile Fernsehen	Preterit glagola dürfen; zavisne rečenice	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
1	199.	Was essen die Deutschen?	Deklinacija pridjeva bez člana	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
2	200.	Essen früher und heute		2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use	3

				structures by formulating their own examples.	everyday examples to explain how to use certain grammatical structures.	
20	201.	Prezent glagola essen; perfekt glagola sagen essen i kommen	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
2(202. Lebensqualität und Lebensstandard		2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
2(203. Kolloquium 1	Upotreba perfekta i preterita; partizip drugi	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
20	204.		2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
20	Folgen des zu großen Konsums	Rekcija glagola, rekcija imenica	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3

	206. Öffentliche Verkehrsmittel		preterit 3. lica jednine 2,3,4,6		Students listen to a l grammar and spellin exchange their own certain topic and pra structures by formul examples.	g. The students experiences on a ctice language	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.		3
	207.	Transrapid, die schnelle Magnetbahn	Rezent glagola sollen	1,2,4,5,6	4,5,6 Prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar		Students apply grammar structures and grammar and spelling problems at the c or in the written part of the final exam. In the oral part of the final exam, studer everyday examples to explain how to us grammatical structures.	olloquium ts use	26
3. EVALUATION OF STUDE	NTWC	ORK							
3.1. Student obligations	to atter The stu in teach he/she Studen a) by p	nd classes and teach at least ident's acquired knowledge hing and their presentation of is exempted from the writte t achievements: Students with 0 - 24.99 Students with 25 - 49.9 period; Students with more tha ts can pass the final exam in assing two colloquia and an	50%; they are also required is tested during the course of of homework. Of particular is en part of the final exam and 6 of ECTS credits - are grade 1% of ECTS credits - are grade 1% of ECTS credits - students	to write homew ontent. Students importance for t is obliged to tal ed with an F (un led FX (insuffi- dents have the r r or extraordina	york. Students are requised are evaluated during the final grade are the text the oral final exam. Insuccessful) and cannous cient) and must pass the right to take the final exam;	red to bring writir he teaching proces wo written tests th t earn ECTS credi e written exam (te cam.	ts, the required attendance is at least 70%. ng materials (paper and pen/ballpoint pen) ss, with particular attention being paid to at the student takes during the semester. I ts and must re-enrol the course in the next st). The written exam can be held in a reg	to the exer he student the studen academic	cises. 's active participation nt passes both exams, year;
3.2. Monitoring student work	Attend	ance	0,5	Writte	en exam	1 (without col	loquia) Project		
(enter the share of ECTS credits for each	Experi	mental work		Resea	ırch		Practical work		
activity so that the total	Essay			Repor	rt		Continuous evaluation		
number of ECTS points corresponds to the credit score	Colloq	uium	1 (without written exam)	Semir	har paper		(Homework for part-tin students)	ne 0,	5
of the course)	Active	participation	0,5	Oral e	exam	1	(Other)		
3.3. Student workload		Obligation 29. Attending classes and			H	r hours) and is estimated as: Hours (estimated) 45 45			

4. GRADING SYSTEM												
4.1. Grading seminar papers	-											
		Unsatisfa	ctory			Satisfactory			Above average			
4.2. Grading colloquia/ written and oral exam		Does not know	w or apply basic terms i w how to apply or explain		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.				veledge is at the level of analysis, synthesis and ation. Observes the principles, accurately and ughly explains the content of the material, and ally connects and explains the terms and pts supported with examples. Finds solutions were not originally given. Notes correlations related material.			
	Active participation		70-74,9% o	f attendance	75-7	79,9% of attendance	80-8	9,9% of att	endance	90-100	% of attendance	
	exercises	шдо	2 pc	oints		5 points		10 point	S		20 points	
			2			3		4		5		
evaluation elements	Colloquia/Writter	n exam	50-6	4,9%		65-79,9%		80-89,9%	%		90-100%	
			25 p	oints		30 points		35 point	S		40 points	
		Oral arram		2		3		5			5	
	Oral exam		25 points			30 points		35 points			40 points	
		knowled competence	ge of acquired lge, skills and s (teaching + final exam)	Numeric	al grade	ECTS grade						
4.4. Final grade according to absolute division			- 100% - 89,9%	5 (exce 4 (very		A B						
		65	- 79,9%	3 (go	ood)	С						
			- 64,9% - 59,9%	2 (satisf 2 (satisf		D E						
5. ADDITIONAL COURSE I	NFORMATION											
5.1. Compulsory literature (available in the library and				Title					Number of copies in the library		Availability via other media	
via other media)	1. Blaževio	ć, N. (1998	b). Deutsch in H	Iotellerie un	d Tourismu	s. Zagreb: Školska ki	njiga.					
5.2. Additional literature (at the moment of changes				www.goeth	<u>e.de</u>						Availability via e- Learning platform	

and/or amended of study programme)			
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of student work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping classes and provided information on student progress through short colloquiums and homework, information for further guidance to students with work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student association.	will be provided to increase t	he efficiency of their
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of classes o on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at least on explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), whic than five working days after receiving the e-mail).	one hour per week), while fo	r short questions and

5. GENERAL INFORMAT	ION		
1.1. Course title	Business German 4	1.8. Course code in ISVU	140746
1.2. Course lecturer	Goran Crnica, prof., pred. (lecturer)	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates	-	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+15+0+0)
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate professional study of management	1.11. Level of e-learning application (1st, 2nd, 3rd level), percentage of online course performance (max. 20%)	1st, course materials are on-line, %
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	2
1.6. Year of study	2nd	1.13. Modernization	yes 🗆 no
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 % □

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of the course is to develop language structures, lexis and grammar from the business German language at elementary level. Special attention is given to perfecting the techniques of listening, reading, speaking and writing. Professional vocabulary should be mastered at an elementary level. The objectives also include the repetition and determination of basic tenses, the adoption of professional vocabulary related to the language of information technologies, as well as international and intercultural economic issues.

Four-year secondary education completed; possessing a Level 4.2 qualification according to the CROQF. Knowledge of German at a minimum basic level (A1-A2) is desirable but not mandatory.								
LO 1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign language								
LO 3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages								
id presentation skills for assigned topics and tasks (case studies, projects, seminars)								
Learning outcomes according to Bloom's taxonomy:	LO level: 1 - memory, 2 - understanding, 3 - application, 4 - analysis, 5- evaluation, 6 - synthesis							
45. To define and explain business German keywords	1,2							
	2,3							
	3							
	4							
 49. To argue critically the views expressed and express your own views on the topic of Business German 50. To use part of the Common European Framework of Reference for Languages (CEF) level A2-B1 language competences to generate new ideas 	5							
	 mandatory. LO 1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign language LO 3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages LO 10: To develop team and interpersonal teamwork skills, master communication skills and presentation skills for assigned topics and tasks (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation Learning outcomes according to Bloom's taxonomy: 45. To define and explain business German keywords 46. To explain and apply correctly grammatical structures and vocabulary in the field of Business German 47. To create independently and present ontent in the field of Business German 48. To analyse medium-sized professional texts and solve language tasks 49. To argue critically the views expressed and express your own views on the topic of Business German 							

	Cons	Constructive alignment									
2.5. Course content according to detailed curriculum schedule	r.br. Thematic topic of the lecture		Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed				
	208.	Das ist Kroatien	Artikelgebrauch und/oder Akkusativ	3,5,6	Students listen to the lectures. They work independently on the computer, inform themselves about the course content and eLearning documents. Students discuss the reasons for choosing their studies and explain what they expect from their future career.	In the oral part of the final exam, students introduce themselves or their colleagues. They express their opinion about their own linguistic progress and point out their shortcomings and strengths.	3				
	209.	Kroatische Nationalparks	Präpositionen mit Dativ	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening,	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language	3				

				speaking, reading and writing) are	skills at level A2-B1 of the Common European	
				used extensively.	Framework of Reference for Languages by	
					presenting their ideas and findings.	
	Zagreb, die	Passiv		Students listen to a lecture on	Students apply grammar structures and solve	
	Hauptstadt			grammar and spelling. The students	grammar and spelling problems at the colloquium	
210.	•		2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
210.	Kroatiens		2,3,1,0	certain topic and practice language	In the oral part of the final exam, students use	5
				structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
	Opatija, die	Relativpronomen		Students listen to the lecture and	At the colloquium or in the written part of the	
	Wiege des	1		take an active part by asking	final exam, the pupils define and explain the most	
				questions and answering questions.	important terms of the learning units. They solve	
	kroatischen			In the lectures, students are encouraged to engage in dialogue	language exercises that demonstrate an	
	Tourismus				understanding of the meaning of key terms.	
211.			1,4,5,6	and discussion, as well as to express	In the oral part of the final exam, the students	3
				opinions and points of view. The	critically discuss their views on the unit topics	
				four language skills (listening,	and texts and use part of the general language	
				speaking, reading and writing) are	skills at level A2 of the Common European	
				used extensively.	Framework of Reference for Languages by	
				-	presenting their ideas and findings.	
	Dubrovnik	Temporalsätze		Students listen to a lecture on	Students apply grammar structures and solve	
		*		grammar and spelling. The students	grammar and spelling problems at the colloquium	
212.			2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
				certain topic and practice language	In the oral part of the final exam, students use	U
			structures by formulating their own	everyday examples to explain how to use certain		
-				examples.	grammatical structures.	
	Split	Komparativsätze		Students listen to the lecture and	At the colloquium or in the written part of the	
	_	_		take an active part by asking	final exam, the pupils define and explain the most	
				questions and answering questions.	important terms of the learning units. They solve	
				In the lectures, students are	language exercises that demonstrate an	
010			1	encouraged to engage in dialogue	understanding of the meaning of key terms.	2
213.			1,4,5,6	and discussion, as well as to express	In the oral part of the final exam, the students	3
				opinions and points of view. The	critically discuss their views on the unit topics	
				four language skills (listening,	and texts and use part of the general language	
				speaking, reading and writing) are	skills at level A2 of the Common European Framework of Reference for Languages by	
				used extensively.	presenting their ideas and findings.	
	77 1	TZ 1		Students listen to a lecture on	Students apply grammar structures and solve	
	Zadar	Kausalsätze				
				grammar and spelling. The students exchange their own experiences on a	grammar and spelling problems at the colloquium or in the written part of the final exam.	
214.			2,3,4,6	certain topic and practice language	In the oral part of the final exam, students use	3
				structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
	ă'I 'I			Students listen to a lecture on		
	Šibenik -				Students apply grammar structures and solve	
215.	Wiederholung		2216	grammar and spelling. The students	grammar and spelling problems at the colloquium	3
215.	, reactioning		2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
				certain topic and practice language	In the oral part of the final exam, students use	
	1			structures by formulating their own	everyday examples to explain how to use certain	

				examples.	grammatical structures.	
216.		Vergleichssätze	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2-B1 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
217.	Pula;		2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
218.	Kolloquium 1	Infinitiv mit zu	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2-B1 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
219.			2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
220.	Bestandteile des Geschäftsbriefs - Rundschreiben	Infinitiv ohne zu	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2-B1 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3

	221. Anfrage		2,3,4,6 grammar and exchange the certain topic structures by examples.		exchange their of certain topic and structures by for	a lecture on elling. The students wn experiences on a practice language mulating their own	grammar and s or in the writte In the oral part everyday exam	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.		
	222.	Anfrage/Angebot	Temporalsätze	1,2,4,5,6 Interstitution in the students insten to the fecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or in the ora everyday		grammar and s or in the writte In the oral part	grammar structures and solve pelling problems at the colloquiu n part of the final exam. of the final exam, students use ples to explain how to use certai ructures.	26		
3. EVALUATION OF STUDE	NTWO	ORK								
3.1. Student obligations	to atten The stu in teach he/she Studen Studen a) by p	nd classes and teach at least ident's acquired knowledge hing and their presentation of is exempted from the writte t achievements: Students with 0 - 24.9% Students with 25 - 49.9 period; Students with more that ts can pass the final exam ir assing two colloquia and an	50%; they are also required is tested during the course co of homework. Of particular i n part of the final exam and 6 of ECTS credits - are grade % of ECTS credits - are grade m 50% of ECTS credits - stu	to write homew ontent. Student: mportance for t is obliged to ta ed with an F (un ded FX (insuffi- dents have the ar or extraordina	vork. Students are n s are evaluated dur the final grade are to ke the oral final ex nsuccessful) and ca cient) and must par right to take the fin ary exam;	equired to bring writing ing the teaching proce he two written tests that am. Innot earn ECTS credit as the written exam (te al exam.	ng materials (pap ss, with particula hat the student tak its and must re-en	tendance is at least 70%. Part-tir er and pen/ballpoint pen) to the e r attention being paid to the stude es during the semester. If the stu rol the course in the next academ xam can be held in a regular or e	xercises. ent's active participation dent passes both exams, ic year;	
3.2. Monitoring student work	Attenda	ance	0,5	Writte	en exam	1 (without co	lloquia)	Project		
(enter the share of ECTS credits for each	Experie	mental work		Resea	irch			Practical work		
activity so that the total	Essay			Repor	rt			Continuous evaluation		
number of ECTS points corresponds to the credit score	Colloq	uium	1 (without written exam)	Semin	har paper			(Homework for part-time students)	0,5	
of the course)	Active	participation	0,5	Oral e	exam	1		(Other)		
3.3. Student workload		The workload of students on all bases is 1 ECTS credit point (30 semester ho Obligation 31. Attending classes and language exercises 32. Preparing colloquia or exams through individual work					t hours) and is estimated as: Hours (estimated) 45 45			

4. GRADING SYSTEM												
4.1. Grading seminar papers	-											
		Unsatisfa	ctory			Satisfactory			Above average			
4.2. Grading colloquia/ written and oral exam	Responds by me understanding. I and concepts. D the contents of t	Does not know oes not know	w or apply basic ter how to apply or ex	rms impart aplain explain	Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.				wledge is at the level of analysis, synthesis and uation. Observes the principles, accurately and oughly explains the content of the material, and cally connects and explains the terms and cepts supported with examples. Finds solutions were not originally given. Notes correlations related material.			
	Active participation		70-74,9% of	attendance	75-7	79,9% of attendance	80-8	9,9% of at	tendance	90-100	% of attendance	
	exercises		2 ро	ints		5 points		10 poin	ts		20 points	
			2	2		3		4		5		
evaluation elements	Colloquia/Writter	Colloquia/Written exam		4,9%		65-79,9%		80-89,9	%		90-100%	
				oints		30 points		35 poin	ts		40 points	
	Oral aram	Oral exam				3		5			5	
	Orai exam		25 pc	25 points		30 points		35 points			40 points	
4.4 Final and according to		knowled competences	ge of acquired lge, skills and s (teaching + final exam)	Numerical	grade	ECTS grade						
4.4. Final grade according to absolute division			- 100% - 89,9%	5 (excell 4 (very g	/	A B						
		65	- 79,9%	3 (goo	ł)	С						
			- 64,9% - 59,9%	2 (satisfac 2 (satisfac	,	D E						
5. ADDITIONAL COURSE IN	NFORMATION											
5.1. Compulsory literature (available in the library and				Title					Number of copies in the library		Availability via other media	
via other media)	2. Blaževio	ć, N. (1998). Deutsch in H	otellerie und	Tourismu	s. Zagreb: Školska kr	njiga.					
5.2. Additional literature (at the moment of changes				www.goethe.	<u>de</u>						Availability via e- Learning platform	

and/or amended of study programme)			
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of student work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on student progress through short colloquiums and homework, information for further guidance to students will be provided to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of classes or possible adjournment will be published on time on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).		