



POLYTECHNIC OF ŠIBENIK

DEPARTMENT OF MANAGEMENT

PROFESSIONAL UNDERGRADUATE STUDY OF TOURISM MANAGEMENT

Erasmus+ Course Catalogue Academic year 2021-2022

Dean PhD Ljubo Runjić, college professor.

Head of department Nikolina Gaćina, M.Eng., s.lec.

Šibenik, April 2021

Contents

Course list	3
Full Course Curriculums	4
Financial mathematics	5
Principles of economics.	10
Environmental management in tourism	17
Hotel organization and reception operations	26
Marketing in tourism	35
Business English 1	42
Business statistics	49
Tourist destination management	54
Management	63
Public sector economy	72
Use of DDD measures and HACCP standard in hotel industry	80
Business organization	88
Nutrition and tourism	96
Food safety in tourism	103
Business German 1	110
Business German 2	117
Business German 3	124
Business German 4	131

Course list

Professor	Component 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
Sladoljev J.	142629	Tourist destination management	6
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
Crnica G.	140746	Business German IV	3

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%)	1st, course materials are on-line, 0%				
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	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% X□ More than 20 % □				
2. COURSE DESCRIPTION							
2.1. Course objectives		heoretical knowledge: lls of the analytical way of thinking, and the logical way of concluctorsic concepts of financial mathematics with appropriate economic					
2.2. Terms of course entry and required competences		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.						
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						
							4, 3					
		2. To differentiate arithmetic and geometric sequences and perform basic sequence operations.										
					4, 4							
		To solve the problems of a simple and con			4							
		To select appropriate method of transform	ning the nom	ninal interest rate into a conformal	or relative interest rate.		3					
	6.	Го make a loan repayment schedule			4							
	Cons	structive allignement										
	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.	Basic Economic Accounts. Percentage and per mille account. 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 select the appropriate economic account at to the problem from the economic practic	nd apply	6 h					
	3.	Sequences. Arithmetic and Geometric Sequences	2	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams sknow how to differentiate arithmetic and sequences. Solve exercises.		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 s know how to define economic functions, graph of functions, and examine the dema supply variability	sketch a and and	4 h					
detailed curredium senedule	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 sknow 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 o interest account.	f a simple	4 h					
	8. Compound Interest Account.	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 sknow how to define and differentiate the interest account, solve the tasks of a compinerest 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 sknow 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.	Prenumerando and postnumerando Present and Final Value. Perpetual annuity.	4, 5	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 calculate and interpret the elements in the examples with periodic payments.	4 h	
11.	Loan. Repayment model of the loan.	6	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 calculate the loan according to the repayment models with equal annuities, models with equal repayment quotas and agreed annuities, and make a loan repayment schedule.	4 h	
12.	Loan. The conversion of the loan.	6	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 calculate the loan after the loan conversion, and make a loan repayment schedule.	4 h	
13.	Loan. Combined loan repayment model.	6	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 calculate combined loan repayment and make a loan repayment schedule.	4 h	
14.	Loan. Revision for colloquium. Colloquium.	4,5,6	Write the colloquium.	-	40 h	
15.	Revision		Listen to lectures and read literature.	-	40 h	

3. EVALUATION OF STUDENTS' WORK

	In accordance with the Regulations on Studying and the Regulations on Student Assessment and Evaluation: for all full-time students attendance of at							
3.1. Students` obligations	 least 70%. Part-time students are required to attend classes at least 50%. All students are required to carry calculator and formulae list. Students who have during the course achieved: from 0 - 24,9% ECTS credits- are rated F (unsuccessful) and cannot obtain ECTS credits, and must re-enroll in the next academic year; from 25 - 49,9% - are assessed by FX (insufficient) and must pass the written exam (test). Written exam (test) can be held in a regular extraordinary exam period; more than 50% - students have the right to take the final exam. Students can take the final exam from the course in two ways: a) during the course of teaching through continuous monitoring of students (act participation in classes and through two colloquia); b) by passing the exam (written and oral part of the exam). 							
	Attendance	0,5	Written exam	3,5 (without 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 workload	Student workload on all ba 1. Attending classes 2. Preparing colloqu	and exercises 6	0 hours			imated as:			
4. GRADING SYSTEM									
4.1. Grading seminar papers									
	Unsatisfacto	ry		Satisfactory				Above average	
4.2. Grading colloquia/ written and oral exam	Responds by memory, with understanding. Does not know basic terms and concepts. Does not to apply or explain 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. Observed to the content terms are were not were not content.			Observes the content of the terms and content of the content of th	wledge is at the level of analysis, synthesis and evaluation. erves the principles, accurately and thoroughly explains the ent of the material, and logically connects and explains the s and concepts supported with examples. Finds solutions that not originally given. Notes correlations with related rial.			
	Active course attendance	70-74,9% of	of attendance 75-79,9% of attendance		80-89,9% of attendance		90-100% of attendance		
	Active course attendance	2 points		5 poi	5 points		10 points		20 points
40.51		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%
		25 poi	ints	30 points		35 points			40 points
	Oral exam	2		3		5			5
		25 points		30 points		35 points			40 points
4.3. Final grade according to	Percentage of acquired knowledge, skills and competences (teaching + final exam)			rical grade	ECTS				
absolute division		0 – 100% 0 – 89,9%		xcellent) ery good)	A A				
	65 - 79,9% 60 - 64,9% 50 - 59,9%		2 (sat	3 (good) C 2 (satisfactory) D 2 (satisfactory) E)			
5. ADDITIONAL COURSE INFO	RMATION								
5.1. Compulsory literature (available in the library and via	Š '/ W ZI'I I I I		Title		. 7	2011 / 1	1	Number of copies i	n Availability via other media
other media)	Šorić K., Zbirka zadataka	iz matematike s	primjenom t	i ekonomiji, El	ement, Zagreb), 2011. (select	lea	7	

	chapters)					
	Šego B., Lukač Z., Financijska matematika, Udžbenici Sveučilišta u Zagrebu, Zagreb, 2011(selected	5				
	chapters)	3				
	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					
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 en					
5.3. Quality assurance methods that	track of attendance and student activity during classes and provided information on students' progress through short colloquiums and homework,					
ensure the acquisition of	information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their					
knowledge, skills and competences	rights and obligations as well as the methods of work and the required literature.					
knowledge, skins 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 classroom activities. All notices of classes					
5.4. Informing about the course and	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					
contacting the teacher	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 v	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	B-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 (1st, 2nd, 3rd 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: T	To apply and link economic terms in more complex	written and ora	communication in Croatian and foreign l	anguages.				
	LO1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign languages.								
2.2. Ii	LO2: To organize and lead team work, and critically judge the opinions and attitudes of team members.								
	LO3: T	To individually and responsibly search relevant liter	rature for reachi	ng solutions and conclusions in Croatian a	and foreign languages.				
2.3. Learning outcomes on the study programme level	LO5: T	To use planning, organizing, management and control	rol methods on r	practical examples, analyze the problem ar	nd propose appropriate solutions to problem situation	ıs.			
study programme lever			_						
	LO6: 1	To analyze and link basic concepts and apply conte	nt related to the	area of economics, management, accounti	ng, and finance.				
	LO 16:	To analyze offer and resources (in organization, e	nterprises, touris	sm, tourist destination) by taking into acco	ount changing environment and using key business i	ndicators at the global,			
	nationa	al, regional and local levels, compose development	strategies to acr	nieve competitiveness.		LO Level:			
						1. Recapture,			
		ning outcomes towards Bloom's taxonor	ny:			 Understanding, Application, 			
	(up to	two verbs per LO)				4. Analysis,			
						5. Evaluation,			
2.4. Expected learning outcomes	1	To dominate to be eviled as and vindo estanding	of agrees comta	ut by defining and describing basis some	ots of economics as a science that addresses the	6. Synthesis			
on the course level	1	problem of scarcity.	of course conte	in by defining and describing basic concep	of sol economics as a science that addresses the	1, 1			
	To analyze economic trends using supply and demand analysis.								
	To analyze consumer behavior regarding product demand.								
	 To explain how input markets work. To calculate and interpret different measures of macroeconomic activity, such as gross national product, inflation and unemployment 								
	6. To analyze the business cycle by analyzing aggregate demand and aggregate supply.								
	7	. To link fundamental economic principles and	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			
			-	Listen to lectures. By working independently on a computer, they are	-				
		Introduction into the course and detailed plan.		introduced to the course content and		2 hours			
5.0	16.			the documents on the e-learning page of the course.					
.5. Course content according to detailed curriculum schedule	10.			Listen to the lecture and read the	In colloquium or written and oral exams they can				
detailed culticulum schedule		Introduction to economics	1		1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	s;			
		Introduction to economics.	1	literature, write homework.	define and describe the basic economic concepts;	10 hours			
		Introduction to economics.	1	literature, write homework.	explain the circuit diagram and its application and the law of diminishing returns.	10 hours			
		Introduction to economics.	1	Listen to the lecture and read the	explain the circuit diagram and its application and the law of diminishing returns. In colloquium or written and oral exams they can				
	17.	Introduction to economics. Supply and demand. How do markets work?	1, 2	Listen to the lecture and read the literature. Individually or in pairs	explain the circuit diagram and its application and the law of diminishing returns. In colloquium or written and oral exams they can define supply / demand and analyze the impact of	12 hours			
	17.		1, 2	Listen to the lecture and read the	explain the circuit diagram and its application and the law of diminishing returns. In colloquium or written and oral exams they can define supply / demand and analyze the impact of individual variables on supply and demand curves	12 hours			
	17.		1,2	Listen to the lecture and read the literature. Individually or in pairs solve case studies, discuss on the	explain the circuit diagram and its application and the law of diminishing returns. In colloquium or written and oral exams they can define supply / demand and analyze the impact of	12 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

	26.	The State and the Economy.	7	Listen to the lecture and read the literature. They use multimedia and network. They discuss on the exposed topic	explain the rea consider ways developments.	or written and oral exams they can sons for state intervention, critically of state intervention in economic They are able to explain public and the majority paradox.	6 hours
	27.	Income distribution and poverty.	4, 7	Listen to the lecture and read the literature. Student explore the content of this topic area by searching the database.	In colloquium define poverty and interpret G	or written and oral exams they can and its forms, explain Lorenz curve ini coefficient. They can explain equalities occur.	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.	able to define of and explain the calculate and in GDP deflator, rate. They are GDP as a measunemployment		12 hours
	29.	Aggregate supply and demand. The financial market and a money issue. Central Banking and Monetary Policy.	2, 6, 7	Listen to the lecture and read the literature. They discuss on the exposed topic. Solve exercises.	use the aggregation model to analy know how to converte investment mu	or written and oral exams they can ate supply and aggregate demand ze fluctuations in the economy. They alculate and interpret the extent of an Itiplier. They can explain the role of etary policy in the economy.	14 hours
	30.	Concluding Considerations / Repetition and preparation for the exam.		Listen to the lecture and individual preparation for the exam.			38 hours
3. EVALUATION OF STUDEN	T WO	RK					
3.1 Students' obligations	to atter	Trom o 21,570 Ecro oreans is raised (unit	uccessful) and	cannot get ECTS credits and must re-enrol	the subject in the	e next academic year;	-
 3.1. Students` obligations From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written 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 b) during the course (active participation in the lessons, solving case studies) and passing the exam (written and oral exam). 					articipation in the	-	
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total	Attend	ance 0,5	Writt	en exam 4 (by submitting colloquiums the relieved of an examination)	ne student is	Project	

number of ECTS points corresponds to the credit score	Experimental work		Research		Practical work		
of the course)	Essay		Report		Continuous examir	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 submitting all colloquiums the stu- relieved of an oral examination)			
	The student's workload Commitment	on all bases amounts to 1 E	CTS point for 30 hours of	work per semester Hours (estimate)			
	Attending classes Concluding Cons	siderations / Repetition and prepar	ention for the exem	60 120			
4. GRADING 4.1. Seminar paper grading							
	I	Poor	Satis	fying	A	oove average	
4.2. Colloquium / exam grading	Give answer by memory, Does not know and does and concepts. Cannot app of the course.		Reproduces basic terms, without difficu new knowledge, understands subject mat the terms and the notions that sub- examples.		nsfers plains te by Knowledge is at the levaluation. It observe thoroughly explains to logically links and exthat it encapsulates. If	the level of analysis, synthesis and serves legitimacy, accurately and ains the content of the subject, and nd explains the terms and concepts tes. Find solutions that are not There is a correlation with	
4.3. Creating a final grade	Active participation in the	70-75% of attendance	76-86% of atte	endance	87-100% of attendance	Created mental map. Solved case study.	
			i	4 points		7 points 3 points	
according to evaluation elements	lessons	2 points	4 points	5	7 points	3 points	

			5 points			7 points	8 points	10 points
			2			3	4	5
	Colloquium / writte exam	en	50-64,9%		65-79,9%		80-89,9%	90-100%
		•	27 points			33 points	39 points	45 points
	0.1		2		3		5	5
	Oral exam	•	27 points			33 points	39 points	45 points
	kno		whedge, skills and ences (teaching + final exam)	Numerou	ıs grade	ECTS grade		
4.4. Creating a final grade			90 – 100%	5 (exce	ellent)	A		
ecording to absolute allocation			80 – 89,9%	4 (very	good)	В		
			65 – 79,9%	3 (go	ood)	C		
			60 – 64,9%	2 (suffi	cient)	D		
			50 – 59,9%	2 (suffi	cient)	Е		

5. ADDITIONAL INFORMATION ABOUT THE COURSE

5.1. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability via other media	
	1. Samuelson, P. A. i Nordhaus, W. (2007). Ekonomija, 18th edition, Zagreb: Mate d.o.o.	15		
	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 5	
	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 k classes and provided information on students' progress through short colloquiums and homework, information for further guidance to stude 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 stat Alumni association.	ents will be provided 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).

1. GENERAL INFORMATION AB	OUT 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% ☐ ☐ ☐ ☐

2. COURSE DESCRIPTION	
	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;
2.1. Course objectives	• 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 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 language	ages					
	LO5. To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate problem 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 task 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	1, 1					
2.4. Expected learning outcomes on the course level	2. analyze and compare the relationship between man and his environment in the contemporary context of tourism and society development in general	4, 2					
on the course level	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,	3					
	5. comment and critically evaluate the actions of tourism stakeholders as well as responsible experts in accordance with the principles of sustainability and responsibility	3 4, 5					
	5. comment and critically evaluate the actions of tourism stakeholders as well as responsible experts in accordance with the principles of	-					

 Course content according to iled curriculum schedule	Constructive alignment

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

3	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
3	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
3	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
3	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
3	39.	Development of transport and transport infrastructure and their environmental impact. Noise in the environment. Light pollution. Connection: environment-traffictourism.	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 sen individually explore the this topic area by search database, and on the ba read literature, create a that presents the acquir and presents their own ways to solve problems work on seminar teach brainstorming method a discussion method on thapplied.	ninar, they e content of hing the sis of it and the seminar paper ed knowledge ideas, and the group ng, the and the	can define and protection, pro areas of nature between indivi parks and park significant protection. The importance of economic, ecol critically judge Seminar paper	um or written and oral exam they describe the basic concepts of naturetected natural values and protected, they can explain the difference dual protected categories (nature s of nature) and enumerate tourist tected areas in the Republic of ose enjoying international legal ey can explain the role and forest and wetland ecosystems in logical and aesthetic terms. They can the role of nature in tourism. created and presented (using rams independently).	8 hours
	45.	Concluding Consideration Repetition and Example 1			Listen to a lecture and pindividually for the exa		-		30 hours
3. EVALUATION OF STUDEN	T WO	RK							
3.1. Students' obligations	studen 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 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							
3.2. Monitoring student work	Attend	ance		Writte	en exam	2 (by submitting colloquiums the relieved of an examination)	e student is	Project	
(enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score of the course)	Experi	mental work		Resea	rch			Practical work	
	Essay			Repor	t			Continuous examination	
	Colloq	uium	3 (by submitting both colloquiums the studer relieved of a written ar		ar paper	0,5		Other (inscribe)	

oral examination)

	Class activities	0,5	Oral exam	relieved of a examination	the student is an oral	Other (inscrib	pe)	
3.3. Student workload	3. Attending classes 4. Creating and Prese	on all bases amounts to 1 E	•	Hours of work per ser Hours (esting 45		estimated as:		
4. GRADING								
	Valuation Element	Poor		Satis	fying		Above a	verage
	Organization	The paper is not organize order and its structure is		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		lear distinct the main properties. that are another	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	style is terminology. The writing style is appropriate, the sentence structure is clear,			ology and show neaning. The wr ent, the sentence	s are clear and y is 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 errors. The references the subject and show a attitude.	are appropriate	e for consist esearch their li		comprehensive and
	Po	oor		Satisfying		Above average		
4.2. Colloquium / exam grading	Give answer by memory, Does not know and does n and concepts. Cannot appl of the course.	not apply the basic terms	e terms, without difficulty transfers understands subject matter, explains the notions that substantiate by the		evaluation. It ob thoroughly expla	serves legitimace ains the content and explains the tes. Find solution. There is a corre		
4.3. Creating a final grade according to evaluation	Active participation in the	70-75% of attendance	76-8	6% of attendance	87-100	% of attendance		eated mental map. olved case study.
elements	lessons	2 points		4 points	,	7 points		3 points

	G	2			3	4	5
	Seminar paper 5 pc		5 points		7 points	8 points	10 points
		2		3		4	5
	Colloquium / written exam	50-64,9%	50-64,9%		65-79,9%	80-89,9%	90-100%
		25 point	25 points		30 points	35 points	40 points
			2		3	5	5
	Oral exam	25 point	25 points		30 points	35 points	40 points
	co	Percentage of adopted knowledge, skills and mpetences (teaching + final exam)	Numero	us grade	ECTS grade		
4.4. Creating a final grade		90 – 100%	5 (exce	ellent)	A		
according to absolute allocation		80 – 89,9%	4 (very	good)	В		
		65 – 79,9%	3 (go		C		
		60 – 64,9%	2 (suff		D		
		50 – 59,9%	2 (suff	icient)	E		

5. ADDITIONAL INFORMATION ABOUT THE COURSE

4	5.1. Compulsory literature	Title	Number of copies in the library	Availability via other media
	available in the library and hrough other media)	2. Radić Lakoš, T., Upravljanje okolišem, VUŠ, Šibenik, 2018.		Available On-line
	mough other media)	3.		
t	5.2. Additional literature (at he moment of changes and/or amended of study programme)	 Müller, H. (2004). Turizam i ekologija. Masmedija, Zagreb. Bilen, M. (2008). Turizam i okoliš. Mikrorad, Zagreb. Tišma, S., Maleković, S. (2010). Zaštita okoliša i regionalni razvoj, iskustva i perspektive. Institut za međunarodne odnose, Zagreb. Botkin D., Keller, E.(2005). Environmental Science. Wiley. 	5 5 0 0	
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 k classes and provided information on students' progress through short colloquiums and homework, information for further guidance to stude 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 Alumni association.	ents will be provided in order to	increase the efficiency

24 / 137

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).

1.1. 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	TION
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 solu arrives at a hotel, calculate revenue based on forecasts, estimate the number of employees 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 and foreign languages									
on the study programme level	2. Organize and lead team work, and critically evaluate the opinions and attitudes of team sta	akeholders								
lever	 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	and comment and analyze them								
	5. Use planning, organizing, leading, and controlling methods using case studies and analyzi	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 presental 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 (co company or organization	ntracts, regulations) related to the								
	9. Use software packages to manage business departments, processes, and organizations									
	 Design and economically evaluate entrepreneurial ideas, events, projects, products and ser same 	•								
	11. Analyze the new roles of organizations, systems, processes, products and services and qua propose the valorisation of new trends in enterprises and organizations	ality standards in the company and								
	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								
	 explain and critically evaluate the basic concepts and characteristics of hotels, hotel management 	2,5								

	2. develop a project	t plan for a h	otel company		4, 6					
			a concrete example, and based on	that, determine	6					
	the cost of services the hote									
	4. draw up contracts between a travel agency and a tour operator and a travel agency and a service provider									
	5. making an offer for a travel agency 3									
		o. making an orior for a darvi agone,								
	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 elearning 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	oral exam they d	need to show and	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		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 oral exam they do concepts that occurrit, then they shanalyze the same example, critical	ly judge based on the m and propose a	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 oral exam they do concepts that occurrit, then they shanalyze the same	m or the written and lefine and explain the cur in this thematic nould present and	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 hote 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 guests (reception functions and staff, sale of hotel services, reception, accommodation and records, functioning of the reception desk)	1245	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, equipme and inventory, work organization kitchen administration, standard in the hospitality industry)	nt 1, 2, 5, 7,9, 10,	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

Но	otel Price 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
	ale at the hotel; Types of ontract; 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
Res	eservations	1, 2, 5, 7,9, 10, 11, 12	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
	affing and jobs in the receiving partment	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
Bus	usiness 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	ing	occupancy rate; Preparation of reports for the receptionist, director and hotel management based on all previous exercises Team project defense	example, critic presented prol solution to the At the colloque oral exam they concepts that	me on a concrete cally judge based on the olem and propose a same problem. ium or the written and of define and explain the occur in this thematic should present and	6 hours	
	Considerations; Signat Colloquium	ures : 2nd		example, critic presented prob	analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.		
3. EVALUATION OF S	TUDENT WORK						
3.1. Students` obligations	have the obligation to attend Students who have during th	at least 50% of lectures. All stu ne course achieved:	Student Assessment and Evaluation: for a dents must create, present and positively	oolloquy seminar pap	er.	-time students	
	• From 25 – 49,9% extraordinary exa • More than 50% F Students can pass the final e and presenting the seminar p	ECTS credits - is rated FX (inaum period; ECTS credits - students have the xam in two ways: a) during the c	right to access the final exam of the sub- course through continuous student attendation in definition and pass the right to access the final exam of the sub- course through continuous student attendation in definition in an access the final exam of the sub- course (active para and oral exam).	he test (exam). A writt ject. lance (active participa	en exam can be held in a regular tion in the lessons, solving case s	tudies, making	
	• From 25 – 49,9% extraordinary exa • More than 50% F Students can pass the final e and presenting the seminar p	ECTS credits - is rated FX (ina am period; ECTS credits - students have the xam in two ways: a) during the caper and project, passing two co	right to access the final exam of the sub- course through continuous student attendation and oral exam).	he test (exam). A writt ject. lance (active participa	en exam can be held in a regular tion in the lessons, solving case s	tudies, making	
3.2. Monitoring student work (enter the share of ECTS credits for each	From 25 – 49,9% extraordinary exa More than 50% E Students can pass the final e and presenting the seminar p the seminar paper and project.	b ECTS credits - is rated FX (ina am period; ECTS credits - students have the xam in two ways: a) during the co paper and project, passing two co ct) and passing the exam (written	right to access the final exam of the sub- course through continuous student attendation and oral exam).	he test (exam). A writt ject. dance (active participa rticipation in the lesso	tion in the lessons, solving case s ns, solving case studies, creating	tudies, making and presenting	
work (enter the share of ECTS credits for each activity so that the total	From 25 – 49,9% extraordinary exa More than 50% E Students can pass the final e and presenting the seminar paper and project Attending classes	b ECTS credits - is rated FX (ina am period; ECTS credits - students have the xam in two ways: a) during the co paper and project, passing two co ct) and passing the exam (written	right to access the final exam of the sub- course through continuous student attendal blloquia); b) during the course (active para and oral exam). Written exam 2 (he test (exam). A writt ject. dance (active participa rticipation in the lesso	en exam can be held in a regular tion in the lessons, solving case s ns, solving case studies, creating Project	tudies, making and presenting	
ECTS credits for each activity so that the total number of ECTS points corresponds to the credit	• From 25 – 49,9% extraordinary exa • More than 50% E Students can pass the final e and presenting the seminar paper and project Attending classes Experimental work	b ECTS credits - is rated FX (ina am period; ECTS credits - students have the xam in two ways: a) during the co paper and project, passing two co ct) and passing the exam (written	right to access the final exam of the subcourse through continuous student attended blloquia); b) during the course (active part and oral exam). Written exam 2 (Research	he test (exam). A writt ject. dance (active participa rticipation in the lesso	tion in the lessons, solving case s ns, solving case studies, creating Project Practical work	tudies, making and presenting	
work (enter the share of ECTS credits for each activity so that the total number of ECTS points	• From 25 – 49,9% extraordinary exa • More than 50% E Students can pass the final e and presenting the seminar pathe seminar paper and project Attending classes Experimental work Essay	DECTS credits - is rated FX (inal period; DECTS credits - students have the exam in two ways: a) during the copper and project, passing two coet) and passing the exam (written 0.5	right to access the final exam of the subcourse through continuous student attendolloquia); b) during the course (active parand oral exam). Written exam Research Report Seminar paper	he test (exam). A writt ject. dance (active participa rticipation in the lesso	en exam can be held in a regular tion in the lessons, solving case s ns, solving case studies, creating Project Practical work Continuous checking	tudies, making and presenting	
work (enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit	• From 25 – 49,9% extraordinary exa • More than 50% E Students can pass the final e and presenting the seminar p the seminar paper and project Attending classes Experimental work Essay Kolokviji Teaching activities	SECTS credits - is rated FX (inam period; SECTS credits - students have the xam in two ways: a) during the caper and project, passing two cot) and passing the exam (written 0.5	right to access the final exam of the subcourse through continuous student attendolloquia); b) during the course (active parand oral exam). Written exam Research Report Seminar paper	the test (exam). A writt ject. dance (active participal rticipation in the lesson (no midterm) (no midterm)	en exam can be held in a regular tion in the lessons, solving case s ns, solving case studies, creating Project Practical work Continuous checking (other type)	tudies, making and presenting	

	1.	Attending classes			60		
	2.	Creation of seminar wor	rk and pi	roject assignment	60		
	and pres	sentation					
	3.	Preparation for the midt	erm / ex	am through self-study	60		
4. GRADING							
4.1. Seminar paper	Valuation	Poor		Satisfying		Above average	
grading	Element						
	Organization	The paper is not organiz a logical order and lack structure.		The paper is well structuclear distinction between introduction, the main betext and the conclusion.	n 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 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	ying	Above a	verage	

	understanding does not apply concepts. Car	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. Knowledge is at evaluation. It obtations that thoroughly explain that it encapsulate originally given. correlative subjects.		lains the content and explains the lates. Find solution. There is a content	t of the sterms a	subject, and nd concepts are not				
4.3. Creating a final grade according to	Active attendance	e	70-75% attenda	nce	76-86% atte	ndance	87-1009	% presence		ct asignment case studies
evaluation elements			2 points		4 poin	ts	7 p	points	3	points
	G .		2		3			4		5
	Seminar paper		5 points		7 poin	ts	8 p	ooints	10	0 points
			2		3		4			5
	Examination / Written examina	tion	50 to 64.9%		65 to 79.9%		80 to 89.9%		90	0-100%
	Witten examina	25 points 30 points		35	35 points		0 points			
	0 1 (01			3			5		5	
	Oral part of the	exam	25 points		30 poir	nts	35	points	40	0 points
4.4. Creating a final		Percentage of acquired knowledge, skills and competences (teaching + final exam)		Nu	Number rating ECTS		TS grade			
grade according to			90 - 100%		(excellent)		AND			
absolute allocation			80 - 89,9%		(very good)		В			
			65 - 79,9% 60 - 64,9%		3 (good) (sufficient)		C D			
			50 - 59.9%		(sufficient)		E			
5. ADDITIONAL INFO		UT TI	HE COURSE							
5.1. Compulsory literature (available in the library ar		Title								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 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. 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,	
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.

Admission requirements for the 2nd year of study			
LO1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign languages			
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			
Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 13. Recapture, 14. Understanding, 15. Application, 16. Analysis, 17. Evaluation, 18. Synthesis		
1. To explain and critically evaluate the basic concepts and characteristics of marketing in tourism;	2, 5		
2. To analyze marketing strategies and to make them on concrete examples;	4, 6		
	4		
	6		
	5,6		
6. Based on the example provided, to critically evaluate marketing mix of a tourism company and to propose tools for e-marketing in tourism	5,6		
3			
	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 to 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 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;		

2.5. 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,	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	
	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		At the colloquidefine and exp thematic unit, the same on a of the basis of the solution to the	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		thematic unit, the same on a control the basis of the solution to the		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, the same on a country 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 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.	4 hours	
3. EVALUATION OF STUDEN	T 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, 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, passing the exam (written and oral exam).								
3.2. Monitoring student work	Attend	ance 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			Prac	tical work	
corresponds to the credit score of the course)	Essay		Report			Cont	tinuous examination	
	Colloquium	3 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper		1	Othe	er (inscribe)	
	Class activities		Oral exam		1 (by submitting both colloquiums the student is relieved of an oral examination)	Othe	er (inscribe)	
3.3. Student workload	The student's workload on Commitment	all bases amounts to 1 E0	CTS point for 30		work per semester and is Hours (estimate)	estimate	ed as:	
3.3. Student Workload	6. Attending classes 7. Creating and Preser 8. Preparation for the	nting seminar paper Colloquium / exam through self-						
4. GRADING	_							
	Valuation Element	Poor			Satisfying		Above a	verage
	Organization	The paper is not organized order and its structure is la		distinction	Satisfying er is well structured with a conduction between the introduction t of the text and the conclusion.	, the	Above a The paper is well-structure distinction between the main part of the text at that are perfectly logic another	etured with a clear e introduction, the ad the conclusions
4.1. Seminar paper grading		The paper is not organized	v harmonized Writing style is are too long, equent and	Words at terminol appropri the voca	er is well structured with a con between the introduction	, the sion. official	The paper is well-struction between the main part of the text at that are perfectly logic	etured with a clear e introduction, the nd the conclusions ally linked to one e aligned with official an understanding of iting style is s are clear and y is rich and there
4.1. Seminar paper grading	Organization Terminology, writing	The paper is not organized order and its structure is la Words and phrases are low with official terminology. not appropriate, sentences modest vocabulary, and fr	v harmonized Writing style is are too long, equent and takes. at all. The te topic and show	Words a terminol appropri the voca grammat Sources errors. T	er is well structured with a con between the introduction of the text and the conclusion of the text and the conclusion of the text and the conclusion. The writing style is ate, the sentence structure is bulary is appropriate and ha	official sclear, as little	The paper is well-structed distinction between the main part of the text at that are perfectly logic another Words and phrases are terminology and show their meaning. The write excellent, the sentence concise, the vocabular	etured with a clear e introduction, the nd the conclusions ally linked to one e aligned with official an understanding of iting style is s are clear and y is rich and there cors. complete and aces are appropriate, comprehensive and

Give answer by memory, no deeper understanding.

Reproduces basic terms, without difficulty transfers Knowledge is at the level of analysis, synthesis and

			not apply the basic terr ply or explain the conte	nts the	the terms and the notions that substantiate by examples. thorouge logicathat it origin				tion. It observes legitimacy, accurately and ghly explains the content of the subject, and ly links and explains the terms and concepts encapsulates. Find solutions that are not ally given. There is a correlation with tive subjects.		the subject, and ns and concepts that are not		
	Active participation	in the	70-75% of atter	ndance	76-86% of attendance 8		87-10	87-100% of attendance		Solved ca	se study and project		
	lessons		2 points			4 points		7 point	S		3 points		
4.3. Creating a final grade	Saminar nanar		2			3		4			5		
	Seminar paper		5 points			7 points		8 point	S		10 points		
according to evaluation			2			3		4			5		
elements	Colloquium / writt	en	50-64,9%		6	55-79,9%		80-89,9	%		90-100%		
			25 points		3	30 points		35 poin	ts		40 points		
	0.1		2			3			5 5		5		
	Oral exam		25 points		3	30 points		35 poin	ts		•		
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%			5 (exc	good) ood) icient)	ECTS grade A B C D E							
5. ADDITIONAL INFORMAT	ION ABOUT TH	IE COU	RSE										
5.1. Compulsory literature				Title						ber of copies in the library 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, ho	telijerstvu i turizmu*. M	ate, Zagreb		1				
unough other media)	2. Kotler, P. (2001). *U	pravljanje Marketingom,	Analiza, Planira	anje, Primjena i I	Kontrola*. Informator, Za	greb		3				
5.2. Additional literature (at the moment of changes and/or amended of study programme)	3. Kotler, P.,	Armstrong	g, G. (2013). *Principles o	f Marketing*, l	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 INFORMATION								
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.						
	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: 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					
	10. To analyse medium-sized professional texts and solve language tasks	4					
	11. To argue critically the views expressed and express your own views on the topic of Business English	5					
	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

	1	T	1	1		, , , , , , , , , , , , , , , , , , , ,
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 structures by formulating their own examples.	In the oral part of the final exam, students use 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 skil (listening, speaking, reading writing) is recommended.	lls critic g and texts level Refer	the oral part of the final exam, the students cally discuss their views on the unit topics and is and use part of the general language skills at 1 B2 of the Common European Framework of the crence for Languages by presenting their ideas findings.	
	74.	Comparatives and superlatives	Skills; Considering alternatives	2,3,4,6	Students listen to a lecture of grammar and spelling. The exchange their own experie certain topic and practice la structures by formulating the examples.	students gram ences on a or in inguage In the neir own every	lents apply grammar structures and solve mar and spelling problems at the colloquium at the written part of the final exam. he oral part of the final exam, students use yday examples to explain how to use certain martical structures.	3
	75.	Review 2	Final discussion and signatures	1,2,4,5,6	The students listen to the le prepare individually for the Before the colloquium, stud asked to ask questions about or grammar.	gram exam. dents are at content gram or in In the every	lents apply grammar structures and solve mmar and spelling problems at the colloquium at the written part of the final exam. he oral part of the final exam, students use yday examples to explain how to use certain mmatical structures.	26
3. EVALUATION OF STUDEN	TWO	RK						
3.1. Student obligations	require The str participasses Studen	ad to attend classes and teachdent's acquired knowledge pation in teaching and their both exams, he/she is exent achievements: Students with 0 - 24.96 Students with 25 - 49.9 period; Students with more that can pass the final exam is assing two colloquia and as	th at least 50%; they are is tested during the coupresentation of homewon the form the written part of ECTS credits - are part of ECTS credits - are an 50% of ECTS credits in two ways:	also required to rse content. Stork. Of particulart of the final graded with are graded FX (in students have egular or extra-	to write homework. Students are udents are evaluated during the lar importance for the final graexam and is obliged to take the nF (unsuccessful) and cannot ensufficient) and must pass the vertex the right to take the final example.	re required to bring e teaching process, value are the two writte e oral final exam. earn ECTS credits as written exam (test).	the required attendance is at least 70%. Part-tim writing materials (paper and pen/ballpoint pen) with particular attention being paid to the stude ten tests that the student takes during the semestand must re-enrol the course in the next academic. The written exam can be held in a regular or example.	to the exercises. nt's active ter. If the student
3.2. Monitoring student work	Attend	ance	0,5	Writt	en 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	rt		Continuous evaluation	
of ECTS points corresponds to the credit score of the course)	Colloq	uium	1 (without written example)	m) Semi	nar paper		(Homework for part-time students)	.5
the credit score of the course)	Active	participation	0,5	Oral	exam 1		(Other)	
3.3. Student workload	The v	vorkload of students o	on all bases is 1 EC	ΓS credit po	oint (30 semester hours) a	and is estimated	l as:	

	Obligation Hou				Hours (estin	timated)						
	9. Attending classes and language exercises 45 10. Preparing colloquia or exams through individual work 45				45 45							
4. GRADING SYSTEM	10. Frepan	ng conoquia	or exams unough me	iividuai woi	IK.		43					
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 explain	Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			evalua thorou logical concep that we	owledge is at the level of analysis, synthesis and luation. Observes the principles, accurately and roughly explains the content of the material, and ically connects and explains the terms and acepts supported with examples. Finds solutions t were not originally given. Notes correlations h related material.			
	Active participation of 70-74,		70-74,9% of	,9% of attendance 75-79,9%		9% of at	attendance 80-89,9		9,9% 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			lloquia/Written exam 50-64,9%		65-79,9%			80-89,9	%		90-100%	
evaluation elements			25 points		30 poir		oints		35 points			40 points
			2		3				5		5	
	Oral exam		25 poi	25 points 30 points		ts	35 points		ts	40 points		
4.4 Final and according to		Percentage of acquired knowledge, skills and competences (teaching + final exam)		Nu	nmerical grade		ECTS grade					
4.4. Final grade according to absolute division			0 – 100% 0 – 89,9%		(very good)		A B					
-		65	5 – 79,9%	4	3 (good)		С					
		60 – 64,9% 50 – 59,9%			(satisfactory) (satisfactory)		D E					
5. ADDITIONAL COURSE IN	FORMATION	30	. 57,270		(Samulacion)		Đ.					
5.1. Compulsory literature (available in the library and	-								Availability 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)	2. "Intelligent Business", Skills Book, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman 3. "Intelligent Business", Workbook, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman 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. 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 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 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								
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 are 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	Less than 20% X□ More than 20 % □							
2. COURSE DESCRIPTION									
2.1. Course objectives		end, effectively understand and recognize fundamental statistical prowledge which enables students to develop and apply acquired know							
2.2. Terms of course entry and required competences	4 year secondary education complete	d; qualification level 4.2 according to the CROQF.							
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. 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 software tools.									
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) Level of LO: 1- remembering, 2- understanding, 3- application, 4- analysis,								

						5-evalı 6-synth			
	13. Т			1,2					
	14. 7	To prepare tabular and graphical data repr	esentation o	f statistical data			3,4		
		To calculate and to interpret measures of o					3,4		
		To perform correlation and regression ana netween variables	llysis, to con	nment the results and to draw a co	nclusion about the relationship		3,4,5		
	17. T	17. To identify time series type							
	18. T	To calculate and to interpret values of dyn	namics indica	ators			3,2		
		To estimate the linear trend equation and			time series		3,4,6		
	20. 1	To set the statistical hypothesis and to con-	nduct the chi	square test.			6,3		
		tructive allignement	LO of the						
	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,	Students define and explain fundamental of descriptive statistics through colloquia written/oral exams.		1 h		
	Fu	Fundamental statistical terms		literature and students' obligations.			8h 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 graphic representation of statistical data through 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 cale 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, calculat interpret measures of central tendency an measures of dispersion through colloquia written/oral exams.	te and d	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 calc interpret measures of central tendency an measures of dispersion through colloquia written/oral exams.	culate and	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' WORK

3.1. Students' obligations

In accordance with the Regulations on Studying and the Regulations on Student Assessment and Evaluation: for all full-time students attendance of at

least 70%. Part-time students are required to attend classes at least 50%. All students are required to carry calculator and formulae list. Students who have during the course achieved:

- from 0 24,9% ECTS credits- are rated F (unsuccessful) and cannot obtain ECTS credits, and must re-enroll in the next academic year;
- from 25 49,9% are assessed by FX (insufficient) and must pass the written exam (test). Written exam (test) can be held in a regular or extraordinary exam period;
- more than 50% students have the right to take the final exam.

Students can take the final exam from the course in two ways: a) during the course of teaching through continuous monitoring of students (active participation in classes and through two colloquia); b) by passing the exam (written and oral part of the exam).

	Attendance	0,5	Written exam	3,5 (without	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 ECTS points corresponds to the	Essay		Report			Continuous examination	0,5			
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 workload 4. GRADING SYSTEM	3. Attending of	udent workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as: 3. Attending classes and exercises 60 hours 4. Preparing colloquia or exams through individual work 120 hours								
4. GRADING SYSTEM										
4.1. Grading seminar papers										
	Unsat	sfactory Satisfactory				Above average				
4.2. Grading colloquia/ written and oral exam	Responds by memory understanding. Does basic terms and conc how to apply or explacourse 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 content of the terms are the terms and content of the terms are the terms and content of the terms are the terms are the terms are the terms and content of the terms are the			synthesis and evaluation. d thoroughly explains the connects and explains the amples. Finds solutions that lations 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 the 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 through the written exam/colloquia, oral exam and during classes.								
42 5' 1 1 1 1 1	cor	Percentage of acquired knowledge, skills and npetences (teaching + final exam)	Numerical grade	ECTS gr	rade					
4.3. Final grade according to absolute division		90 – 100%	5 (excellent)	A						
acceptance and the second		80 – 89,9% 65 – 79,9%	4 (very good) 3 (good)	B 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)	Šošić I., Serdar V., Uvod u statistiku, Školska knjiga, Zagreb, 2002. Azcel A. Sounderpandian J., Complete Business Statistics, McGraw Hill, 2009. Čižmešija M., Kurnoga Živadinović N., Zbirka riješenih zadataka iz osnova statistike, Mirorad d.o.o., Zagreb, 2006 Patrick R. McMullen, Poslovna statistika za stručne studije [prijevod Devčić, K., Perišić, A.], Veleučilište u Šibeniku, 2017 Teaching 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 entrack 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.	s 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 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							

1. GENERAL INFORM	MATION 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 a and supply of them in a competitive environment to develop a destination development strateg							
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	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						
ievei	 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,	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 presenta seminars) using advanced software tools for document creation, presentation and budget implem							
	8. Link basic concepts and apply content related to the field of law for drafting legal acts (concepts) are company or organization	ntracts, regulations) related to the						
	9. Use software packages to manage business departments, processes, and organizations							
	 Design and economically evaluate entrepreneurial ideas, events, projects, products and ser same 	vices in the team and present the						
	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						
	 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 tou determine the prices of served. 4. design new production analyze and procured to analyze the toundary and procured to analyze analyze and procured to analyze and procured to analyze ana	4 6 5,6							
	Constructive alignment IU C + + + + + + + + + + + + + + + + + +								
	Thematic unit	course	Content / teaching method	Valuation		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 elearning 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	ctions of tourism; Tourism as They listen to a lecture, present exam they define and exp		the and explain the basic occur in this whole; then bow and analyze the	6 hours				
2.5. Course content according to detailed curriculum schedule	T uristic destination and destination system; Tourism trends;	1, 2,3 4;	They listen to lectures, solve case studies, present seminar papers	At the colloquiu oral exam they of concepts that oc unit, then they s analyze the sam example, critica	um or the written and define and explain the ccur in this thematic should present and se on a concrete ally 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	oral exam they of concepts that oc unit, then they s analyze the sam example, critica	lly 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 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	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 Considerar Signatures, 2nd Colloq		present projects	analyze the sa example, criti- presented prol- solution to the At the colloque oral exam the concepts that unit, then they analyze the sa example, criti- presented prol- solution to the	4 hours	
3. EVALUATION OF S	TUDENT WORK	,			<u>.</u>	
3.1. Students` obligations	have the obligation to attend Students who have during th From 0 – 24,9% From 25 – 49,9% extraordinary exa More than 50% E Students can pass the final e and presenting the seminar p	d at least 50% of lectures. All stu he course achieved: ECTS credits- is rated F (unsucc 6 ECTS credits - is rated FX (ina am period; ECTS credits - students have the exam in two ways: a) during the	Student Assessment and Evaluation idents must create, present and post cressful) and cannot get ECTS creduced adequate) and has to come out and cright to access the final exam of the course through continuous student colloquia); b) during the course (act n and oral exam).	itively colloquy seminar papits and must re-enrol the subpass the test (exam). A writher subject, attendance (active participa	per. Diject in the next academic year; ten exam can be held in a regular tion in the lessons, solving case s	or tudies, making
3.2. Monitoring student work (enter the share of	Attending classes	0.5	Written exam	2 (no midterm)	The project	1.5
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	Colloquia	3 (without written and oral exam)	Seminar paper	0.5	(other type)	
score of the course)	Teaching activities	0.5	Oral examination	1 (no midterm)	(other type)	
3.3. Student workload						
	Obligation					

	2. Creation of seminar work and project assignment and presentation 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 organized in a logical order and lacks structure.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		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 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	ying	Above a	verage	
	Give answer by memory, no deeper understanding. Does not know and		Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		evaluations thorough logically that it er originally	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 ly given. There is a correlation with the subjects.	

4.3. Creating a final grade according to	Active attendance	ce	70-75% attendar	nce	76-86% atte	endance	87-100	% presence		et asignment case studies
evaluation elements			2 points		4 poin	its	7 1	points	3	points
	C:				3			4		5
	Seminar paper		5 points		7 poin	its	8 1	points	10) points
			2		3			4		5
	Examination / Written examina	ntion	50 to 64.9%		65 to 79	.9%	80 to	89.9%	90	0-100%
	Witten examine	шоп	25 points		30 poir	nts	35	points	40) points
					3			5		5
	Oral part of the	exam	25 points		30 poir	nts	35	points	40) points
4.4. Creating a final grade according to absolute allocation 5. ADDITIONAL INFORM	RMATION ABO	kno	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)	Al I	S grade ND B C D E			
5.1. Compulsory literature (available in the library an through other media)		Title					Number of copies in the library		Availabilit y through other media	
			, Menadžment turističke destinacije-brend menadžment turističke destinacije, Šibeniku, 2010.					5		
	2. L. Petrić, U Splitu, Split,		janje turističkom dest	inacijon	n, Načela i praksa,	Ekonomski f	fakultet 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 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 are 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 (vus.hr), which will be answered as soon as possible (no later than five working days after receive	of the course and on the war week), while for short quantum from the official e-mail and the short of the course o	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% ☐ ☐					

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							
level	Organize and lead team work, and critically evaluate the opinions and attri	tudes of team stakeholders						
	 Independently and responsibly search the relevant literature for decision is and foreign language 							
	4. Use planning, organizing, leading and controlling methods using case stu-	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						
	 Apply appropriate planning, organizing, human resources management, 	4						

	leadership and motivation to	echniques, a	nd controls					
			aging operations and processes		6			
	5. Design a business development project, design products, define pricing, sales and cost projections, identify competitors, customers and suppliers, and make a financial construction of operating income and expenses							
	Constructive alignment							
	Thematic unit	IU course	Content / teaching method	Valuation		It takes time		
	Introductory lecture; 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	exam they defin concepts that oc	or the written and oral ee and explain the basic cur in this whole; then ow and analyze the same tample	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	exam they defin concepts that oc then they should same on a concr judge based on t	on or the written and oral the and explain the cur in this thematic unit, if 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;	1, 2, 3, 4,	They listen to lectures, solve case studies, present seminar papers	exam they defin concepts that oc then they should same on a concr judge based on t	am or the written and oral me and explain the cur in this thematic unit, and present and analyze the rete example, critically the presented problem and on to the same problem.	10 hours		

Planning as a function of managing a tourist destination; local planning procedures; planning of tou 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 touris destination market; SWOT analysis, 1 colloquium	16710	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 mod and techniques for minimiz the negative effects of tour	ing , /,9, 10,	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 plannin part of the overall developed planning process		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 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

		Tana ana ana ana ana ana ana ana ana ana	Т	
		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 $\begin{bmatrix} 1, 2, 1 \\ 7, 0 \end{bmatrix}$		concepts that occur in this thematic unit,		
marketing tools , ',9,		then they should present and analyze the	16 hours	
11, 12	2, 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,	They listen to a lecture, solve	concepts that occur in this thematic unit,		
		then they should present and analyze the	16 hours	
management structure 10, 1 12,	present projects	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		
Prac learning and monitoring 1, 2, 3	5, They listen to a lecture, solve	concepts that occur in this thematic unit,		
implementation plans 7,9,1	0, case studies,	then they should present and analyze the	16 hours	
implementation plans 11, 12	2, 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		
		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, 1	0, projects	then they should present and analyze the	16 hours	
colloquium 11, 1	2	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		
Concluding Considerations,	present projects	concepts that occur in this thematic unit,	4	
Signatures, 2nd Colloquium		then they should present and analyze the	4	
		1		
		same on a concrete example, critically		

				propose a sol	ution to the same problem.		
3.1. Students` obligations	In accordance with the Boo have the obligation to atten Students who have during t From 0 – 24,9% From 25 – 49,9% extraordinary ex More than 50% Students can pass the final and presenting the seminar	d at least 50% of lectures. All stu- the course achieved: ECTS credits- is rated F (unsuc- 6 ECTS credits - is rated FX (in- am period; ECTS credits - students have the exam in two ways: a) during the	Student Assessment and Evaluation idents must create, present and position of the create and cannot get ECTS credit adequate) and has to come out and present to access the final exam of the course through continuous student a folloquia; b) during the course (action and oral exam)	tively colloquy seminar parts and must re-enrol the subsass the test (exam). A write subject.	per. bject in the next academic year; ten exam can be held in a regular of	or udies, making	
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 credit 30 semester hours and is estimated as:						
	Commitm			Hours (estimated)			
		ttending classes reation of seminar work a	nd project assignment	60			
	and present 3. P		n / exam through self-study	105			

4.1. Seminar paper	Valuation	Poor			Satisfying			Above average	
grading	Element								
			not organi ler and lack		clear disting	s well structure etion between the main book conclusion.	the dy of the	The paper is well structured we distinction between the introduted body of the text and the concluding cally interconnected.	action, the main
	Terminology, writing style	sentences are too long, of a modest vocabulary and with frequent and repeated grammatical errors. The sources are not listed at all. The references do not fit the topic and show a cursory		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		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			not fit incomplete with errors. The references are relevant to the topic		the topic sesearch	The sources are accurately, completely and consistently listed. The references are appropriate, their list is "rich" and comprehensive and shows a detailed researc approach.		
4.2. Colloquium / exam grading	Poor	•		Satisfy	ving		Above ave	erage	
	understanding. I does not apply t concepts. Cannot	anderstanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.		withou new kr subject terms a	out difficulty transfers knowledge, understands ect matter, explains the as and the notions that ttantiate by examples. ev the the		evaluation thoroughly logically li that it enca	e is at the level of analysis, It observes legitimacy, acc y explains the content of the inks and explains the terms apsulates. Find solutions the given. There is a correlation e subjects.	eurately and e subject, and and concepts at are not
4.3. Creating a final grade according to evaluation elements	Active attendance		70-75		ndance	76-86% a	attendance	87-100% presence	Project asignment Solved case studies
				2 point	S	4 pc	oints	7 points	3 points

						1		
Saminan m				2	3	4	5	
	Seminar paper		5 points		7 points	8 points	10 points	
	Examination / Written examination Oral part of the exam		2		3	4	5	
			50 to 64.9%		65 to 79.9%	80 to 89.9%	90-100%	
			25 points		30 points	35 points	40 points	
			2		3	5	5	
			25 points		30 points	35 points	40 points	
				23 points	30 points	33 points	10 points	
4.4. Creating a final		Percentage of a knowledge, sk competences (t + final exa	ills and eaching	Number rating	ECTS grade			
grade according to				5 (excellent)	AND			
absolute allocation		80 - 89,9		4 (very good)	В			
dosorate unocation		65 - 79,9		3 (good)	C			
	60 - 64,9 50 - 59.9			2 (sufficient)	D			
				2 (sufficient)	E			
5. ADDITIONAL INFORMATION ABOUT THE COURSE								
5.1. Compulsory literature (available in the library an through other media)			Title			Number of copies in the library	Availabilit y through other media	
	1. M. Buble	, Menadžment,	5					
	2. Nastavni materijali sa e-learninga						da	
5.2. Additional literature (at the moment of changes and/or amended of study	emp 2. D	1. Sikavica, P., Bahtijarevic-Šiber F.:Menadžment – teorija menadžmenta i veliko empirijsko istraživanje u Hrvatskoj,Masmedia, Zagreb, 2004. 2. Drucker, P.:Najvažnije o menadžmentu, M.E.P.Consult, Zagreb 2005. 3. Weihrich, H., Koontz, H.: Menedžment, Mate, Zagreb, 1993.						
programme)	3. V							

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 I 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 jud	dge the opinions	and attitudes of team members.						
2.3. Learning outcomes on the	LO3:	To individually and responsibly search relevant li	terature for reach	ing solutions and conclusions in Croatian	and foreign languages.					
study programme level	LO5:	To use planning, organizing, management and con	ntrol methods on	practical examples, analyze the problem a	and propose appropriate solutions to problem situation	s.				
	LO6:	To analyze and link basic concepts and apply con	tent related to the	area of economics, management, account	ting, and finance.					
	LO10:	To develop team and interpersonal teamwork sk	ills, master comm	nunication skills and presentation skills of	set topics and tasks (case studies, projects, seminars)	using advanced				
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO) 21. To define and explain all categories and features of public sector. 22. To identify and critically evaluate the complex factors of public sector action. 23. To group and describe the categories of determinants of the public sector economy. 24. To categorize ways of addressing economic and social problems through public sector economy measures. 25. To analyze problems and measures of the public sector economy.									
		26. To apply economic way of thinking in the analysis of certain contemporary economic problems. Constructive 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 publisector economy	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.	wledge and	the cost of inve	sting in education on the social ation.	
	100.	Cost benefit analys	sis.	6	Listen to the lecture and literature. Discuss issue seminar student individ pairs solve case studies presenting the appropri previously acquired kno presenting adopted kno ideas, discuss issues.	es. At the lually or in thus ateness of owledge and	describe the pu	n or written and oral exam students rpose and objectives of conducting a alysis. They know how to value is of cost-benefit analysis.	6 hours
	101.	Political economy.		2,5,6	Listen to the lecture and literature. Discuss issue seminar student individ pairs solve case studies presenting the appropri previously acquired kno presenting adopted kno ideas, discuss issues.	es. At the lually or in thus ateness of owledge and	define basic co economy. They approaches to i reforms. They relationship be	n or written and oral exam students neepts in the field of political whow how to explain different mplementing economic and political know how to critically reflect on the tween economics and politics, ts and the state in contemporary	8 hours
	102.	Concluding Considerat Preparing for Exam.	ions / Repeating and		Concluding Considerat Repeating and Preparin				22 hours
3. EVALUATION OF STUDEN	T WO	RK	<u> </u>						·
3.1. Students` obligations	Studer Studer semina	at least 50% of lectures that who have during the control of the from 0 – 24,9% ECT From 25 – 49,9% ECT More than 50% ECT that can pass the final example.	s. All students must create, burse achieved: I'S credits- is rated F (unsu I'TS credits - is rated FX (in S credits - students have the in two ways: a) during the	present and possible coessful) and conadequate) and are right to access through	cannot get ECTS credits and has to come out and passess the final exam of the sugh continuous student atte	nar paper. nd must re-enrol sthe test (exam). abject. ndance (active pasolving case study	the subject in the A written exam of articipation in the lies, creating and	st 70% attendance. Part-time student next academic year; can be held in a regular or extraordin elessons, solving case studies, making presenting the seminar paper) and p	ary exam period;
3.2. Monitoring student work (enter the share of ECTS credits	Attend	lance		Writte	en exam	2 (by submitti colloquiums the relieved of an examination)	e student is	Project	
for each activity so that the total number of ECTS points	Experi	mental work		Resea	rch			Practical work	
corresponds to the credit score	Essay			Repoi	t			Continuous examination	
of the course)	Collog	uium	3 (by submitting both colloquiums the student relieved of a written and		nar paper	0,5			

		examination)							
	Class activities	0,5	Oral exam		bmitting both ums the student is of an oral ution)				
3.3. Student workload	The student's workload or Commitment 11. Attending classes 12. Creating and Preset 3. Preparation for the		•		semester and i	s estimate	d as:		
4. GRADING									
	Valuation Element	Poor		S	atisfying			Above av	-
	Organization		dis		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.		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 at all. The references do not match the topic and show a superficial approach to the research topic.		Sources are listed, but incomplete and errors. The references are appropriate the subject and show a satisfactory reattitude.		ate for	nd with Sources are accurate, complete and consistent. The references are appropriate,		
	Po	or		Satisfying				ove averag	
4.2. Colloquium / exam grading	Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents the		new knowledge, ι	Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		evaluation thorough logically that it entoriginally	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	70-75% of attendance	76-8			00% of atter	% of attendance Solved case study.		lved case study.

according to evaluation	the lessons	2 points			4 points	7 points	3 points
elements	Caminan	2		3		4	5
	Seminar paper	5 points	5 points		7 points	8 points	10 points
		2		3		4	5
	Colloquium / written exam	50-64,9%	6	65-79,9%		80-89,9%	90-100%
		25 point	25 points		30 points	35 points	40 points
	Oral exam	2		3		5	5
	Oral exam	25 point	25 points		30 points	35 points	40 points
1.4 Coasting a final amada	cc	Percentage of adopted knowledge, skills and empetences (teaching + final exam)	Numerou	us grade	ECTS grade		
4.4. Creating a final grade		90 – 100%	5 (exce	ellent)	A		
according to absolute allocation		80 – 89,9%	4 (very	good)	В		
		65 – 79,9%	3 (go		C		
		60 – 64,9%	2 (suff		D		
		50 – 59,9%	2 (suff	icient)	E		

5. ADDITIONAL INFORMATION ABOUT THE COURSE

	Title	Number of copies in the library	Availability via other media
5.1. Compulsory literature (available in the library and through other media)	 Mečev, D. & Žaja, J. (2018). "Financiranje središnje države i lokalnih vlasti". Veleučilište u Šibeniku, Šibenik. Sliglitz, J.E. (2004). "Ekonomija javnog sektora". Ekonomski fakultet u Beogradu, Beograd. (selected 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	
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 k classes and provided information on students' progress through short colloquiums and homework, information for further guidance to stude 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 stat Alumni association.	ents will be provided 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).

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 (1st, 2nd, 3rd 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,

2.2. Terms of course entry and	 good manufacturing practice, maintenance of process facilities, hygiene of personnel, hygienic food handling, hygiene of environment 						
required competences							
	LO3. To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages						
2.3. Learning outcomes on the	LO5. To use planning, organizing, management and control methods on practical examples, analyse the problem and propose appropriate solutions to problem situation.	tions					
study programme level	LO13: To analyse new roles of organizations, systems, processes, products and services and quality standards in companies and propose valorisation of new trends in companies and organizations						
	LO15: To propose and evaluate the importance of food, nutrition and hygienically correct food production and preparation in tourism						
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 24. Recapture, 25. Understanding, 26. Application, 27. Analysis, 28. Evaluation, 29. Synthesis					
245 411 3	 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	Analyse and compare the importance of hygiene and sanitation in food, hospitality and hotel industry	4, 4					
on the course level	 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	Constructive alignment							
2.5. Course content according to	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

3.1. 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	n all bases amounts to 1 E0	CTS point for 30 hours of	f work per semester and is estimated as:				
3.3. Student workload	Commitment			Hours (estimate)				
3.3. Student Workhoud	13. Attending classes			45				
		enting seminar paper e Colloquium / exam through self-	-study	5 40				

4. GRADING

	Valuation Element	Poor	Satisfying	Above average
4.1. Seminar paper grading	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
	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 rol	oust research approach.
		Poor			Satisfying		A	bove average
4.2. Colloquium / exam grading	Give answer by memor Does not know and doe and concepts. Cannot a of the course.	es not apply the basic ter	rms new tents the	Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.			evel of analysis, synthesis and es legitimacy, accurately and the content of the subject, and explains the terms and concepts and solutions that are not re is a correlation with	
	Active participation in the	70-75% of attendance		76-86% of attendance 87-100		0% of attendance	Created mental map. Solved case study.	
	lessons	5 points	s	7 points			10 points	10 points
	Г	2		3			4	5
4.3. Creating a final grade according to evaluation	Essay	5 points	s	7 points			8 points	10 points
elements	G .	2		3			4	5
	Seminar paper	5 points	S	7 points			8 points	10 points
	01	2		3			4	5
	Oral exam	20 point	ts		35 points		50 points	60 points
4.4. Creating a final grade	k	ercentage of adopted nowledge, skills and etences (teaching + final exam)	ledge, skills and ces (teaching + final Numero		rous grade ECTS grade			
according to absolute allocation		90 – 100% 80 – 89,9%		cellent) y good)	A B			
		65 – 79,9%	3 (g	good)	C			
	60 – 64,9% 50 – 59,9%			ficient) ficient)				

	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 I classes and provided information on students' progress through short colloquiums and homework, information for further guidance to stude 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 stat Alumni association.	ents will be provided in order to	increase the efficiency
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 approblem situations LO11: To analyze new roles of organizations, systems, processes, products and services and quality standards in companies and propose appropriate trends in companies and organizations LO13: To understand specific human resource management processes and propose a proper value system in judgment process and achievements and performances	opose valorization of
2.4 Expected learning outcomes	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO) 5. analyze new roles of organizations	LO Level: 30. Recapture, 31. Understanding, 32. Application, 33. Analysis, 34. Evaluation, 35. Synthesis
2.4. Expected learning outcomes on the course level	6. critically analyze organizations theories and identify modern organization structures	5,2
on the course level	7. comment problematic of different organizations' structures and to recommend leadership styles	4,5
	8. analyze and to grade satisfactions and employees' values.	6
	9.	
	11.	
	12.	
	13.	
	14.	

	Cons	tructive 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.		
12	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
12	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
12	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
12	27.	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).	
1	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
1	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
1	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
1	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
1	132.	Concluding Considerations / Repeating and Preparing for Exam.		Listen to the lecture and individual preparation for the exam.		20 hours

	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 on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:									
2.2 Student woulded	Commitment	on an bases amounts to 1 Ev	213 point for 30 not	Hours (estimate)	sumated as.					
3.3. Student workload	16. Attending classes			20						
		enting seminar paper e Colloquium / exam through self-	-study	50	40 50					

	Valuation Element	Poor		Satis	fying		Above average		
	Organization		order and its structure is leaking		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	with official terminology not appropriate, sentence modest vocabulary, and f	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	references do not match the topic and show		Sources are listed, but errors. The references the subject and show a attitude.	are appropria	te for consi	ces are accurate, complete and stent. The references are appropriate, list is "rich" and comprehensive and s a robust research approach.		
	P	oor		Satisfying			Above average		
4.2. Colloquium / exam grading	Give answer by memory, Does not know and does r and concepts. Cannot app of the course.	not apply the basic terms	new knowledge, ι	oduces basic terms, without difficulty transmit knowledge, understands subject matter, exterms and the notions that substantial uples.		evaluation. It o thoroughly exp logically links that it encapsul	at the level of analysis, synthesis and bserves legitimacy, accurately and clains the content of the subject, and and explains the terms and concepts ates. Find solutions that are not n. There is a correlation with jects.		
	Active participation in the	pation in the 70-75% of attendance		36% of attendance 87-100		0% of attendance	Created mental map. Solved case study.		
	lessons	2 points		4 points 7 p		7 points	3 points		
	G	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		
	Oral exam	25 points		30 points		35 points	40 points		
4.4. Creating a final grade according to absolute allocation		entage of adopted Nuedge, skills and	Numerous grade	ECTS grade					

	80 – 89,9% 65 – 79,9% 60 – 64,9%	5 (excellent) 4 (very good) 3 (good) 2 (sufficient) 2 (sufficient)	A B C D E			
5. ADDITIONAL INFORMA	TION ABOUT THE COURSE					
5.1. Compulsory literature			Number of copies in the library	Availability via other media		
(available in the library and	7. 1. Robbins, S.P. i Judge, T.A.: Organizacijsk	3	-			
through other media)	2. Sikavica, P., Novak, M.: Modeliranje organiza	3	-			
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Sikavica, P., Novak, M., Poslovno odlučivanje, Inf	ormator, Zagreb, 19	99.		2	-
5.3. Quality assurance methods that ensure the acquisition of knowledge,	The control of students' work quality and the acquisition of necess classes and provided information on students' progress through shof their work. Students will be informed about their rights and obliced Indicators of quality assurance system: Student survey, monitoring	ort colloquiums and home gations as well as the me	ework, information for further g thods of work and the required l	uidance to stud terature.	ents will be provided in order to	increase the efficiency

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

skills and competences

5.4. information on the course

and contact with the teacher

Alumni association.

working days from the receipt of e-mail).

1. GENERAL INFORMATION AB	OUT THE SUBJECT		
1.1. Title	Nutrition and tourism	1.8. ISVU course code	187576
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 (1st, 2nd, 3rd 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							
2.3. Learning outcomes on the study programme level	LO 5: Use planning, organizing, leading and controlling methods using case studies, and analyze the problem and propose appropriate solutions to problem situations							
	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						
	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 organizations	0 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 ganizations						
	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 g and local levels, and develop development strategies to achieve competitiveness	lobal, 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						
	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	2. Analyze and comment on the specific diet of a particular population in relation to age (children, adolescents, adults and the elderly	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) 	4, 2, 5						
	Analyze and highlight the benefits of Croatian traditional gastronomy Analyze and highlight the benefits of Croatian traditional gastronomy	4, 5,6						
	6. Analyze and comment on the labeling of Croatian products, authentic Croatian food and beverages	4, 2						
	42. Analyze, compare and plan nutrition for food allergies and intolerances	4, 2, 6						
	43. Analyze, compare and plan nutritional specifics depending on physical activity and body weight	4, 2, 6						
	44. Analyze and compare nutritional specifics depending on the religion and tradition of each population	4, 2						
	45. Use materials and tools to search scientific and professional literature in their native and English languages	3						
	46. Present the acquired knowledge, ideas, problems and solutions independently and in a team	6						

2.5. Course content according to detailed curriculum schedule	Cons	tructive 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 lite	erature.	preparation and well as the me particular food	tion, to analyze the losses in the d heat treatment of foodstuffs, as thod of calculating the norms for a or beverage, to describe the means of supply of food and their function.	
	142.	Central food preps. Fo Catering.	od and tourism.	1, 10,11	They listen to a lecture, multimedia, present a s followed by a discussion literature.	eminar paper, n, and read	know: to defin and their benef particular form	ium or the written and oral exam they e and explain the central food prep fits, to analyze the role of food in a n of tourism, to define catering.	6 hours
	143.	Nutritional characteris Children's menu. Seni		1, 2, 8, 10, 11	They listen to a lecture, seminar paper, followed discussion, and read lite	d by a	know: to defin of children's di	ium or the written and oral exam they e, describe and analyze the specifics et and the diet of the elderly.	6 hours
	144.	Nutrition of athletes.		1, 8, 10, 11	They listen to a lecture, seminar paper, followed discussion, and read lite	d by a	know: to defin athletes and no athlete's hydra	ium or the written and oral exam they e and analyze the nutrition of on-athletes, the specificity of the tion and the timing of the f food and drink.	4 hours
	145.	Food Safety Basics. To conditions of individu Declaring food.	ransport and storage al food groups.	1, 2, 3, 4, 5, 6, 7	They listen to a lecture, seminar paper, followed discussion, and read lite	d by a	know: to descr food safety, to	ium or the written and oral exam they ibe and critically basic concepts of describe and analyze the conditions transport of food, to analyze the on of food.	6 hours
	146.	Religious restrictions	on diet. Colloquium.	1, 3, 9, 10, 11	They listen to a lecture, seminar paper, followed discussion, and read lite	d by a	know: describe	ium or the written and oral exam they e the basic religious restrictions on substitute foods.	6 hours
	147.	Concluding Observation preparing for the exam			They listen to a lecture individually for the exa				30 hours
3. EVALUATION OF STUDEN	T WO	RK							
					essment and Evaluation: fo		ents attend at lea	st 70% attendance. Part-time student	s have the obligation
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 2.5 40.0% ECTS and its in rated FY (includents) and have the test (course). A parity of the results are represented by the last of the results are represented by the results are represented b								
	a) duri colloqu	iia);	ntinuous student attendand	•	•			senting the seminar paper and project and passing the exam (written and or	
3.2. Monitoring student work (enter the share of ECTS credits	Attend	ance	0,25	Write	ten exam	2 (without coll-	oquiums)	Project	
for each activity so that the total	Experi	mental work		Rese	arch			Practical work	

number of ECTS points	Essay		Report			Continuous exam	nation	
corresponds to the credit score of the course)	Colloquium	3 (without the written and oral exams)	Seminar paper	0,	, 5	Other (inscribe)		
	Class activities	0,25	Oral exam	1	(without colloquiums)	Other (inscribe)		
3.3. Student workload	19. Attending classes 20. Creating and President			10				
4. GRADING								
	Valuation Element	Poor			Satisfying		Above ave	Ü
	Organization	The paper is not organize order and its structure is		The paper is well structured with a c distinction between the introduction, main part of the text and the conclus		, the main part of the text and the conclusions		
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 incomplete and errors. The references are appropriate the subject and show a satisfactory resattitude.		nd with Sources are accurate, complete and te for consistent. The references are appropriate,		
	P	oor		Satisfying			bove average	
4.2. Colloquium / exam grading	Give answer by memory, Does not know and does r and concepts. Cannot appl of the course.	not apply the basic terms	new knowledge, ı	Reproduces basic terms, without difficulty to new knowledge, understands subject matter, the terms and the notions that substant 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			% of attendance Case studies reso		studies resolved

according to evaluation	lessons		3 points			4 points	5 points	5 points
elements	D		2			3	4	5
	Research paper		5 points			7 points	8 points	10 points
			2		3		4	5
	Colloquium / writte	en	50-64,9%		65-79,9%		80-89,9%	90-100%
			25 points		35 points		40 points	50 points
	01		2	2		3	5	5
	Oral exam		15 points		20 points		25 points	30 points
44.0	kı		Percentage of adopted knowledge, skills and competences (teaching + final exam)		ıs grade	ECTS grade		
4.4. Creating a final grade			90 – 100%	5 (exce	ellent)	A		
according to absolute allocation			80 – 89,9%	4 (very	good)	В		
			65 – 79,9%	3 (gc		C		
			60 – 64,9%	2 (suffi		D		
			50 – 59,9%	2 (suffi	cient)	E		

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)	 Gacina, N. (2016). Nutrition and tourism. Internal script - handouts of the Polytechnic of Šibenik, Šibenik. 		e-learnigng VUŠ-a
	 Gacina, N. (2016). Nutrition and Tourism: Food and Tourism I. Textbook of the Polytechnic of Šibenik, Šibenik. 		e-rearinging v 03-a
	1 Krešić, G. (2012). Nutrition trends. Faculty of Tourism and Hospitality Management, Opatija.	4	
5.2. Additional literature (at	2. Vranešić, D., Alebić, I. (2006). Magnifying Glass: How to Understand and Apply Nutrition Science ?. Profile, Zagreb.	5	
the moment of changes and/or amended of study	3. Kažinić Kreho, L. (2009). 21st Century Nutrition. Profile, Zagreb.	1	
programme)	4. Mateljan, G. (2008). The healthiest foods in the world. Planetherapy, Zagreb.	3	
programme)	5. Mahan, K. L., Esoot Stumo, S. (2008). Krauses Food and Nutrition Therapy. SAUNDERS Elsevier 12e, St Luise, Missouri.	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 AB	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 (1st, 2nd, 3rd 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 situation	S					
	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. Analyze measures of personal, space, equipment and accessories hygiene, and the environment						
	5. Analyze and compare ways to prevent food contamination						
	6. Use materials and tools to search the scientific and professional literature in their native and English languages 7. Present the acquired knowledge, ideas, problems and solutions independently and in a team						

	Cons	tructive alignment				
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	148.	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
	150. 151.	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
2.5. Course content according to detailed curriculum schedule		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.	Chemical contaminants: heavy metals, industrial pollutants, drugs and mycotoxins.	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: 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.	Declaring food. Food security within dietary restrictions.	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 analyze the basic food declaration, to understand the labeling of food with restrictions on certain ingredients.	6 hours
	155.	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 6, 7, 8	They listen to a lectur seminar paper, follow discussion, and read l	ed by a	know: to expla	um or the written and oral exam the in the importance of food describe ways of carrying out example.	6 hours
	Personal hygiene of em food.		ployees in contact with	1, 2, 3, 4 6, 7, 8	, 5, They listen to a lectur seminar paper, follow discussion, and read l	ed by a	At the colloqui	um or the written and oral exam the hygiene of employees in contact	6 hours
	159. Hygiene facilities, equ		pment and accessories.	1, 2, 3, 4 6, 7, 8	seminar paper, follow	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 basic hygiene of space, equipment and accessories.	
	160. DDD - Disinfection, Di		sinsection, Pest Control	1, 2, 3, 4 6, 7, 8	discussion, and read l	red by a iterature.	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 drinkin	ng water.	1, 2, 3, 4 6, 7, 8	They listen to a lectur seminar paper, follow discussion, and read l	ed by a	know: define b	um or the written and oral exam the asic terms and explain the nealth safety of drinking water.	6 hours
	162.	Concluding Observation 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	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 (enter the share of ECTS credits	Attend	mental work	0,25	Written exam Research		1 (without colloquiums)		Project Practical work	
for each activity so that the total	Essay	month work			Report			Continuous examination	
number of ECTS points corresponds to the credit score	Colloquium 2 (2 (without the written ar oral exams)	the written and Seminar paper		0,75		Other (inscribe)	
of the course)	Class a	activities			ral exam	1 (without colloquiums)		Other (inscribe)	
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours **Commitment**			S point for 30 hours of	work per seme		imated as:		

22. Attending classes	45
23. Creating and Presenting seminar paper	10
24. Preparation for the Colloquium / exam through self-study	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		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	
	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 attitude.		Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.	
	Poo	or		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 atter	ndance	71-80	% of attendance	81-90% of at	tendance	91-100% of attendance
	lessons		2 points			3 points	4 poin	ts	5 points
	Research paper		2			3	4		5
42.0			8 points	S		10 points	12 poir	nts	15 points
4.3. Creating a final grade according to evaluation			2			3	4		5
elements	Colloquium / writte	en	50-64,99	/ / ₀		65-79,9%	80-89,9	%	90-100%
	exam		25 point	ts		35 points	40 poir	its	50 points
			2			3	5		5
	Oral exam		15 point	ts		20 points	25 poir	its	30 points
		kno	centage of adopted owledge, skills and ences (teaching + final exam)	Numero	us grade	ECTS grade			
4.4. Creating a final grade according to absolute allocation		90 – 100%		5 (excellent)		A B			
according to appeared another		80 - 89,9% 65 - 79,9%		4 (very good) 3 (good)		C			
			60 – 64,9% 50 – 59,9%	2 (suff	2 (sufficient) D 2 (sufficient) E				
5. ADDITIONAL INFORMAT	ION ABOUT TH	E COU	,	Title	,			Number of copies in library	the Availability via
5.1. Compulsory literature (available in the library and through other media)	6. Havranek, J., Tudor Kalit, M. (Eds.) (2014). Food security from field to table. M.E.P., Zagreb. (selected chapters)							4	other media
in ough only media)	3. Krešić, G. (2012). Nutrition trends. Faculty of Tourism and Hospitality Management, Opatija.							4	
	4. Ordinance on the sanitary quality of drinking water (NN 47/08). https://narodne-novine.nn.hr/clanci/sluzbeni/2008 04 47 1593.html							On-line	
5.2. Additional literature (at the moment of changes and/or amended of study	1. Marinculic, A., Haburn, B., Barbic, Lj., Bech, R. (2009). Biological hazards in food. HAH, Osijek. https://www.hah.hr/pdf/Prirucnik%20bioloske%20opasnosti.pdf On-line							On-line	
programme)	7. Food safe	ety. <u>http</u>	s://www.mingo.hr/p	ublic/docume	ents/5-vodic-	sigurnost-hrane-lowi	esfinalweb.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	1.8. Course code in ISVU	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	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					
i i i i i i i i i i i i i i i i i i i	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	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	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

	r		1	T		T
		unregelmäßige)		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.	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.	
165.	Wohin reisen die Deutschen?	Dativ für Ortsangaben und Akkusativ für Richtungen (wo – wohin)	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
166.	Reiseziele	Präsens der Verben: sein, sprechen, lernen, können	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
167.	Der Wert des Euro	Deklination der Nomen; Zahlen	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
168.	Fremdenverkehr in Österreich	Präsens der Verben: haben und werden; Präteritum des Verbes sein	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
169.	Eine Familie	Nomendeklination; Kasusfragen	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

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 Al 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 Aland 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 exter	Fr pr	evel A1 and A2 of the Common European framework of Reference for Languages by resenting their ideas and findings.	
	176.	Studentenleben	Deklination der Personalpronomen; Präsens der Reflexivpronomen	2,3,4,6	Students listen to a lecture grammar and spelling. The exchange their own expericertain topic and practice l structures by formulating t examples.	e students gr ences on a or anguage In their own ev	tudents apply grammar structures and solve rammar and spelling problems at the colloquium r in the written part of the final exam. In the oral part of the final exam, students use veryday examples to explain how to use certain rammatical 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 leprepare individually for the Before the colloquium, stu asked to ask questions aboor grammar.	ecture and e exam. or or ladents are out content ev	tudents apply grammar structures and solve rammar and spelling problems at the colloquium r in the written part of the final exam. In the oral part of the final exam, students use veryday examples to explain how to use certain rammatical structures.	26
3. EVALUATION OF STUDEN	NTWO)RK						
3.1. Student obligations	to atter The strin teache/she Studen	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 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	lance	0,5	Writte	en exam 1	(without colloqu	uia) Project	
(enter the share of ECTS	Experi	mental work		Resea	arch		Practical work	
credits for each activity so that the total number	Essay			Repor	rt		Continuous evaluation	
of ECTS points corresponds to the credit score of the course)	Colloq	uium	1 (without written exam)	Semir	nar paper		(Homework for part-time students) 0	,5
the credit score 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 Obligation					d is estimated s (estimated)		

	25. Attend	25. Attending classes and language exercises4526. Preparing colloquia or exams through individual work45										
4. GRADING SYSTEM	20. 1105411	ng conoquia	or exams unough me	irridual wor			13					
4.1. Grading seminar papers	-											
		Unsatisf	actory				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.			erms explain	Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			edge is at the level of analysis, synthesis and tion. Observes the principles, accurately and ghly explains the content of the material, and ly connects and explains the terms and sts supported with examples. Finds solutions are not originally given. Notes correlations elated material.				
	Active participation lectures and langu		70-74,9% o	f attendanc	ce	75-79	,9% of attendance	80-89	9,9% of a	ttendance	90-100	% of attendance
	exercises	lage	2 pc	oints			5 points	10 points		its		20 points
	Colloquia/Written exam Oral exam		2				3	4				5
4.3. Final grade according to evaluation elements			50-64,9%			65-79,9%			80-89,9%			90-100%
			25 points				30 points	35 points		its		40 points
			2		3		3	5				5
	Ofai exam		25 points			30 points		35 points			40 points	
44 E' 1 1 1' 4		knowle	age of acquired edge, skills and es (teaching + final exam)	Nur	merical grade		ECTS grade					
4.4. Final grade according to absolute division			0 – 100% 0 – 89,9%	5	(excellent) (very good)		A B					
			5 – 79,9%		3 (good)	+	<u>В</u> С					
			0 – 64,9%		(satisfactory) D							
5. ADDITIONAL COURSE I	NFORMATION	30) – 59,9%	2 ((satisfactory)		E					
5.1. Compulsory literature (available in the library and				Т	Title					Number of the lib		Availability via other media
via other media)	1. Marčetio	5, T. (20	005). <i>Njemačk</i>	i u kon	munikaciji:	uvo	d u jezik njemač	ke 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. www.goethe.de		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 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 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 f	or short questions and			

3. GENERAL INFORMAT	3. GENERAL INFORMATION						
1.1. Course title	Business German 2	1.8. Course code in ISVU	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	10: To develop team and interpersonal teamwork skills, master communication skills I presentation skills for assigned topics and tasks (case studies, projects, seminars) ng 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	4						
	37. To argue critically the views expressed and express your own views on the topic of Business German	5						
	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	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	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

-	T		ı		la e a a	
	Wien	von nehmen		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.	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.	
180.	Straßen und Verkehr in deutschen Städten	Trennbare Verben	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
181.	Keine Autos in der Innenstadt	Präpositionen mit Dativ und Akkusativ	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
182.	DasMobiltelefon verändert den Alltag	Komparativ und 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
183.	Das mobile Fernsehen	Präteritum von Dürfen; Nebensätze	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
184.	Was essen die Deutschen?	Deklination der Adjektive ohne Artikel	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

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 A1 and 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	extensively.	European Fram	Aland A2 of the Common nework of Reference for Languages heir ideas and findings.	
	191.	Straßen und Verkehr in deutschen Städten	Konjunktiv Präteritum: von sein, haben, können, müssen, sollen, wollen	2,3,4,6	Students listen to a le grammar and spellin exchange their own of certain topic and prace structures by formula examples.	g. The students experiences on a ctice language	grammar and s or in the writter In the oral part everyday exam grammatical str		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 prepare individually Before the colloquius asked to ask question or grammar.	for the exam. m, students are	grammar and s or in the writted In the oral part	grammar structures and solve pelling problems at the colloquium n part of the final exam. of the final exam, students use ples to explain how to use certain ructures.	26
3. EVALUATION OF STUDE	NTWC	ORK							
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 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.							rcises. 's active participation nt passes both exams, year;	
3.2. Monitoring student work	Attend	ance	0,5	Writte	en exam	1 (without coll	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	nar 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 v	workload of students or Obligation	n all bases is 1 ECTS c	eredit point (and is estimate			

			language exercises		rk		45 45					
4. GRADING SYSTEM							·					
4.1. Grading seminar papers	-											
		Unsatisfa	ctory				Satisfactory			Above average		
4.2. Grading colloquia/ written and oral exam		Ooes not know oes not know	w or apply basic thow to apply or	Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, examples. Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			evaluation thorough logically concepts that wer	nowledge is at the level of analysis, synthesis and valuation. Observes the principles, accurately and noroughly explains the content of the material, and egically connects and explains the terms and concepts supported with examples. Finds solutions nat were not originally given. Notes correlations with related material.				
	Active participation lectures and langu		70-74,9%	of attendar	nce	75-7	9,9% of attendance	80-8	9,9% of a	tendance	90-100	% of attendance
	exercises	iage	2 points				5 points	10 point		ts		20 points
42 F' 1 1 1' 1'	Colloquia/Written exam		2				3	4				5
4.3. Final grade according to evaluation elements			50-64,9%				65-79,9%		80-89,9%			90-100%
			25	points			30 points		35 poin	ts		40 points
	Oral exam		2		3			5			5	
	Grai Cxaiii		25 points				30 points		35 points			40 points
44 E' 1 1 1' 4		knowled	ge of acquired ge, skills and s (teaching + final exam)	Nu	ımerical grade	e	ECTS grade					
4.4. Final grade according to absolute division			- 100% - 89,9%		5 (excellent) (very good)		A B					
			- 79,9%	4	3 (good)		C					
			- 64,9% - 59,9%		(satisfactory)		D					
5. ADDITIONAL COURSE II	NFORMATION	30	— <u>3</u> 9,970		(satisfactory)		E					
5.1. Compulsory literature (available in the library and					Title					Number of the lib		Availability via other media
via other media)	Marčetić, T. (20	005). <i>Njem</i>	ački u komuni	ikaciji: u	ıvod u jez	ik njen	načke i austrijske s	svakodnevi	nice i u			

	jezik medija. 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 ke classes and provided information on student progress through short colloquiums and homework, information for further guidance to studen 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 Alumni association.	ts will be provided to increase the	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 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	r short questions and

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 (A mandatory.	A1-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)	39. To define and explain business German keywords	1,2
i i i i i i i i i i i i i i i i i i i	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	5
	44. To use part of the Common European Framework of Reference for Languages (CEF) level A2 language competences to generate new ideas	6

	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.	
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
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
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
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
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
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
20	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
20	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 205.	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

	Verkehrsmittel		Passiv: prezent i preterit 3. lica jednine	2,3,4,6	Students listen to a grammar and spell exchange their own certain topic and p structures by form examples.	ing. The students n experiences on a ractice 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	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.		grammar and so or in the writte In the oral part	y grammar structures and solve spelling problems at the colloquium on part of the final exam. It of the final exam, students use aples to explain how to use certain tructures.	26	
3. EVALUATION OF STUDE	NTWC)RK								
3.1. Student obligations	to atter The stu in teach he/she Studen Studen a) by p	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 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 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	Written exam 1 (without		loquia)	Project		
(enter the share of ECTS credits for each	Experi	mental work		Resea	nrch			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	nar paper			(Homework for part-time students)	0,5	
of the course)	Active	participation	0,5	Oral 6	exam	1		(Other)		
3.3. Student workload	The workload of students on all bases is 1 ECTS credit point (30 semester hours) and is estimated as: Obligation									

4. GRADING SYSTEM											
4.1. Grading seminar papers	-										
		Unsatisfa	ectory			Satisfactory			Above average		
4.2. Grading colloquia/ written and oral exam		Does not know	w or apply basic terms in the whow to apply or explain explain		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			evaluation thorough logically concepts that were	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 participati		70-74,9%	of attendance	e 75-	79,9% of attendance	80-8	9,9% of at	tendance	90-100	% of attendance
	exercises	uage	2 p	ooints		5 points		10 poin	ts		20 points
				2		3	4			5	
4.3. Final grade according to evaluation elements	Colloquia/Writte	Colloquia/Written exam		50-64,9%		65-79,9%		80-89,9%		90-100%	
			25]	25 points		30 points		35 poin	ts		40 points
	Onel exem	Oral exam				3		5			5
	Orai exam		25 points			30 points		35 points		40 points	
4.4 Final and a coordina to		Percentage of acquired knowledge, skills and competences (teaching + final exam)		Nume	umerical grade ECTS grad						
4.4. Final grade according to absolute division			- 100% - 89,9%		excellent) very good)	A B					
		65	- 79,9%	3	(good)	C					
			- 64,9% - 59,9%		atisfactory) atisfactory)	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)	1. Blaževi	ć, N. (1998	3). Deutsch in I	Hotellerie	und Tourismu	s. Zagreb: Školska kr	njiga.				
5.2. Additional literature (at the moment of changes				www.go	oethe.de						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 ke classes and provided information on student progress through short colloquiums and homework, information for further guidance to studen 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 Alumni association.	ts will be provided to increase	the 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 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 f	or 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.

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-A2) is desirable but not mandatory.								
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: 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)	45. To define and explain business German keywords	1,2							
rearring carecines)	46. To explain and apply correctly grammatical structures and vocabulary in the field of Business German	2,3							
	47. To create independently and present content in the field of Business German	3							
	48. To analyse medium-sized professional texts and solve language tasks	4							
	49. To argue critically the views expressed and express your own views on the topic of Business German	5							
	50. To use part of the Common European Framework of Reference for Languages (CEF) level A2-B1 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	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 used extensively.	skills at level A2-B1 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	
210	Zagreb, die Hauptstadt Kroatiens	Passiv	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
211	Opatija, die Wiege des kroatischen Tourismus	Relativpronomen	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
212	Dubrovnik 2.	Temporalsätze	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
213	Split 3.	Komparativsätze	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
214	Zadar 4.	Kausalsätze	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
215	Šibenik - Wiederholung		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	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	3

				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	Wunschsätze	2,3,4,6	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 and or in the writte In the oral par everyday exar grammatical s	3			
	222.	Anfrage/Angebot	Temporalsätze	1,2,4,5,6	prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.		grammar and or in the writte	y grammar structures and solve spelling problems at the colloquiu en part of the final exam. t of the final exam, students use nples to explain how to use certain structures.	26		
3. EVALUATION OF STUDE	NTWO	ORK .									
3.1. Student obligations	to atter The stu in teacl he/she Studen Studen a) by p	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 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	Writt	en exam	1 (without co	lloquia)	Project			
(enter the share of ECTS credits for each	Experi	mental work		Resea	arch			Practical work			
activity so that the total	Essay			Repo	rt			Continuous evaluation			
number of ECTS points corresponds to the credit score	Colloq	uium	1 (without written exam)	Semi	ıar paper			(Homework for part-time students)	0,5		
of the course)	Active	participation	0,5	Oral	exam	1		(Other)			
3.3. Student workload	The workload of students on all bases is 1 ECTS credit point (30 semester Obligation 31. Attending classes and language exercises 32. Preparing colloquia or exams through individual work					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	ow or apply basic terms in whow to apply or explain in the second of the		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			evaluation thorough logically concepts that were	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 participati lectures and langu		70-74,9%	of attendance	ce 75-	79,9% of attendance	80-8	9,9% of at	tendance	90-100	% of attendance
	exercises	uage	2 p	oints		5 points		10 poin	ts		20 points
				2		3	4		5		
4.3. Final grade according to evaluation elements	Colloquia/Writter	n exam	50-64,9%			65-79,9%		80-89,9	%	90-100%	
			25]	points		30 points		35 poin	ts		40 points
	Out land			2		3		5			5
	Oral exam		25 points			30 points		35 points		40 points	
4.4 Final and according to		knowled competence	ge of acquired lge, skills and s (teaching + final exam)	Num	nerical grade	ECTS grade					
4.4. Final grade according to absolute division			- 100% - 89,9%		(excellent) (very good)	A B					
		65	- 79,9%	3	3 (good)	С					
			- 64,9% - 59,9%		satisfactory) satisfactory)	D E					
5. ADDITIONAL COURSE II	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. Blaževi	ć, N. (19 <mark>9</mark> 8). Deutsch in I	Hotellerie	e und Tourismu	s. Zagreb: Školska kı	njiga.				
5.2. Additional literature (at the moment of changes				www.g	goethe.de						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).		