

ŠIBENIK UNIVERSITY OF APPLIED SCINENCES

UNDERGRADUATE PROFESSIONAL STUDY OF TOURISM MANAGEMENT

DEPARTMENT OF MANAGEMENT

Erasmus+ Course Catalogue Academic year 2025-2026

Dean PhD Ljubo Runjić, college professor.

Head of department Divna Goleš., s.lec.

Šibenik, May 2025

Contents

Course list	3
ull Course Curricula	4
Financial mathematics	5
Principles of economics	10
Digital marketing	17
Marketing in tourism	24
Business English 1	31
Business statistics	38
Management	43
Public sector economy	52
Business organization	60
Nutrition and tourism	68
Food safety in tourism	75
Business German 1	81
Business German 2	88
Business German 3	95
Business German 4	102
Introduction into tourism	109
Introduction to selective forms of tourism	116
Tourist Destination Management	124
F&R Management	122

Course list

Professor	Course	ECTS
Beljo I.	Financial mathematics	6
Mečev D.	Principles of economics	6
Šišara J.	Digital marketing	3
Šišara J.	Marketing in tourism	6
Crnica G.	Businss English I	3
Perišić A.	Business statistics	6
Sladoljev J.	Management	6
Mečev D.	Public sector economy	4
Udovičić A.	Business organization	6
Gaćina N.	Nutrition in tourism	3
Gaćina N.	Food safety in tourism	3
Crnica G.	Business German I	3
Crnica G.	Business German II	3
Crnica G.	Business German III	3
Crnica G.	Business German IV	3
Slavica D.	Introducion into tourism	3
Slavica D.	Intoduction to seletive forms of tourism	3
Sladoljev J.	Tourist Destination Management	5
Gaćina N.	F&B Management	3

Full Course Curricula

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	1 0	theoretical knowledge: ills of the analytical way of thinking, and the logical way of concluderations concepts of financial mathematics with appropriate economic	C					
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 sofware tools and further comment and analyze them. LO 5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations. LO 7: To interpret business and financial reports and propose solutions to improve financial performance and profitability. LO 10: To interpret, solve and / or graphically present solutions in the fields of maths, statistics and information technology and apply their methods and techniques in analyzing economic problems by using advanced sofware tools.								
2.4. Expected learning outcomes on the course level	Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO) 1- remembering, 2- understanding, 3- application, 4-analysis,							

						5-evalu 6-synth			
	1.	1. To solve economic account and apply to the problem from economic practice.							
	2.	Γο differentiate arithmetic and geometric	sequences a	nd perform basic sequence operat	ions.		4, 4		
	3.	To examine the properties of basic econor	mic function	s and comment on them.			4, 4		
		Γο solve the problems of a simple and cor			4				
		Γο select appropriate method of transform			or relative interest rate.		3		
		Γο make a loan repayment schedule	8				4		
		tructive allignement			I				
	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 elect the appropriate economic account a to the problem from the economic practic	nd apply ce.	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 know how to differentiate arithmetic and sequences. Solve exercises.	geometric	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 know how to define economic functions, graph of functions, and examine the dem supply variability	sketch a and and	4 h		
detailed carriedani senedale	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 know how to define and calculate the equ of functions, solve the elasticity of suppl demand functions.	uilibrium	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 know how to define and solve the tasks of interest account.	of a simple	4 h		
	8.	Compound Interest Account.	4	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams know how to define and differentiate the interest account, solve the tasks of a cominterest account.	type of apound	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 know how to define and differentiate the rate, and choose the appropriate method transforming the nominal interest rate int 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
	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;
3.1. Students` obligations	• 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).

3.2. Monitoring student work (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)	Attendance	0,5	Written exam	3,5 (without colloquia)	,	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	0,5
	Colloquium	3,5 (without written exam)	Seminar paper		Other	
	Class activity	0,5	Oral exam	1	Other	

3.3. Student workload	1. Attend	ing classes	ses for 1 ECTS and exercises 60 ia or exams thro	0 hours			timated as:				
4. GRADING SYSTEM											
4.1. Grading seminar papers				ı							
	U	Insatisfacto	ry		Satisfactory				ove average		
4.2. Grading colloquia/ written and oral exam	understanding. l basic terms and how to apply or	basic terms and concepts. Does not know how to apply difficulties the contents of the				Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			content of the material, and logically connects and explains the		
			70-74,9% of attendance		75-79,9% of attendance		80-89,9% of	attendance	90-100%	of attendance	
	Active course attendance		2 points		5 points		10 points		20	points	
	Colloquia/ Written exam		2		3		4			5	
4.3. Final grade according to evaluation elements			50-64,	9%	9% 65-79,9		80-89	,9%	90-	-100%	
evaluation elements			25 poi	nts	30 points		35 po	ints	40	points	
			2		3		5			5	
	Oral exam		25 poi	nts	30 points		35 points		40	points	
4.2 Final goods assending to		Percentage of knowledge, s competences (tes exan		Nume	rical grade	ECTS	S grade				
4.3. Final grade according to absolute division			0 – 100% 0 – 89,9%		xcellent) ery good)		A B				
			5 – 79,9%		(good)		C C				
		60 – 64,9%			2 (satisfactory) D		D E				
5. ADDITIONAL COURSE INFO	RMATION) – 59,9%	2 (sat	isfactory)		E				
3. ADDITIONAL COURSE INTO	MATION			Title					per of copies in the library	Availability via other media	

5.1. Compulsory literature	Šorić K., Zbirka zadataka iz matematike s primjenom u ekonomiji, Element, Zagreb, 2011. (selected chapters)	7				
(available in the library and via other media)	Šego B., Lukač Z., Financijska matematika, Udžbenici Sveučilišta u Zagrebu, Zagreb, 2011(selected chapters)	5				
5.2. Additional literature (at the moment of changes and/or amended of study programme)	Feaching material and exercises Babić Z., Tomić Plazibat N., Poslovna matematika, Ekonomski fakultet Split, 2003 (selected chapters) Babić Z., Tomić N., Aljinović Z., Matematika za ekonomiste, Ekonomski fakultet Split, 2004 (selected chapters) Harshbarger R.J., Reynolds J.J., Mathematical Applications for the Management, Life and Social Sciences, Houghton Mifflin Company, Boston, 2004. (selected chapters)					
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. 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 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 (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%				
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	1.				
1.6. Study year	1 st	1.13. Modernization	yes 🗆 no				
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %				

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

	LO1: 7	LO1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign languages.							
	LO2: To organize and lead team work, and critically judge the opinions and attitudes of team members.								
2.3. Learning outcomes on the	LO3: 7	To individually and responsibly search relevant liter	rature for reachi	ng solutions and conclusions in Croatian a	and foreign languages.				
study programme level	LO5: 7	To use planning, organizing, management and control	rol methods on j	practical examples, analyze the problem ar	nd propose appropriate solutions to problem situation	s.			
	LO6:	To analyze and link basic concepts and apply content	nt related to the	area of economics, management, accounti	ng, and finance.				
					ount changing environment and using key business in	dicators at the global,			
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO) Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO) (up to two verbs per LO)								
2.4. Expected learning outcomes on the course level	1	. To demonstrate knowledge and understanding problem of scarcity.	of course conte	ent by defining and describing basic concep	pts of 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.								
	4. To explain how input markets work.								
	 To calculate and interpret different measures of macroeconomic activity, such as gross national product, inflation and unemployment To analyze the business cycle by analyzing aggregate demand and aggregate supply. 								
	7. To link fundamental economic principles and insights, their overall nature and appearance, and similarities and differences.								
	7. To link fundamental economic principles and insights, their overall nature and appearance, and similarities and differences. 6 Constructive alignment								
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed			
.5. Course content according to	16.	Introduction into the course and detailed plan.	-	Listen to lectures. By working independently on a computer, they are introduced to the course content and the documents on the e-learning page of the course.	-	2 hours			
detailed curriculum schedule		Introduction to economics.	1	Listen to the lecture and read the literature, write homework.	In colloquium or written and oral exams they can define and describe the basic economic concepts; explain the circuit diagram and its application and the law of diminishing returns.	10 hours			
	17.	Supply and demand. How do markets work?	1, 2	Listen to the lecture and read the literature. Individually or in pairs solve case studies, discuss on the exposed topic. Solve exercises.	In colloquium or written and oral exams they can define supply / demand and analyze the impact of individual variables on supply and demand curves	12 hours			
	18.	Elasticity and its application.	1, 2	Listen to the lecture and read the literature. Solve exercises.	In colloquium or written and oral exams they can define supply / demand elasticity and analyze its application.	10 hours			

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

	26.	The State and the Economy.	7	Listen to the lecture and literature. They use mult network. They discuss of topic	explain the reaction in the exposed explain the reaction in the exposed explain the reaction in the explain the ex	or written and oral exams they can asons for state intervention, critically s 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 literature. Student explor of this topic area by sear database.	read the et the content ching the In colloquium define poverty and interpret 0	or written and oral exams they can y and its forms, explain Lorenz curve Gini coefficient. They can explain nequalities occur.	6 hours	
	28.	Basic concepts of macroeconomics.	1,5	Listen to the lecture and literature. They discuss of exposed topic. Solve exe	on the rcises. able to define and explain the calculate and GDP deflator, rate. They are	or written and oral exams they are GDP, inflation and unemployment teir components. They know how to interpret nominal and real GDP, consumer price index and inflation capable of thinking critically about usure of welfare and about causes of at.	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 literature. They discuss of exposed topic. Solve exe	on the use the aggreg model to analy know how to investment me	or written and oral exams they can gate supply and aggregate demand yze fluctuations in the economy. The calculate and interpret the extent of a ultiplier. They can explain the role of netary policy in the economy.	in 14 nours	
	30.	Concluding Considerations / Repetition and preparation for the exam.	1	Listen to the lecture and preparation for the exam			38 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. 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 and passing three colloquia); b) during the course (active participation in the lessons, solving case studies) and passing the exam (written and oral exam).							
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total	Attend	ance 0,5		Written exam	4 (by submitting all colloquiums the student is relieved of an written examination)	Project		

		ı		1		T	1
number of ECTS points corresponds to the credit score	Experimental work		Research			Practical work	
of the course)	Essay		Report			Continuous examina	ation
	Colloquium	5 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper			Other (inscribe)	
	Class activities	0,5	Oral exam	1 (by submit colloquiums relieved of a examination	the student is n oral	Other (inscribe)	
	The student's workload Commitment	on all bases amounts to 1 E	CTS point for 30 hours of	work per sen		estimated as:	
	Attending classes			60			
3.3. Student workload	2. Concluding Cons	siderations / Repetition and prepar	ation for the exam.	120			
4. GRADING							
4.1. Seminar paper grading							
	I	Poor	Satis	fying		Ab	ove average
4.2. Colloquium / exam grading Give answer by memory, no deeper underst Does not know and does not apply the basic and concepts. Cannot apply or explain the coff the course.		not apply the basic terms	new knowledge, understan	without difficulty transfers nds subject matter, explains ions that substantiate by		evaluation. It observes thoroughly explains the logically links and explains	evel of analysis, synthesis and s legitimacy, accurately and ne content of the subject, and plains the terms and concepts ind solutions that are not e is a correlation with
4.3. Creating a final grade	Active participation in the	70-75% of attendance	76-86% of atte	endance	87-100	0% of attendance	Created mental map. Solved case study.
according to evaluation	lessons	2 points	4 points	ints		7 points	3 points
elements	Seminar paper	2	3			4	5

			5 points	S		7 points	8 points	10 points
			2			3	4	5
	Colloquium / writte exam	Colloquium / written		%	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 point	nts		33 points	39 points	45 points
		kno	centage of adopted owledge, skills and ences (teaching + final exam)	Numerou	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 (go		C		
			60 – 64,9%	2 (suff		D		
			50 – 59,9%	2 (suff	icient)	Е		

5. ADDITIONAL INFORMATION ABOUT THE COURSE

5.1. Compulsory literature	Title	Number of copies in the library	Availability via other media
(available in the library and through other media)	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 D. 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 state. 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 ABO	1. GENERAL INFORMATION ABOUT THE SUBJECT									
1.1. Title	Digital marketing	1.8. ISVU course code								
1.2. Lecturer	PhD,Jelena Šišara, 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)	(30+15+0)							
1.4. Study programme (specialist, undergraduate, graduate)	professional study Tourism Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1st level – materials available online, 0%							
1.5. Course status (obligatory, optional)	OPTIONAL	1.12. Number of course revisions	New course							
1.6. Study year	2nd study year	1.13. Modernization								
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements								

2. SUBJECT DESCRIPTION	
2.1. Course objectives	Acquaint students with the latest communication trends and examples of good practice related to digital marketing. To develop student ability to think critically and creatively about the digital marketing strategy of a tourist company. Teach students to: design, implement and analyze the digital marketing strategy of a tourist company, monitor consumer behavior in a digital environment, write adequate web content for a specific tourist company, monitor the reputation of a tourist company on the Internet, create a digital marketing communication plan for a tourist company on the Internet.

2.2. Terms of course entry and required competences	Requirements for enrollment in the 2nd year of study								
	1. To apply and connect economic terms in more complex written and oral communication in Croatian and foreign languages								
	2. To develop team and interpersonal skills in team work, master communication skills and presentation skills of given topics and task	sks							
2.3. Learning outcomes on the	3. To independently and responsibly search the relevant literature for decision making and conclusion in Croatian and foreign langua	ges							
study programme level	12. To analyze the tourist environment and develop a development strategy								
	13. To develop a marketing plan for a tourism company								
	4. To use information and communication technology in business in tourism								
	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							
	LO1. Understand the basic terms, concepts and technology related to digital marketing.	2							
2.4. Expected learning outcomes	LO2. Know and understand the specifics of digital marketing.	2,3							
on the course level	LO3. Spot the opportunities offered by digital marketing.	1,2,3							
	LO4. Think creatively and critically about the digital marketing communication of a tourist company.	3,4							
	LO5. Design an appropriate digital marketing strategy for a tourism company.	3							
	LO6. Design quality content and message of a digital campaign for a tourism company.	5,6							
	LO7. Know how to monitor the reputation of a tourist company on the Internet.	6							
	LO8. Create a digital marketing communication plan for a tourist company on the Internet.	3							

2.5. Course content according to detailed curriculum schedule	Cons	tructive alignment			Constructive alignment									
	r. no.	Thematic unit	IU course	Content/teaching method	Evaluation	Time needed								
	31.	Introduction to Digital Marketing: Defining Digital Marketing. The	1	They are listening to a lecture. In the seminar class, by independent work on the computer, they become	-	3 hours								

	evolution of marketing. The technology behind digital marketing. The people behind digital marketing.		familiar with the content of the course and the documents on the e-learning page of the course.		
32.	Digital Marketing Communication Plan: What Does It Include? How to make it? Digital marketing strategy	1, 2	They listen to lectures, solve case studies and assignments.	At the colloquium or written and oral exam, they define and explain digital marketing, DM technology, DM plan and strategy	3 hours
33.	Online consumer behavior	1,2,3	They listen to lectures, solve case studies and assignments.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	3 hours
34.	Creating and designing a website, writing web content Web positioning: Internet search engine, keywords, SEO and SEM techniques, business models for estimating payment for online advertising	1,2,3	They listen to lectures, solve case studies and assignments.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	3 hours
35.	Marketing on social networks: The role of community manager, plan for social networks, advertising on social networks	1,2,3	They listen to lectures, solve case studies and assignments.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	3 hours
36.	E-mail marketing: advantages and disadvantages, subscribers, newsletters, e-mail marketing metrics,	1,2,3,4	They listen to lectures, solve case studies and assignments.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	5 hours
37.	Mobile Marketing: Trends and Application of Mobile Marketing.	1,2,3,4	They listen to lectures, solve case studies and assignments.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	5 hours
38.	In-game advertising. 1. COLLOQUIUM	1,2,3,4	They listen to lectures, solve case studies and assignments.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	5 hours

					A 4 4 1 11 1	
	39.	Influencer marketing	1,2,3,4	They are listening to a lecture. They are developing a digital marketing communication plan for a tourist company on the Internet.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	5 hours
	40.	e-commerce: e-commerce techniques Affiliate marketing	1,2,3,4	They are listening to a lecture. They are developing a digital marketing communication plan for a tourist company on the Internet.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	10 o'clock
	41.	Web analytics Return on investment in digital marketing (ROI)	1,2,3,4	They are listening to a lecture. They are developing a digital marketing communication plan for a tourist company on the Internet.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	10 o'clock
	42.	Online Public Relations (PR) and Internet Reputation: How to Build a Positive Online Image? How to manage a company's reputation in a digital environment?	1,2,3,4	They are listening to a lecture. They are developing a digital marketing communication plan for a tourist company on the Internet.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	10 o'clock
	43.	Application of digital marketing in tourism and catering.	1,2,3,4	They are listening to a lecture. They are developing a digital marketing communication plan for a tourist company on the Internet.	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	10 o'clock
	44.	2. COLLOQUIUM	1,2,3,4	Presentations of project tasks	At the colloquium or written and oral exam, they define and explain the concepts that appear in this thematic unit, then they should present and analyze the same on a concrete example, make a critical judgment based on the presented problem and propose a solution to the same problem.	10 o'clock
	45.	Final considerations, signatures	5,6	Presentations of project tasks	In the presentation, the implementation of the project task as well as the students' presentation skills are evaluated.	5 hours
2 EVALUATION OF STUDEN	TT WA	ADI/				

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations Students who achieved during the course:

In accordance with the Rulebook on studying and the Rulebook on assessment and evaluation of student work: for all full-time students, a minimum of 70% class attendance. Part-time students are obliged to attend a minimum of 50% of lectures. All students must create, present and positively evaluate the project assignment.

- From 0 24.9% of ECTS points they are graded F (failed) and cannot acquire ECTS points, and must re-enroll in the course in the following academic year;
- From 25 49.9% they are graded FX (insufficient) and must sit and pass a written exam (test). The written exam (test) can be held during the regular or extraordinary exam period;

	• More than 50% - students have the right to access the final exam of the course. Students can pass the final exam from the course in two ways: a) during classes through continuous monitoring of students (active participation in classes, solving case studies, preparation and presentation of a project assignment and passing two colloquia); b) during classes (active participation in classes, solution of case studies, creation and presentation of a project assignment and by passing the exam (written and oral part of the exam). Project asignment: Based on the analysis of the existing digital campaign and the reputation of the tourist company on the Internet, as well as market research, students will create a digital marketing communication plan of the tourist company on the Internet.									
	Attending classes		Written exam	1	Project	1				
3.2. Monitoring student work (enter the share of ECTS credits	Experimental work		Research		Practical work					
for each activity so that the total	Essay		Report		Continuous check					
number of ECTS points corresponds to the credit score of the course)	Colloquiums	2 (by passing the colloquium, the student is exempt from the written and oral exam)	Seminar work		(write the rest)					
ŕ	Activities in class		Oral exam	1	(write the rest)					
3.3. Student workload	Obligation 3. Attending classes 4. Creation of a semi	The workload of the student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as: Obligation								

4. FORMATION OF ASSESSMENT

	An element of valuation	Bad	Satisfying	Above average
4.1. Seminar paper grading	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 part of the text and the conclusion, which are excellently logically connected to each other.
1 1 2 3 3 3 3 3	Terminology, writing style	Words and expressions not aligned with official terminology. The writing style is not appropriate, the sentences are too long, the vocabulary is modest and there are frequent and repeated grammatical errors.	Words and expressions are aligned 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 demonstrate 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.

	Citation and citine references	ng of	No sources are girdo not match the superficial approatopic.	topic and sl	l show a and with errors. References are appro			ropriate consistently cited. The references are			
4.2. Colloquium / exam grading	basic terms and	n memory, He does no concepts. I	without deeper t know and does not He does not know ho at of the course with	and does not apply not know how to know how to			rstands the	evaluati thorough logically which h that wer	dge is at the le on. He observe hely explains the connects and e supports with	evel of analysis, synthesis and less laws, accurately and less content of the material, and dexplains terms and concepts, the examples. Finds solutions ly given. Observes correlations	
	Active attendance	of	70-75% attendance		76-86% attendance 87-1		7-100% attendance		Project asignment Solved case studies		
	classes		2 points		4 points			7 points		3 points	
	Project		2		3			4		5	
4.3. Creating a final grade			5 points		7 points		8 points			10 points	
according to evaluation			2		3		4			5	
elements	Taking the colloque Written part of the		50-64.9%		65-79.9%		80-89.9%		1	90-100%	
	William pair of all		25 points		30 points		35 points		1	40 points	
	Oral part of the ex		2			3		5		5	
	Oral part of the ex	Kalli	25 points			30 points		35 points		40 points	
4.4. Creating a final grade according to absolute allocation		exam) 90 – 100% 5		5 ((excellent)	ent) AND					
		(65 – 79.9% 60 – 64.9%	2	3 (good) (enough)	C D					
			50 – 59.9%	2	(enough)	Е					

5. ADDITIONAL INFORMATION ABOUT THE SUBJECT											
5.1. Compulsory literature	title	Number of copies in the library	Availability through other media								
(available in the library and through other media)	Ružić, D., Biloš, A. & Turkalj, D.: Emarketing, III amended and supplemented edition, Osijek: Faculty of Economics in Osijek, 2014.										
,	Kotler, P.; Keller, KL; Martinović, M. (2014). *Marketing management, 14th edition, MATE, Zagreb 2014										
5.2. Additional literature (at the moment of changes and/or amended of study programme)	Stokes, R. (2011). eMarketing: The essential guide to digital marketing (Vol. 563). Quirk eMarketing. Dann, S., & Dann, S. (2011). E-marketing: theory and application. Macmillan International Higher Education.										
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. In classes and the information obtained about students' progress through colloquia, the information necessary for further instructions to stude of their work. Students will be informed about their rights and obligations, work methods and necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from HZZZ - on the annual state of student employments.	lents will be obtained in order to	increase the efficiency								
5.4. information on the course and contact with the teacher	It is the duty of every student to regularly inform himself about the course, the course and activities at the class. All information about the will be published in a timely manner on the e-learning pages of the course and on the website of the Polytechnic. Students can contact teach week), while for short questions and explanations they can be contacted during classes. It is also possible to ask questions by e-mail (frowhich will be answered as soon as possible (no later than five working days from the receipt of the e-mail).	hers during the consultation per	iod (at least one hour a								

1. GENERAL INFORMATION ABOUT THE SUBJECT										
1.1. Title	Marketing in tourism	1.8. ISVU course code	187571							
1.2. Lecturer	PhD, Jelena Šišara, 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)	(45+0+15+0)							
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%							
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	4.							
1.6. Study year	2 st	1.13. Modernization	■ yes □ no							
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %							

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

2.2. Terms of course entry and required competences	Admission requirements for the 2nd year of study							
	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							
2.3. Learning outcomes on the	LO3: To independently and responsibly search relevant literature for decision making and conclusion in Croatian and foreign language							
study programme level	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	ols for document						
	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						
2.4. Expected learning outcomes	2. To analyze marketing strategies and to make them on concrete examples;	4, 6						
on the course level	3. To analyze the marketing environment on a concrete example;	4						
	4. To design specific marketing activities that create value in accordance with the needs and desires of customers / clients.	6						
	5. To develop a marketing plan for a tourism company.	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						
	1.							
	3.							
	4.							

	Cons	Constructive alignment											
	No:	No: Thematic ensemble / Lecture Topic		Content / Teaching Method	Evaluation	Time needed							
2.5. Course content according to detailed curriculum schedule	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. Mai	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.	3. Marketing Information System and Marketing Research, I. Colloquium		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 presented problem and propose a solution to the same problem.	
	56.	Development of marketing mix in tourism: production and product management	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 the basis of the presented problem and propose a solution to the same problem.	8 hours
	57.	Development of marketing mix in tourism: price and placement	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 the basis of the presented problem and propose a solution to the same problem.	8 hours
	58.	Development of the marketing mix in tourism: promotion	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 the basis of the presented problem and propose a solution to the same problem.	8 hours
	59.	Marketing management in tourism and destination marketing	1, 2, 3, 5, 6	They listen to a lecture, present a marketing plan	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.	15 hours
	60.	Final lecture, course signatures, II. colloquium		They listen to a lecture, present a marketing plan	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.	4 hours
3. EVALUATION OF STUDEN	T WO	PRK				
3.1. Students` obligations	Studer Studer semina	and at least 50% of lectures. All students must create that who have during the course achieved: From 0 – 24,9% ECTS credits- is rated F (unsured From 25 – 49,9% ECTS credits - is rated FX (in More than 50% ECTS credits - students have that can pass the final exam in two ways: a) during the	e, present and uccessful) an inadequate) a he right to ache course through	d cannot get ECTS credits and must re-enround has to come out and pass the test (example sees the final exam of the subject. Dough continuous student attendance (active te (active participation in the lessons, solving the subject).). A written exam can be held in a regular or extraordinar participation in the lessons, solving case studies, making g case studies, creating and presenting the seminar paper	y exam period; and presenting the
	Attend	lance 1	Wr	itten exam 2 (by submitt colloquiums	ting both the student is Project 1	

2.2 Manitoning student	Experimental work		Research			Prac	tical work	
3.2. Monitoring student work (enter the share of ECTS credits	Essay		Report			Cont	tinuous examination	
for each activity so that the total number of ECTS points corresponds to the credit score	Colloquium	3 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper		1		er (inscribe)	
of the course)	Class activities		Oral exam		1 (by submitting both colloquiums the student is relieved of an oral examination)	Othe	er (inscribe)	
3.3. Student workload	6. Attending classes 7. Creating and Preser			of work per semester and is estimated as: Hours (estimate) 60 30 90				
4. GRADING								<u>, </u>
	Valuation Element	Poor			Satisfying		Above a	verage
	Organization	The paper is not organized order and its structure is la		The paper is well structured with a distinction between the introduction main part of the text and the conclu		, the	ne main part of the text and the conclusions	
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are low with official terminology, not appropriate, sentences modest vocabulary, and fr repeated grammatical mis	Writing style is are too long, requent and	Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		clear,	Words and phrases are terminology and show their meaning. The wri excellent, the sentence concise, the vocabular are no grammatical err	an understanding of ting style is s are clear and y is rich and there
	Quoting and referencing	Sources are not specified references do not match the a superficial approach to the	ne topic and show	Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.		e for	Sources are accurate, complete and consistent. The references are appropriate,	
4.2. Colloquium / exam grading	Poo		Satisfy	ying		Above avera	ge	

relieved of an written examination)

	Does not know a	and does not apply the basi	s not apply the basic terms oply or explain the contents oply or explain the contents the terms and the notions that substantiate by examples. Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains logically that it enoriginally						ion. 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 lly given. There is a correlation with tive subjects.		
	Active participation	in the 70-75% o	f attendance	76-86	5% of attendance	87-100)% of at	tendance	Solved ca	se study and project	
	lessons	2 pc	oints		4 points		7 point	S		3 points	
	Caminan manan		2		3		4			5	
4.3. Creating a final grade	Seminar paper	5 pc	oints		7 points		8 point	s		10 points	
according to evaluation			2		3		4			5	
elements	Colloquium / writte	50-6	64,9%		65-79,9%	8	30-89,9	%	9	90-100%	
		25 p	ooints		30 points	3	35 poin	ts	40 points		
	Oral exam		2		3		5		5		
	Oral exam	25 p	25 points		30 points	3	35 points		40 points		
4.4. Creating a final grade	Percentage of adopted knowledge, skills and competences (teaching + final exam)		iai	erous grade	ECTS grade						
according to absolute allocation		90 - 100% 80 - 89.9%		excellent) ery good)	A B						
		65 – 79,9%	3	(good)	С						
		60 – 64,9% 50 – 59,9%	1.	ufficient) ufficient)	D E						
5. ADDITIONAL INFORMAT	ION ABOUT TH	,	2 (3)	шинени	E						
5.1. Compulsory literature	Title								pies in the y	Availability via other media	
(available in the library and through other media)	1. Kotler, P., I	Bowen, J. T., Makens, J. C. (2	2010). *Marketing	u ugostiteljstvu, h	otelijerstvu i turizmu*. Ma	te, Zagreb		1			
infough other media)	2. Kotler, P. (2	2001). *Upravljanje Marketing	gom, Analiza, Plar	niranje, Primjena i	Kontrola*. Informator, Zag	greb		3			
5.2. Additional literature (at the moment of changes and/or	3. Kotler, P., A	Armstrong, G. (2013). *Princip	ples of Marketing*	*, Prentice Hall, B	oston			0			

Knowledge is at the level of analysis, synthesis and

amended of study programme)			
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 classes and provided information on students' progress through short colloquiums and homework, information for further guidance to stud 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 sta 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 at pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one 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) the working days from the receipt of e-mail).	hour per week), while brief ques	stions and explanations

1. GENERAL INFORMAT	1. GENERAL INFORMATION										
1.1. Course title	Business English 1	1.8. Course code in ISVU	129813								
1.2. Course lecturer	Goran Crnica, prof., s.lec.	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	O 10: Develop team and interpersonal teamwork skills, master communication skills ad presentation skills for assigned topics and tasks (case studies, projects, seminars) sing advanced software tools for document creation, presentation and budget implementation								
2.4. Expected learning outcomes	Learning outcomes according to Bloom's taxonomy:	LO level: 1 - memory, 2 - understanding, 3 - application, 4 - analysis, 5 - evaluation, 6 - synthesis							
`	7. To define and explain business English keywords	1,2							
rearining outcomes)	8. To explain and apply correctly grammatical structures and vocabulary in the field of Business English	2,3							
		3							
		4							
		5							
2.4. Expected learning outcomes on the course level (4-10 learning outcomes)	7. To define and explain business English keywords	1 - memory, 2 - understar 3 - applicatio 4 - analysis, 5 - evaluatior 6 - synthesis							

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

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

				certain topic and practice language structures by formulating their own examples. Students listen to a lecture on	In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures. Students apply grammar structures and solve	
68.	Articles	Case study	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.	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 crit g and tex lev Rei	the oral part of the final exam, the students itically discuss their views on the unit topics and xts and use part of the general language skills at vel B2 of the Common European Framework of eference for Languages by presenting their ideas d 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 gra or inces on a or inguage In the inces on a or inguage gra eir own ever gra	udents apply grammar structures and solve ammar and spelling problems at the colloquium in the written part of the final exam. the oral part of the final exam, students use eryday examples to explain how to use certain ammatical structures.	3	
75.		Review 2	Final discussion and signatures	1,2,4,5,6	The students listen to the leprepare individually for the Before the colloquium, studasked to ask questions about or grammar.	exam. lents are at content gra	udents apply grammar structures and solve ammar and spelling problems at the colloquium in the written part of the final exam. the oral part of the final exam, students use eryday examples to explain how to use certain ammatical structures.	26	
3. EVALUATION OF STUDEN	TWO	RK							
3.1. Student obligations	Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam. 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 colloquia	a) 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	Colloq	Colloquium 1 (without written exam) Sen		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	workload of students of	on all bases is 1 EC	ΓS credit po	int (30 semester hours) a	and is estimate	ed as:		

	Obligation Hours (estimate												
								45 45					
4. GRADING SYSTEM	10. Tiepan	ng conoquia	or exams unough mu	irviduai wo	II.		43						
4.1. Grading seminar papers	-												
		Unsatisf	actory			Satisf	actory			Al	ove average		
4.2. Grading colloquia/ written and oral exam	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.				Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.				evalua thorou logica concep that w	nowledge is at the level of analysis, synthesis and raluation. Observes the principles, accurately and oroughly explains the content of the material, and gically connects and explains the terms and oncepts supported with examples. Finds solutions at were not originally given. Notes correlations ith related material.			
	Active participation		70-74,9% of attendance		75-79,9% of attendance		80-89,	80-89,9% of attendance		90-100	% of attendance		
	lectures and languerereises	iage	2 points		5 points		10 points			20 points			
	Colloquia/Written exam		2		3		4			5			
4.3. Final grade according to evaluation elements			50-64,9%		65-79,9%		%	80-89,9%			90-100%		
			25 points		30 points		ts	35		its		40 points	
	Oral exam		2		3					5		5	
	Oral Camil		25 points		30 points		35 points		40 points				
		Percenta knowle- competence			fumerical grade		ECTS grade						
4.4. Final grade according to absolute division			0 – 100% 0 – 89,9%		5 (excellent) (very good)		A B						
		6.5	5 – 79,9% 0 – 64,9%		3 (good) (satisfactory)		C D						
			0 - 64,9%		(satisfactory)		E						
5. ADDITIONAL COURSE IN	FORMATION												
5.1. Compulsory literature		Title Number of copies in the library Availability via other media											

(available in the library and via other media)	1. "Intelligent Business", Coursebook, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	 "Intelligent Business", Skills Book, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman "Intelligent Business", Workbook, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman 		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 k classes and provided information on student progress through short colloquiums and homework, information for further guidance to stude 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 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 cla on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at le 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).	east one hour per week), while f	for short questions and

2. GENERAL INFORMATION						
1.1. Course lecturer	Ana Perišić	1.8. Course code in ISVU	140751			
1.2. Course title	Business statistics	1.9. Course code in MOZVAG				
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+30+0+0)			
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate Professional Study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	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	2 nd	1.14. 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		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.				
2.3. Learning outcomes on the study programme level						
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) 1- remembering, 2- understanding, 3- application, 4-analysis,					

						5-evalu 6-synth	
	13. T	13. To define and explain fundamental concepts of descriptive statistics					
		To prepare tabular and graphical data repr					3,4
		To calculate and to interpret measures of o					3,4
		To perform correlation and regression ana between variables	llysis, to con	nment the results and to draw a co	nclusion about the relationship		3,4,5
	17. To identify time series type 18. To calculate and to interpret values of dynamics indicators 19. To estimate the linear trend equation and to apply it for forecasting future values of the time series						4
							3,2
							3,4,6
	20. T	20. To set the statistical hypothesis and to conduct the chi square test.					6,3
Constructive 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, literature and students' obligations.	Students define and explain fundamental of descriptive statistics through colloquia written/oral exams.		1 h
		Fundamental statistical terms					16 h
	77.	Grouping data and graphical data representation	2	Attending lectures. Actively involving students through problem solving and discussion.	Students will prepare tabular and 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 calc to interpret measures of central tendency measures of dispersion through colloquia written/oral exams.	culate 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, calcula interpret measures of central tendency ar measures of dispersion through colloquia written/oral exams.	te and nd	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 ar measures of dispersion through colloquia written/oral exams.	culate and nd	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 (withou	t colloquia)	Project	
3.2. Monitoring student work (enter	Experimental work		Research			Practical work	
the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score of the course)	Essay		Report			Continuous examination	0,5
	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	classes and exercises 60	credit is 30 hours in a semest hours ugh individual work 120 ho				
4.1. Grading seminar papers							
	Unsa	tisfactory	Satisfactory			Above aver	rage
4.2. Grading colloquia/ written and oral exam		s not know or apply cepts. Does not know lain the contents of the	Reproduces the basic conceptifficulty imparts new understands the material, expand concepts supported with	knowledge, plains the terms	owledge, content of the material, and logically connects and explains the terms and concepts supported with examples. Finds solutions that		
4.3. Final grade according to evaluation elements	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.					e colloquium. Students who have access to the oral exam,	
4.3. Final grade according to	cc	Percentage of acquired knowledge, skills and impetences (teaching + final exam)	Numerical grade	ECTS gr	rade		
absolute division		90 – 100%	5 (excellent)	A			
aosoiate division		80 – 89,9%	4 (very good)	В			
		65 – 79,9% 60 – 64,9%	3 (good) 2 (satisfactory)	C D			
		50 – 59,9%	2 (satisfactory) 2 (satisfactory)	E E			
	i i	,	_ \//				

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)	es and/or amended Cižmešija M., Kurnoga Zivadinović N., Zbirka riješenih zadataka iz osnova statistike, Mirorad d.o.o., Zagreb,2006 Patrick R. McMullen, Poslovna statistika za stručne studije Innijevod Devčić K., Perišić A. I. Velevičilište u Šibeniku, 2017					
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. 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 of 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 late than five working days after receiving the e-mail).						

1. GENERAL INFORM	MATION ABOUT THE SUBJECT		
1.1. Title	Management	1.8. ISVU course code	140742 201922 202212 201314
1.2. Lecturer	Jasmina Sladoljev , univ.spec. oec., 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 + 30)
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	Level 1 - Materials Available Online, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	3.
1.6. Study year	2 . academic year	1.13. Modernization	□yes □no
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20% □

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

2.2. Terms of course entry and required competences	Terms of the pis pass the exams with the second year of study						
2.3. Learning outcomes	Apply and link economic terms in complex written and oral communication.	on in Croatian and foreign					
on the study programme level	languages 2. Organize and lead team work, and critically evaluate the opinions and atti	tudes of team stakeholders					
	3. Independently and responsibly search the relevant literature for decision rand foreign language						
	4. Use planning, organizing, leading and controlling methods using case study	lies and analyzing the problem					
	 Analyze and integrate core concepts and apply content related to economic finance 	cs, management, accounting and					
	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 budget 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, Synthesis					
level	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, leadership and motivation techniques, and controls 	4					

	4. Assess the import	ance of man	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;	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
6. Course content cording to detailed	Tourism - classification, functions of tourism; Tourism as a system; Basic factors of tourism	1, 2,3 4	They listen to a lecture, present seminar papers	At the midterm or the written and oral exam they define and explain the basic concepts that occur in this whole; then they need to show and analyze the same on a concrete example		6 hours
riculum schedule	T uristic destination and destination system; Tourism trends;	1, 2,3 4;8	They listen to lectures, solve case studies, present seminar papers	At the colloquiu exam they defin concepts that oc then they should same on a concr judge based on t	m or the written and oral e and explain the cur in this thematic unit, l present and analyze the ete example, critically he 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, 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	m or the written and oral e and explain the cur in this thematic unit, l present and analyze the ete 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 tourist sites;	1, 2, 3, 6, 7, 8, 10, 12	They listen to lectures, solve case studies, present seminar papers	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	10 hours
Analysis of the macro environment and the tourist destination market; SWOT analysis, 1 colloquium	1, 2, 3, 5, 6,7, 10, 12	They listen to lectures , present seminar papers	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	10 hours
Study trip	11.12	They analyze the elements of the tourist destination and the role of the organizations and make concrete conclusions and suggestions	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
Strategic destination management, Planning models and techniques for minimizing the negative effects of tourism	1, 2, 3, 5 , 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
Strategic marketing planning as part of the overall development planning process	1, 2, 5, 7,9, 10, 11, 12	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	12 hours
Organization of economic agents of tourist intermediation.	1, 2, 3, 5 , 7,9, 10, 11, 12,	They listen to a lecture, solve case studies, present projects	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit,	16 hours

then they should present and	
same on a concrete example,	
judge based on the presented	
propose a solution to the same	
At the colloquium or the wri	
exam they define and explain	
Managing the destination mix 1, 2, 3, 5 They listen to a lecture, solve concepts that occur in this th	
marketing tools [7,7,9,10, case studies, then they should present and	analyze the 16 hours
11, 12, present projects same on a concrete example,	, critically
judge based on the presented	problem and
propose a solution to the sam	ne problem.
At the colloquium or the wri	tten and oral
exam they define and explain	n the
They listen to a leature solve appears that occur in this th	
Destination organization and 3, 5, 7,9, they fisten to a fecture, solve case studies, then they should present and	analyze the 16 hours
management structure 10, 11, present projects ame on a concrete example,	, critically
12, present projects same on a concrete example, judge based on the presented	problem and
propose a solution to the sam	ne problem.
At the colloquium or the wri	tten and oral
exam they define and explain	n the
1, 2, 5, They listen to a lecture, solve concepts that occur in this th	ematic unit,
Prac learning and monitoring 1, 2, 3, 7, 1 They listen to a fecture, solve concepts that occur in this the case studies, then they should present and	analyze the 16 hours
implementation plans 7,9, 10, Case studies, then they should present and 11, 12, present projects same on a concrete example,	, critically
judge based on the presented	problem and
propose a solution to the sam	ne problem.
At the colloquium or the wri	tten and oral
exam they define and explain	n the
Global Tourism Trends; Guest 1, 2, 5, They listen to a lecture, present concepts that occur in this th	ematic unit,
lecture; Preparation for the 7,9, 10, projects then they should present and	
colloquium 11, 12 same on a concrete example,	
judge based on the presented	problem and
propose a solution to the sam	ne problem.
At the colloquium or the wri	tten and oral
Concluding Considerations present projects exam they define and explain	n the
Concluding Considerations, present projects concepts that occur in this th	
Signatures, 2nd Colloquium	
then they should present and	

		judge based on the presented problem and propose a solution to the same problem.								
3. EVALUATION OF STUDENT WORK										
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% F Students can pass the final e and presenting the seminar p	 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 we the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper. dents 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. Idents 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 dipresenting the seminar paper and project, passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting seminar paper and project) and passing the exam (written and oral exam). 								
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	1. As 2. Cr and presenta	ttending classes reation of seminar work a	imated as: Hours (estimated) 60 15 105							
4. GRADING										

4.1. Seminar paper grading	Valuation Element	Poor			Satisfying			Above average		
	Organization	The paper is a logical ord structure.			clear distinc	s well structuration between the main bo conclusion.	the	The paper is well structured with a clear distinction between the introduction, the mai body of the text and the conclusion, which ar logically interconnected.		
	Terminology, writing style	Words and e line with off terminology is not approp sentences ar modest voca frequent and grammatical	Ticial The writing priate, the too long, abulary and I repeated	ng style of a	with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and there official unders style is concis		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.			incomplete references a	are listed but with errors. T re relevant to satisfactory re	he the topic	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	ring		Above av	erage		
graunig	Give answer by understanding. does not apply to concepts. Cannot the contents of	Does not kno the basic term ot apply or ex	w and ns and	withou new kr subject terms a	duces basic to the difficulty to nowledge, un the matter, exp and the notice that the sexa	ransfers nderstands lains the ons that	evaluation thoroughl logically that it encoriginally	nowledge is at the level of analysis, synthesis and valuation. It observes legitimacy, accurately and acroughly explains the content of the subject, and egically links and explains the terms and concepts nat it encapsulates. Find solutions that are not riginally given. There is a correlation with correlative subjects.		
4.3. Creating a final grade according to evaluation elements	Active attendance			75% atter	ndance	76-86% a	attendance	87-100% presence	Project asignment Solved case studies	
				2 point	s 4 points		oints	7 points	3 points	

				T	T	1	
	Seminar paper			2	3	4	5
	Semmar paper			5 points	7 points	8 points	10 points
				2	3	4	5
	Examination / V examination	Vritten		50 to 64.9%	65 to 79.9%	80 to 89.9%	90-100%
	examination			25 points	30 points	35 points	40 points
				2	3	5	5
	Oral part of the	exam		25 points	30 points	35 points	40 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		90 - 1009		5 (excellent)	AND	7	
absolute allocation		80 - 89,9	%	4 (very good)	В		
		65 - 79,9		3 (good)	С	7	
		60 - 64,9	% 2 (sufficient)		D		
		50 - 59.9	%	2 (sufficient)	Е		
5. ADDITIONAL INFO		OUT THE COUR	RSE				
5.1. Compulsory literature (available in the library an through other media)			Number of copies in the library	Availabilit y through other media			
	1. M. Buble	e, Menadžment,	Ekonom	ski fakultet u Splitu, S	5		
	2. Nastavni	materijali sa e-l	earninga			da	
5.2. Additional literature (at the moment of changes and/or amended of study	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.						
programme)	3. V	Veihrich, H., Koo	ntz, H.: M	Ienedžment, Mate, Zagr	eb, 1993.	3	

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

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

	1									
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: T	To apply and link economic terms in more complex	written and ora	l communication in Croatian and foreign l	languages.					
	LO2:	To organize and lead team work, and critically judg	ge the opinions a	and attitudes of team members.						
2.3. Learning outcomes on the	LO3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages.									
study programme level	LO5:	To use planning, organizing, management and cont	rol methods on	practical examples, analyze the problem a	nd propose appropriate solutions to problem situation	s.				
	LO6: '	To analyze and link basic concepts and apply conte	nt related to the	area of economics, management, account	ing, and finance.					
		To develop team and interpersonal teamwork skill re tools for document creation, presentation and but			set topics and tasks (case studies, projects, seminars)	ninars) using advanced				
2.4. Expected learning outcomes on the course level	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	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.								
	Cons	tructive alignment								
	no.	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed				
2.5. Course content according to detailed curriculum schedule		Introduction to the course and a detailed performance plan	-	Listen to the lecture. By independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	2 hours				
	88.	Introduction to Public Sector economy.	1, 2,3	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can define and describe the basic concepts of public sector 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 previously acquired knowledge and	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 the use of tax losses for going concern.	6 hours

			presenting adopted knowledge and ideas, discuss issues.		
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.	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 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	esting in education on the social ation.	
	100.	Cost benefit analysis.		6	Listen to the lecture and literature. Discuss issue seminar student individing pairs solve case studies presenting the appropri previously acquired knopresenting adopted knopre	es. At the lually or in thus ateness of owledge and	describe the pu cost-benefit an different mode	n or written and oral exam students prose and objectives of conducting a alysis. They know how to value ls of cost-benefit analysis.	6 hours
	101.	Political economy.		2,5,6	Listen to the lecture and literature. Discuss issue seminar student individed pairs solve case studies presenting the appropring previously acquired knowledge ideas, discuss issues.	es. At the lually or in thus ateness of owledge and	In a colloquium or written and oral exam students define basic concepts in the field of political economy. They know how to explain different approaches to implementing economic and political reforms. They know how to critically reflect on the relationship between economics and politics, namely, markets and the state in contemporary societies.		8 hours
	102.	O2. Concluding Considerations / Repeating and Preparing for Exam.			Concluding Considerat Repeating and Preparin				22 hours
3. EVALUATION OF STUDEN	T WO	RK							
3.1. Students` obligations	Studen Studen semina	at least 50% of lecture ats who have during the companies of the proof of the proo	s. All students must create ourse achieved: IS credits- is rated F (unstance) IS credits - is rated FX (IS credits - students have the in in two ways: a) during the	e, present and uccessful) ar inadequate) the right to a ne course thr	d positively colloquium semi and cannot get ECTS credits a and has to come out and pass ccess the final exam of the st rough continuous student atte	nar paper. nd must re-enrol sthe test (exam). ubject. ndance (active page)	the subject in the A written exam of	st 70% attendance. Part-time students e next academic year; can be held in a regular or extraordina e lessons, solving case studies, making presenting the seminar paper) and pa	ry exam period;
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score	Attend	lance		Wı	ritten exam	2 (by submitti colloquiums the relieved of an examination)	e student is	Project	
	Experi	Experimental work		Re	search			Practical work	
	Essay			Re	port			Continuous examination	
of the course)	Colloq	 _l uium	3 (by submitting both colloquiums the student	is	minar paper	0,5			

		relieved of a written and oral						
	Class activities	examination) 0,5	Oral exam	re	I (by submitting both colloquiums the student is relieved of an oral examination)			
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 he Commitment 11. Attending classes 12. Creating and Presenting seminar paper 3. Preparation for the Colloquium / exam through self-study				urs of work per semester and is estimated as: Hours (estimate)			
4. GRADING								
	Valuation Element Poor				Satisfying		Above a	verage
	Organization	The paper is not organize order and its structure is l		distinction b	s well structured with a petween the introductio f the text and the conclu	clear dis n, the ma usion. tha	e main part of the text and the conclusions	
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are low with official terminology, not appropriate, sentences modest vocabulary, and firepeated grammatical miss	Writing style is are too long, requent and terminology. The writing style is appropriate, the sentence structure the vocabulary is appropriate and		7. The writing style is the sentence structure ary is appropriate and h	is clear, as little	Fords and phrases are arminology and show their meaning. The write cellent, the sentence oncise, the vocabulary to no grammatical err	an understanding of ting style is s are clear and v is rich and there
	Quoting and referencing	Sources are not specified references do not match the a superficial approach to	Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.		research the	ources are accurate, consistent. The referenter list is "rich" and conows a robust research	ces are appropriate, omprehensive and	
	P	oor		Satisfying	3		Above average	ge
4.2. Colloquium / exam grading	Give answer by memory, Does not know and does and concepts. Cannot app of the course.	not 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.			
		70-75% of attendance	76-86% of attendance 87-100		00% of attendar	nce S	olved case study.	

4.3. Creating a final grade according to evaluation elements	Active participation the lessons	Active participation in the lessons		2 points		4 points	7 points	3 points
	g .		2		3		4	5
	Seminar paper		5 points		7 points		8 points	10 points
			2		3		4	5
	Colloquium / writte	Colloquium / written		50-64,9%		65-79,9%	80-89,9%	90-100%
			25 points		30 points		35 points	40 points
	0.1		2		3		5	5
	Oral exam		25 points	is 3		30 points	35 points	40 points
4.4. Creating a final grade		kno	centage of adopted owledge, skills and ences (teaching + final exam)	Numerou		ECTS grade		
according to absolute allocation			90 – 100%	5 (exce		A		
according to absolute anocation			80 – 89,9%	4 (very		В		
			65 – 79,9% 60 – 64,9%	3 (go 2 (suff		D		
			50 – 59,9%	2 (suff		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)	1. 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 keeping track of attendance and student activity during classes and provided information on students' progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.
5.4. Information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).

1. GENERAL INFORMATION ABOUT THE SUBJECT								
1.1. Title	Business organization	1.8. ISVU course code						
1.2. Lecturer	Ana Udovičić, 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 pnew trends in companies and organizations LO13: To understand specific human resource management processes and propose a proper value system in judgment process an achievements and performances	ropose valorization of
	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
2.4. Expected learning outcomes	5. analyze new roles of organizations	1,2
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 8. analyze and to grade satisfactions and employees' values. 	4,5
	8. analyze and to grade satisfactions and employees' values. 9.	6
	10.	
	11. 12.	
	13.	
	14.	

	Cons	tructive alignment				
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	103.	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
	104.	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
	105.	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	106.	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
	107.	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
	108.	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.		
109.	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
110.	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
111.	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
112.	Organization changes	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students can define and describe organizational changes and choose between mechanisms to solve changes.	8 hours

			At the seminar, students solve the case study.	Created and Presented seminar paper (by independent use of computer programs).	
113.	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
114.	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
115.	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
116.	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
117.	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 E	CTS point for 30 hou	urs of work par samestar and is a	stimated as:			
2.2.6.1	Commitment		C13 POIII 101 30 1100	Hours (estimate)	of work per semester and is estimated as: Hours (estimate)			
3.3. Student workload	13. Attending classe			20				
	Creating and Presenting seminar paper Preparation for the Colloquium / exam through self-study			40 50	40			

	Valuation Element	Poor		Satisfying			Above average	
	Organization		The paper is not organized in a logical order and its structure is lacking.		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		paper is well-structured with a clear action between the introduction, the part of the text and the conclusions are perfectly logically linked to one ner	
4.1. Seminar paper grading	Terminology, writing style	with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and		Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		s clear, as little termin excell concis	Is and phrases are aligned with official nology and show an understanding of meaning. The writing style is lent, the sentences are clear and ise, the vocabulary is rich and there of grammatical errors.	
	Quoting and referencing	Sources are not specified references do not match t a superficial approach to	he topic and show	opic and show		te for consistence	ces are accurate, complete and stent. The references are appropriate, list is "rich" and comprehensive and s a robust research approach.	
	Po	oor		Satisfying			Above average	
4.2. Colloquium / exam grading	Give answer by memory, r Does not know and does ne and concepts. Cannot apply of the course.	ot apply the basic terms	Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		er, explains	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	70-75% of attendance	76-8	6% of attendance	ee 87-100% of att		Created mental map. Solved case study.	
	lessons	2 points		4 points		7 points	3 points	
	Gi	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		ritage of adopted vledge, skills and	Jumerous grade	ECTS grade				

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

5. ADDITIONAL INFORMATION ABOUT THE COURSE

5. ADDITIONAL INFORMATION ADOCT THE COURSE								
5.1. Compulsory literature	apulsory literature Title		Availability via other media					
(available in the library and through other media)	2. 1. Robbins, S.P. i Judge, T.A.: Organizacijsko ponašanje, Mate, 2009	3	-					
unough other media)	2. Sikavica, P., Novak, M.: Modeliranje organizacijske strukture poduzeća, Informator, Zagreb.	3	-					
5.2. Additional literature (at the moment of changes and/or amended of study programme)	e moment of changes and/or nended of study 1. Sikavica, P., Novak, M., Poslovno odlučivanje, Informator, Zagreb, 1999.		-					
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	[T - 6 - 7 - 1 - 1 - 7 - 1 - 1 - 7 - 1 - 1 - 7 - 1 - 1							

1. GENERAL INFORMATION ABOUT THE COURSE								
1.1. Title	Nutrition in Tourism	1.8. ISVU course code	240715 240717					
1.2. Lecturer	PhD Nikolina Gaćina, Senior Lecturer	1.9. MOZVAG course code						
1.3. Assistants and/or associates	None hours Lecturing +Pi		(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 online 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 rd	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: • 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.							

2.3. Learning	LO 2: To develop teamwork and interpersonal skills, master communication skills and skills of giving presentations on particular topics and tasks.								
	LO 3: To independently and responsibly undertake research through relevant literature to develop abilities of decision-making by using Croatian and English language.								
outcomes on the study programme	LO 5: To use methods of planning, organising, leading, and controlling on examples from practice and to analyse the problem and propose appropriate solutions to problem situations in the field of tourism								
level	LO 11: To propose and assess the importance of food and nutrition and hygienically correct production and pre-	paration of food in tourism							
	LO 14: To use information and communication technology in tourism.								
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 1. Recapture, 2. Understanding, 3. Application, 4. Analysis, 5. Evaluation, 6. 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	Analyze and comment on the specific diet of a particular population in relation to age (children, adolescents, adults and the elderly)	4, 2							
learning	 Analyze and compare the specifics of traditional ways of eating at the world level and apply this knowledge to create specific menus 	4, 2, 5							
outcomes on the course level	Analyze and comment on the specifics of nutrition with regard to health status (especially for diseases caused by unheatly eating habits)	4, 2							
	Analyze and highlight the advantages of traditional Croatian gastronomy	4, 5,6							
	Analyze and comment on the labeling of Croatian products, autochthonous Croatian dishes and drinks	4, 2							
	7. Analyze, compare and plan nutrition for food allergies and intolerances	4, 2, 6							
	8. Analyze, compare and plan nutritional specifics depending on physical activity and body mass	4, 2, 6							
	Analyze and compare dietary specifics depending on the religion and tradition of a particular population	4, 2							
	Use materials and tools for searching scientific and professional literature in the mother tongue and in English	3							
	11. Present acquired knowledge, ideas, problems and solutions independently and in a team	6							

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

curriculum schedule	1.	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.	6 hours
	2.	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.	8 hours
	3.	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
	4.	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
	5.	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.	6 hours
	6.	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 labelling of Croatian autochthonous products at national and European level, enumerate and describe Croatian autochthonous products.	4 hours
	7.	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 analyse its specificities. its marking.	4 hours
	8.	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	4 hours

11.	Nutritional characteristics by age group. Children's menu. Seniors menu.	1, 2, 8, present a seminar paper, followed by a discussion, and read literature.	They listen to a lecture, present a seminar paper, followed by a discussion,	of food in a particular form of tourism, to define catering. At the colloquium or the written and oral exam they know: to define, describe and analyse the specifics of children's diet and the diet of the elderly. At the colloquium or the written and oral exam	6 hours
12.	Nutrition of athletes.	1, 8, 10, 11 1, 2, 3,	present a seminar paper, followed by a discussion, and read literature. They listen to a lecture,	they know: to define and analyse the nutrition of athletes and non-athletes, the specificity of the athlete's hydration and the timing of the consumption of food and drink. At the colloquium or the written and oral exam they know: to describe and critically basic	6 hours
13.	Food Safety Basics. Transport and storage conditions of individual food groups. Declaring food.	1, 2, 3, 4, 5, 6, 7	present a seminar paper, followed by a discussion, and read literature. They listen to a lecture.	concepts of food safety, to describe and analyse the conditions of storage and transport of food, to analyse the basic declaration of food.	6 hours
14.	Religious restrictions on diet. Colloquium.	1, 3, 9, 10, 11	present a seminar paper, followed by a discussion, and read literature. They listen to a lecture and	At the colloquium or the written and oral exam they know: describe the basic religious restrictions on diet and define substitute foods.	6 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations

In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.

Students who have during the course achieved:

- From 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	Attendance		Written exam 1 (without colloquiums		ms)	Project		
(enter the share	Experimental work		Research	Research		Practical work		
of ECTS credits for each activity	Essay		Report			Continuous examination		
so that the total number of	Colloquium	2 (without the written and oral exams)	Seminar paper	0,75		Other (inscribe)		
ECTS points corresponds to the credit score of the course)	Class activities	0,25	Oral exam	1 (without colloquiums)		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:							
3.3. Student	Commitment					Hours (estimate)		
workload	Attending classes Creating and Presenting seminar paper					10 10		
	3. Preparation for the Colloquium / exam through self-study				35			

4. GRADING											
	Valuation Element	t		Poor			Satisfying			Above aver	rage
4.1. Seminar paper grading	Organization		The paper is not organized in a logical order and its structure is lacking.		distinct	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, writin	office appropriate appropriate voca	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.		g style is not to long, modest	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 align- terminology and show an un- meaning. The writing style is sentences are clear and conci is rich and there are no gram	derstanding of their s excellent, the ise, the vocabulary		
	Quoting and referer	ncing do n	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.		how a superficial	Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.		Sources are accurate, comple The references are appropria and comprehensive and show approach.	te, their list is "rich"		
		Poor				Satis	fying			Above average	
4.2. Colloquium / exam grading	Give answer by memory, no deeper understanding not know and does not apply the basic terms and a Cannot apply or explain the contents of the course							Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logical links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given There is a correlation with correlative subjects.		rately and ubject, and logically its that it t originally given.	
	Active participation in the	70-75% of attendance	76-86%		66% of attendance		% of attendance			Case studies resolved	
	lessons	3 points		4 points			5 points		5 points		
	Research paper	2	2		3		4		5		
4.3. Creating a final grade	Research paper	5 points		7 points			8 points	10 points			
according to		2		:	3		4		5		
evaluation elements	Colloquium / written exam	50-64,9%		65-7	9,9%		80-89,9%			90-100%	
Ciements		25 points		35 p	oints		40 points			50 points	
	0.1	2			3		5		5		
	Oral exam			20 p	ooints		25 points			30 points	
4.4. Creating a		dopted knowledge es (teaching + fina		N	Numerous grade			ECTS	grade		
final grade	competence	90 – 100%	i chaiii)		5 (excellent)				4		
according to absolute		80 – 89,9%			4 (very good)				В		
allocation		65 – 79,9% 60 – 64,9%		3 (good)					<u> </u>		
anocation		00 - 04,9%		2 (sufficient)			D				

5. ADDITIONAL IN	FORMATION ABOUT THE COURSE							
5.1. Compulsory literature (available	Title	Number of copies in the library	Availability via other media					
in the library and through other	 Gaćina, N. (2016). Nutrition and tourism. Internal script - handouts of the Šibenik University of Applied Sciences, Šibenik. 		- 1 VIIIČ -					
media)	2. Gaćina, N. (2016). Nutrition and Tourism: <i>Food and Tourism I</i> . Textbook of the Šibenik University of Applied Sciences, Šibenik.		e-learnigng VUŠ-a					
	1. Krešić, G. (2012). Nutrition trends. Faculty of Tourism and Hospitality Management, Opatija.	4						
5.2. Additional literature (at the	2. Vranešić, D., Alebić, I. (2006). Magnifying Glass: How to Understand and Apply Nutrition Science?. Profile, Zagreb.	5						
moment of changes	3. Kažinić Kreho, L. (2009). 21st Century Nutrition. Profile, Zagreb.	1						
and/or amended of	4. Mateljan, G. (2008). The healthiest foods in the world. Planetherapy, Zagreb.	3						
study 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 learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the dominater than five working days from the receipt of e-mail).	(at least one hour per week)	, while brief questions and					

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

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

	Apply and understand the importance of personal hygiene to all participants who have any contact with food					
2.2. Terms of course entry and required competences	None					
	LO 2: To develop teamwork and interpersonal skills, master communication skills and skills of giving presentations on particular topics and tasks					
	LO 3: To independently and responsibly undertake research through relevant literature to develop abilities of decision-making by using Croatian and English language	ge				
	LO 5: To use methods of planning, organising, leading, and controlling on examples from practice and to analyse the problem and propose appropriate solutions to p field of tourism	roblem situations in the				
	LO 11: To propose and assess the importance of food and nutrition and hygienically correct production and preparation of food in tourism					
	LO14: To use information and communication technology in tourism.					
2.4. Expected learning outcomes	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 30. Recapture, 31. Understanding, 32. Application, 33. Analysis, 34. Evaluation, 35. Synthesis				
on the course level	1. Demonstrate knowledge and understanding of course content by defining and describing basic concepts about food and food safety	1, 2				
	2. Analyze the importance of food safety "from the field to the table"	2 ,3,4,5,6				
	3. Anticipate the consequences of poor and inefficient hygiene measures and inadequate food manipulation	4, 2, 5				
	A. Analyze measures of personal, space, equipment and accessories hygiene, and the environment Analyze and compare ways to prevent food contamination	4, 2 4, 5,6				
	6. Use materials and tools to search the scientific and professional literature in their native and English languages	4, 2, 6				
	7. Present the acquired knowledge, ideas, problems and solutions independently and in a team	4, 2, 6				

	Cons	Constructive alignment									
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed					
2.5. Course content according to detailed curriculum schedule	118.	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					
	116.	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					

119.	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. They listen to a lecture, present a	At the colloquium or the written and oral exam they know: to define, classify and distinguish biological, chemical and physical hazards in food. At the colloquium or the written and oral exam they	4 hours
120.	Biological hazards in food: bacteria, viruses, parasites.	1, 2, 3, 4, 5	seminar paper, followed by a discussion, and read literature.	know: to define and distinguish bacterial, viral and parasitic food hazards	4 hours
121.	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
122.	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
123.	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
124.	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
125.	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
126.	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
127. Food traceability.		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: to explain the importance of food traceability, to describe ways of carrying out traceability by example.	6 hours
128.	Personal hygiene of employees in contact with 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: personal hygiene of employees in contact with food.	6 hours
129.	Hygiene facilities, equipment and accessories.	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: to describe and analyze the basic hygiene of space, equipment and accessories.	4 hours
130.	DDD - Disinfection, Disinsection, Pest Control	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: to define basic concepts of DDD, and to analyze individual procedures of DDD.	4 hours
131.	Health safety of drinking water.	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: define basic terms and explain the parameters of health safety of drinking water.	6 hours

	132.	Concluding Observation preparing for the exam			They listen to a lectur individually for the ex				20 hours	
3. EVALUATION OF STUDENT WORK										
3.1. Students` obligations	Studen Studen a) during colloque	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	Attendance		0,25	Writte	en exam	exam 1 (without colloquium		Project		
(enter the share of ECTS credits	Experi	mental work		Resea	rch			Practical work		
for each activity so that the total number of ECTS points	Essay			Repor	·t			Continuous examination		
corresponds to the credit score of the course)	Colloq	uium	2 (without the written and oral exams)	Semin	nar paper	0,75		Other (inscribe)		
of the course)	Class a	activities		Oral o	exam	1 (without coll	loquiums)	Other (inscribe)		
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of Commitment 16. Attending classes 17. Creating and Presenting seminar paper 18. Preparation for the Colloquium / exam through self-study				oint for 30 hours of	s of work per semester and is estimated as: Hours (estimate) 45 10 35				
4. GRADING	<u> </u>									

	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.		n, the	The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another		
	Terminology, writing style	writing Words and phrases are lo with official terminology not appropriate, sentence modest vocabulary, and f repeated grammatical mis		Words and phrases are aligned with terminology. The writing style is appropriate, the sentence structure is the vocabulary is appropriate and h grammatical errors.	official Words and phrases are aligned with official terminology and show an understanding their meaning. The writing style is excellent, the sentences are clear and		
	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 researc 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 not and concepts. Cannot apply of the course.		t apply the basic terms	new knowledge, ι	eproduces basic terms, without difficulty transfers we knowledge, understands subject matter, explains e terms and the notions that substantiate by amples.			

	Active participation in the	70% of attendance	71-80% of attendance	81-90% of attendance	91-100% of attendance
	lessons	2 points	3 points	4 points	5 points
	Decearch namer	2	3	4	5
4.3. Creating a final grade	Research paper	8 points	10 points	12 points	15 points
according to evaluation	Colloquium / written	2	3	4	5
elements		50-64,9%	65-79,9%	80-89,9%	90-100%
		25 points	35 points	40 points	50 points
	O1	2	3	5	5
	Oral exam	15 points	20 points	25 points	30 points

4.4. Creating a final arada	Percentage of adopted knowledge, skills and competences (teaching + final exam)	Numerous grade	ECTS grade	
4.4. Creating a final grade	90 – 100%	5 (excellent)	A	
according to absolute allocation	80 - 89,9%	4 (very good)	В	
	65 – 79,9%	3 (good)	С	
	60 - 64,9%	2 (sufficient)	D	
	50 - 59,9%	2 (sufficient)	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)	 Havranek, J., Tudor Kalit, M. (Eds.) (2014). Food security from field to table. M.E.P., Zagreb. (selected chapters) 	4					
	2. Krešić, G. (2012). Nutrition trends. Faculty of Tourism and Hospitality Management, Opatija.	4					
	3. 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				
programme)	2. Food safety. https://www.mingo.hr/public/documents/5-vodic-sigurnost-hrane-lowresfinalweb.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						
rouning outcomes,	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 32. To use part of the Common European Framework of Reference for Languages (CEF) level A1-A2 language competences to generate new ideas	5						

		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	υ	133.	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			
	134.	Wo spricht man Deutsch?	Personalpronomen; Verben	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	3				

		(regelmäßige und 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.	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.	
135.	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
136.	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 Aland A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
137.	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
138.	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 Aland A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
139.	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

140.	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
141.	Arbeit und Arbeitslosigkeit; Kolloquium 1	Deklination der Reflexivpronomen	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
142.	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
143.	Dienstleisungen	Adjektivdeklination	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
144.	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
145.	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	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

					skills (listening, speaking, reading and writing) are used extensively.	Framework of presenting the	A2 of the Common European of Reference for Languages by eir ideas and findings.	
	146.	Studentenleben	Deklination der Personalpronomen; Präsens der Reflexivpronomen	2,3,4,6	Students listen to a lecture on grammar and spelling. The student exchange their own experiences or certain topic and practice language structures by formulating their own examples.	grammar and a or in the writ In the oral pa	ly grammar structures and solve I spelling problems at the colloquium ten part of the final exam. art of the final exam, students use amples to explain how to use certain structures.	3
	147.	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 lecture are prepare individually for the exam. Before the colloquium, students are asked to ask questions about contering or grammar.	grammar and or in the writ	ly grammar structures and solve I spelling problems at the colloquium ten part of the final exam. art of the final exam, students use amples to explain how to use certain structures.	26
3. EVALUATION OF STUDEN	TWO	RK						
3.1. Student obligations	Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam. Student achievements: • Students with 0 - 24.9% of ECTS credits - are graded with an F (unsuccessful) and cannot earn ECTS credits and must re-enrol the course in the next academic year; • Students with 25 - 49.9% of ECTS credits - are graded FX (insufficient) and must pass the written exam (test). The written exam can be held in a regular or extraordinary exam period; • Students with more than 50% of ECTS credits - students have the right to take the final exam. Students 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	Attenda	ance	0,5	Writte	en exam 1 (withou	colloquia)	Project	
(enter the share of ECTS	Experi	mental work		Resea	rch		Practical work	
credits for each activity so that the total number	Essay			Repoi	t		Continuous evaluation	
of ECTS points corresponds to the credit score of the course)	Colloq	uium	1 (without written exam)	Semin	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 v	vorkload of students of Obligation	on all bases is 1 ECTS	credit point	(30 semester hours) and is est Hours (estin			

			d language exercises			45 45					
4. GRADING SYSTEM	20. Prepari	ng conoquia	or exams through inc	ividuai work		43					
4.1. Grading seminar papers	-										
		Unsatisf	actory			Satisfactory			Ab	ove average	
4.2. Grading colloquia/ written and oral exam		Ooes not kno	know or apply basic terms now how to apply or explain		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.		evaluatio thorough logically concepts that were	nowledge is at the level of analysis, synthesis and aluation. Observes the principles, accurately and proughly explains the content of the material, and gically connects and explains the terms and ncepts supported with examples. Finds solutions at were not originally given. Notes correlations the related material.		, accurately and the material, and terms and Finds solutions	
	Active participation lectures and langu		70-74,9% o	f attendance	e 75	-79,9% of attendance	80-8	9,9% of atte	endance	90-100	% of attendance
	exercises	age	2 points			5 points			S		20 points
	Colloquia/Written exam		2			3		4			5
4.3. Final grade according to evaluation elements			50-64,9%			65-79,9%		80-89,9%			90-100%
evaluation elements			25 points		30 points			35 points			40 points
			2		3			5			5
	Oral exam		25 points		30 points			35 points			40 points
445	knowle competence		Percentage of acquired knowledge, skills and ompetences (teaching + final exam)		Numerical grade ECTS grade		2				
4.4. Final grade according to absolute division			0 – 100% 0 – 89,9%		(excellent) very good)	A B					
		6.5	5 – 79,9%		good)	С					
		60 – 64,9% 50 – 59,9%			atisfactory) atisfactory)	D E					
5. ADDITIONAL COURSE IN	FORMATION										
5.1. Compulsory literature		Title					Number of the lib		Availability via other media		

(available in the library and via other media)	1. Marčetić, T. (2005). Njemački u komunikaciji: uvod u jezik njemačke i austrijske svakodnevnice i u jezik medija. Zagreb: Školska knjiga.	10					
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 classes or possible adjournment will be published on tim 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 an explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later that five working days after receiving the e-mail).						

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	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)	33. To define and explain business German keywords	1,2						
iomining outcomes)	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 38. To use part of the Common European Framework of Reference for Languages (CEF) level A1-A2 language competences to generate new ideas 	5						

		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			
to	5. Course content according tailed curriculum schedule	148.	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			

149.	Sozialer Wohnungsbau in Wien	Präpositionen mit dem Dativ; Präsens von nehmen	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
150.	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
151.	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
152.	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
153.	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
154.	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	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam.	3

155.	Essen früher und heute	Präsens von essen; Perfekt von sagen und kommen	2,3,4,6	certain topic and practice language structures by formulating their own examples. 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.	In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures. 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
156.	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
157.	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
158.	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
159.	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
160.	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,	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

				1		1	0.1.01.11	T
					as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	critically discu and texts and skills at level. European Fran by presenting	t of the final exam, the students as their views on the unit topics use part of the general language A1 and A2 of the Common nework of Reference for Languages their ideas and findings.	
	161.	Straßen und Verkehr in deutschen Städten	Konjunktiv Präteritum: von sein, haben, können, müssen, sollen, wollen	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.	grammar and or in the writted In the oral par	y grammar structures and solve spelling problems at the colloquium en part of the final exam. It of the final exam, students use apples to explain how to use certain tructures.	3
	162.	Keine Autos in der Innenstadt	Finalsätze mit um, zu, und dem Infinitiv; würde + Infinitiv	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 or in the writted In the oral par	r grammar structures and solve spelling problems at the colloquium on part of the final exam. It of the final exam, students use apples to explain how to use certain tructures.	26
3. EVALUATION OF STUDE	NTWO	RK						
3.1. Student obligations	The stu in teach he/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. 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 c	olloquia)	Project	
(enter the share of ECTS credits for each	Experi	mental work		Resea	nrch		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	nar paper		(Homework for part-time students)	,5
of the course)	Active	participation	0,5	Oral o	exam 1		(Other)	
3.3. Student workload	The v	vorkload of students or	n all bases is 1 ECTS c	eredit point (30 semester hours) and is estim	ated as:		

	Oblig	Obligation					Hours (estima	ted)					
			l language exercises r exams through ind	ividual work			45 45						
4. GRADING SYSTEM	1	8											
4.1. Grading seminar papers	-												
		Unsatisfa	ctory			Satis	factory			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 imp explain exp	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	vledge is at the level of analysis, synthesis and ation. Observes the principles, accurately and ughly explains the content of the material, and ally connects and explains the terms a			
	Active participati		70-74,9% of attendance 75-79,9		75-79,9% (of attendance	80-8	9,9% of at					
	lectures and languexercises	iage	2 p	oints		5 p	oints		10 poin	ts		20 points	
				2			3		4			5	
4.3. Final grade according to evaluation elements	Colloquia/Writter	Colloquia/Written exam		54,9%		65-7	79,9%		80-89,9	%		90-100%	
			25 p	points		30 1	points		35 poin	ts		40 points	
	Oral avam	Oral exam		2			3		5			5	
	Oral Cxam			ooints		30 1	points		35 poin	ts		40 points	
4.4 Final anada according to		knowled	ge of acquired lge, skills and s (teaching + final exam)	Numer	ical grade		ECTS grade						
4.4. Final grade according to absolute division			- 100% - 89,9%		ccellent) ry good)		A B	\exists					
		65	- 79,9% - 64,9%	3 (good) isfactory)		C D						
			- 59,9%		sfactory)		E E						
5. ADDITIONAL COURSE IN	NFORMATION												
5.1. Compulsory literature		1110						Availability via other media					

(available in the library and via other media)	Marčetić, T. (2005). Njemački u komunikaciji: uvod u jezik njemačke i austrijske svakodnevnice 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 ker classes and provided information on student progress through short colloquiums and homework, information for further guidance to student 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), whi five working days after receiving the e-mail).	st one hour per week), while for	or 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.

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.	.1-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								
LO 3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages								
nd presentation skills for assigned topics and tasks (case studies, projects, seminars)								
Learning outcomes according to Bloom's taxonomy:	LO level: 1 - memory, 2 - understanding, 3 - application, 4 - analysis, 5 - evaluation, 6 - synthesis							
39. To define and explain business German keywords	1,2							
40. To explain and apply correctly grammatical structures and vocabulary in the field of Business German	2,3							
	3							
	4							
	5							
	LO 1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign language LO 3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages LO 10: To develop team and interpersonal teamwork skills, master communication skills and presentation skills for assigned topics and tasks (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation Learning outcomes according to Bloom's taxonomy: 39. To define and explain business German keywords							

	Constructive alignment								
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed		
2.5. Course content according to detailed curriculum schedule	163.	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		
	164.	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.	
163	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
166	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
16'	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
168		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
169	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
170	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.	3

	T				- 1 1 21 21	
				structures by formulating their own	In the oral part of the final exam, students use	
				examples.	everyday examples to explain how to use certain	
		D . 1 1			grammatical structures. At the colloquium or in the written part of the	
		Prezent glagola			final exam, the pupils define and explain the most	
		essen; perfekt			important terms of the learning units. They solve	
		glagola sagen		The students listen to the lecture and	language exercises that demonstrate an	
		essen i kommen		prepare individually for the exam.	understanding of the meaning of key terms.	
1	71.	essen i kommen	1,2,4,5,6	Before the colloquium, students are	In the oral part of the final exam, the students	25
				asked to ask questions about content	critically discuss their views on the unit topics	
				or grammar.	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.	
	Lebensqualität			Students listen to a lecture on	Students apply grammar structures and solve	
	und			grammar and spelling. The students	grammar and spelling problems at the colloquium	
1	72. Lebensstandard		2,3,4,6	exchange their own experiences on a certain topic and practice language	or in the written part of the final exam. In the oral part of the final exam, students use	3
	Lebensstandard			structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
	Kolloquium 1	Upotreba perfekta		•	At the colloquium or in the written part of the	
	Konoquium 1			Students listen to the lecture and	final exam, the pupils define and explain the most	
		i preterita;		take an active part by asking	important terms of the learning units. They solve	
		partizip drugi		questions and answering questions. In the lectures, students are	language exercises that demonstrate an	
				encouraged to engage in dialogue	understanding of the meaning of key terms.	
1	73.		1,4,5,6	and discussion, as well as to express	In the oral part of the final exam, the students	3
				opinions and points of view. The	critically discuss their views on the unit topics	
				four language skills (listening,	and texts and use part of the general language	
				speaking, reading and writing) are	skills at level A2 of the Common European Framework of Reference for Languages by	
				used extensively.	presenting their ideas and findings.	
				Students listen to a lecture on	Students apply grammar structures and solve	
				grammar and spelling. The students	grammar and spelling problems at the colloquium	
			2215	exchange their own experiences on a	or in the written part of the final exam.	
1	74.		2,3,4,6	certain topic and practice language	In the oral part of the final exam, students use	3
				structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
	Folgen des zu	Rekcija glagola,		Students listen to the lecture and	At the colloquium or in the written part of the	
	großen Konsums	rekcija imenica		take an active part by asking	final exam, the pupils define and explain the most	
	Sionen Ronsums	10Keija iiileiilea		questions and answering questions.	important terms of the learning units. They solve	
				In the lectures, students are	language exercises that demonstrate an understanding of the meaning of key terms.	
1	75.		1,4,5,6	encouraged to engage in dialogue	In the oral part of the final exam, the students	3
1	13.		1,4,5,0	and discussion, as well as to express	critically discuss their views on the unit topics	J
				opinions and points of view. The	and texts and use part of the general language	
				four language skills (listening,	skills at level A2 of the Common European	
				speaking, reading and writing) are used extensively.	Framework of Reference for Languages by	
				used extensively.	presenting their ideas and findings.	

	176.	Öffentliche Verkehrsmittel	preterit 3. lica jednine 2,3,4,6 grammar a exchange certain top structures examples.		exchange their or certain topic and structures by form examples.	lling. The students wn experiences on a practice language nulating their own	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures. Students apply grammar structures and solve		3
	177.	Transrapid, die schnelle Magnetbahn	sollen 1,2,4,5,6 In estudents fisten to the fecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar or grammar.		grammar and or in the writt In the oral pa	spelling problems at the colloquiu ten part of the final exam. rt of the final exam, students use mples to explain how to use certai	26		
3. EVALUATION OF STUDENTWORK									
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.								exercises. ent's active participation dent passes both exams, nic year;
3.2. Monitoring student work	Attend	ance	0,5	Writte	en exam	1 (without co	lloquia)	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		Obligation	asses and language exercises 45						

4. GRADING SYSTEM														
4.1. Grading seminar papers	-													
		Unsatisfactory Satisfactory						Above average						
4.2. Grading colloquia/ written and oral exam		Ooes not know oes not know	w or apply basic te how to apply or e	erms ir explain ex	Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.				ledge is at the level of analysis, synthesis and ation. Observes the principles, accurately and aghly explains the content of the material, and ally connects and explains the terms and pts supported with examples. Finds solutions ere not originally given. Notes correlations elated material.					
	Active participation lectures and langu		70-74,9% o	of attendance	e 75-	79,9% of attendance	80-8	9,9% of at	tendance	90-100	00% of attendance 20 points			
4.3. Final grade according to evaluation elements	exercises	inge	2 pc	oints		5 points		10 poin	ts		f analysis, synthesis and inciples, accurately and inciples, accurately and intent of the material, and ains the terms and amples. Finds solutions en. Notes correlations 90-100% of attendance 20 points 5 90-100% 40 points 5 40 points Availability via other media Availability via e-			
		2				3		4		5				
	Colloquia/Writter	n exam	50-6	54,9%		65-79,9%		80-89,9	80-89,9%		5 90-100% 40 points 5			
			25 p	oints		30 points		35 poin	ts		40 points			
	Oral exam			2		3	5				5			
	Oral exam		•	ooints		30 points		35 poin	ts		40 points			
445		knowled	ge of acquired lge, skills and s (teaching + final exam)	Num	erical grade	ECTS grade								
4.4. Final grade according to absolute division		90	- 100% - 89,9%		excellent) very good)	A B								
		65	- 79,9%	3	(good)	С								
			- 64,9% - 59,9%		atisfactory) atisfactory)	D E								
5. ADDITIONAL COURSE II	NFORMATION			ì										
5.1. Compulsory literature (available in the library and				Ti	tle				Number of the lib		•			
via other media)	1. Blaževio	ć, N. (1998). Deutsch in H	Iotellerie	und Tourismi	us. Zagreb: Školska k	njiga.							
5.2. Additional literature (at the moment of changes									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 student 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), wh five working days after receiving the e-mail).	st one hour per week), while fe	or short questions and

5. GENERAL INFORMAT	TION			
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 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)	45. To define and explain business German keywords	1,2							
rearing outcomes)	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 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	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.	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
	179.	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

			1	T		
				speaking, reading and writing) are	skills at level A2-B1 of the Common European	
				used extensively.	Framework of Reference for Languages by	
					presenting their ideas and findings.	
	Zagreb, die	Passiv		Students listen to a lecture on	Students apply grammar structures and solve	
	Hauptstadt			grammar and spelling. The students	grammar and spelling problems at the colloquium	
180.			2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
100.	Kroatiens		2,3,4,0	certain topic and practice language	In the oral part of the final exam, students use	3
				structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
	Opatija, die	Relativpronomen		Students listen to the lecture and	At the colloquium or in the written part of the	
	Wiege des	1		take an active part by asking	final exam, the pupils define and explain the most	
				questions and answering questions.	important terms of the learning units. They solve	
	kroatischen			In the lectures, students are	language exercises that demonstrate an	
	Tourismus			encouraged to engage in dialogue	understanding of the meaning of key terms.	
181.	Todiisiids		1,4,5,6	and discussion, as well as to express	In the oral part of the final exam, the students	3
				opinions and points of view. The	critically discuss their views on the unit topics	
				four language skills (listening,	and texts and use part of the general language	
				speaking, reading and writing) are	skills at level A2 of the Common European	
				used extensively.	Framework of Reference for Languages by	
				-	presenting their ideas and findings.	
	Dubrovnik	Temporalsätze		Students listen to a lecture on	Students apply grammar structures and solve	
	2 4010 (11111	1 cmp oranganize		grammar and spelling. The students	grammar and spelling problems at the colloquium	
182.			2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	2
102.			2,3,4,0	certain topic and practice language	In the oral part of the final exam, students use	S
				structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
	Split	Komparativsätze		Students listen to the lecture and	At the colloquium or in the written part of the	
	1	1		take an active part by asking	final exam, the pupils define and explain the most	
				questions and answering questions.	important terms of the learning units. They solve	
				In the lectures, students are	language exercises that demonstrate an	
				encouraged to engage in dialogue	understanding of the meaning of key terms.	
183.			1,4,5,6	and discussion, as well as to express	In the oral part of the final exam, the students	3
				opinions and points of view. The	critically discuss their views on the unit topics	
				four language skills (listening,	and texts and use part of the general language	
				speaking, reading and writing) are	skills at level A2 of the Common European	
				used extensively.	Framework of Reference for Languages by	
				•	presenting their ideas and findings.	
	Zadar	Kausalsätze		Students listen to a lecture on	Students apply grammar structures and solve	
				grammar and spelling. The students	grammar and spelling problems at the colloquium	
184.			2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
104.			2,3,4,0	certain topic and practice language	In the oral part of the final exam, students use	3
				structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
	Šibenik -			Students listen to a lecture on	Students apply grammar structures and solve	
185.	Wiederholung		2,3,4,6	grammar and spelling. The students	grammar and spelling problems at the colloquium	3
105.	** icacinolang		2,5,1,0	exchange their own experiences on a	or in the written part of the final exam.	
				certain topic and practice language	of in the written part of the final exam.	

		I	1			1
				structures by formulating their own	In the oral part of the final exam, students use	
				examples.	everyday examples to explain how to use certain	
					grammatical structures.	
		Vergleichssätze			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	
				The students listen to the lecture and	language exercises that demonstrate an	
100			10456	prepare individually for the exam.	understanding of the meaning of key terms.	25
186.			1,2,4,5,6	Before the colloquium, students are	In the oral part of the final exam, the students	25
				asked to ask questions about content	critically discuss their views on the unit topics	
				or grammar.	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.	
	D 1			Students listen to a lecture on		
	Pula;			grammar and spelling. The students	Students apply grammar structures and solve grammar and spelling problems at the colloquium	
				exchange their own experiences on a	or in the written part of the final exam.	
187.			2,3,4,6	certain topic and practice language	In the oral part of the final exam, students use	3
				structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
	Kolloquium 1	Infinitiv mit zu		*	At the colloquium or in the written part of the	
	Konoquium i	minimuv mit zu		Students listen to the lecture and	final exam, the pupils define and explain the most	
				take an active part by asking	important terms of the learning units. They solve	
				questions and answering questions.	language exercises that demonstrate an	
				In the lectures, students are	understanding of the meaning of key terms.	
188.			1,4,5,6	encouraged to engage in dialogue	In the oral part of the final exam, the students	3
				and discussion, as well as to express	critically discuss their views on the unit topics	
				opinions and points of view. The	and texts and use part of the general language	
				four language skills (listening, speaking, reading and writing) are	skills at level A2-B1 of the Common European	
				used extensively.	Framework of Reference for Languages by	
				•	presenting their ideas and findings.	
				Students listen to a lecture on	Students apply grammar structures and solve	
				grammar and spelling. The students	grammar and spelling problems at the colloquium	
189.			2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
10).			2,3,4,0	certain topic and practice language	In the oral part of the final exam, students use	
				structures by formulating their own	everyday examples to explain how to use certain	
				examples.	grammatical structures.	
	Bestandteile des	Infinitiv ohne zu		Students listen to the lecture and	At the colloquium or in the written part of the	
	Geschäftsbriefs -			take an active part by asking	final exam, the pupils define and explain the most	
	Rundschreiben			questions and answering questions.	important terms of the learning units. They solve	
	Kunuschreiben			In the lectures, students are	language exercises that demonstrate an	
190.			1,4,5,6	encouraged to engage in dialogue	understanding of the meaning of key terms. In the oral part of the final exam, the students	3
190.			1,4,3,0	and discussion, as well as to express	critically discuss their views on the unit topics	ی
				opinions and points of view. The	and texts and use part of the general language	
				four language skills (listening,	skills at level A2-B1 of the Common European	
				speaking, reading and writing) are	Framework of Reference for Languages by	
				used extensively.	presenting their ideas and findings.	
	<u>l</u>	l	l	l	presenting their lucas and initings.	

	191.	Anfrage	Wunschsätze	2,3,4,6	exchange their or certain topic and	a lecture on lling. The students wn experiences on a practice language nulating their own	grammar and or in the writt In the oral par	y grammar structures and solve spelling problems at the colloquiu ten part of the final exam. rt of the final exam, students use mples to explain how to use certain structures.	3	
	192.	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. In the oral everyday experience of the students are asked to ask questions about content or grammar.		Students appl grammar and or in the writt In the oral par	y grammar structures and solve spelling problems at the colloquiu ten part of the final exam. rt of the final exam, students use mples to explain how to use certain	26	
3. EVALUATION OF STUDE	3. EVALUATION OF STUDENTWORK									
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 reto 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 particular 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 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 examperiod; • 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.							xercises. ont's active participation dent passes both exams, ic year;		
3.2. Monitoring student work	Attenda	ance	0,5	Writte	en exam	1 (without co	lloquia)	Project		
(enter the share of ECTS credits for each	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	Colloqu	uium	1 (without written exam)	Semin	nar paper			(Homework for part-time students)	0,5	
of the course)	Active	participation	0,5	Oral e	exam	1		(Other)		
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	-												
		Unsatisfactory Satisfactory							Above average				
4.2. Grading colloquia/ written and oral exam	understanding. I and concepts. D	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.				Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.				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 supported with examples. Finds solutions ere not originally given. Notes correlations elated material.			
	Active participation of lectures and language		70-74,9% c	of attendance	75-	79,9% of attendance	80-8	9,9% of at	tendance	90-100	% of attendance		
	exercises	iage	2 p	oints		5 points		10 poin	ts		of analysis, synthesis and principles, accurately and principles, accurately and principles, accurately and polaris the terms and examples. Finds solutions wen. Notes correlations 90-100% of attendance 20 points 5 90-100% 40 points 5 40 points Availability via other media Availability via e-		
4.3. Final grade according to evaluation elements				2		3		4		5			
	Colloquia/Writter	ı exam	50-6	54,9%		65-79,9%		80-89,9	%		90-100%		
evaluation elements			25 p	ooints		30 points		35 poin	ts		20 points 5 90-100% 40 points 5		
				2		3	5				5		
	Oral exam		25 p	ooints		30 points		35 poin	ts		40 points		
4.4 Fi . 1		knowled	ge of acquired lge, skills and s (teaching + final exam)	Numer	rical grade	ECTS grade							
4.4. Final grade according to absolute division		90	- 100%		ccellent)	A							
absolute division			- 89,9% - 79,9%		ry good) (good)	B C							
		60	- 64,9%	2 (sati	isfactory)	D							
		50	- 59,9%	2 (sati	isfactory)	Е							
5. ADDITIONAL COURSE IN	NFORMATION												
5.1. Compulsory literature (available in the library and				Title	e				Number of the lib				
via other media)	2. Blaževio	ć, N. (1998). Deutsch in H	Hotellerie u	ınd Tourismi	s. Zagreb: Školska k	njiga.			·			
5.2. Additional literature (at the moment of changes			2. Blažević, N. (1998). <i>Deutsch in Hotellerie und Tourismus</i> . Zagreb: Školska knjiga. www.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 are 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 that five working days after receiving the e-mail).

1. GENERAL COURSE INFORMATION									
1.1. Course title	Introduction into tourism	1.8. Course code in ISVU	201473						
1.2. Course lecturer	Dino Slavica, mag.oec, lec.	1.9. Course code in MOZVAG							
1.3. Suradnici		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+0+15)						
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate professional study Management: 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 level – materials available Online, 20%						
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	0						
1.6. Year of study	1st	1.15. Modernization	Yes						
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% X□ More than 20 % □						

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal is: - Understanding the basic trends in tourism, getting to know the features of modern tourism - Understand the ways in which tourism affects the economic, social and ecological environment of a receptive country. - Introduce the student to the basic terminology of the profession - Get to know the basic principles of resources and attractions in tourism.

		Build a basis for understanding the economic aspects of tourism.To acquaint students with the bearers of development in tourism as well as with the consequences of tourism development.									
2.2. Terms of course entry and required competences	Comp	Completed four years of high school education; possession of a qualification at level 4.2 according to the CROQF.									
2.3 Learning outcomes on the study programme level	IU2: 0 IU3: 1 IU10: studie IU14:	IU1: Apply and connect economic terms in more complex written and oral communication in Croatian and foreign languages IU2: Organize and lead team work, and critically judge the opinions and attitudes of team stakeholders IU3: Independently and responsibly search relevant literature for decision making and conclusion in Croatian and foreign language IU10: Develop team and interpersonal skills in team work, master communication skills and presentation skills of assigned topics and tasks (case studies, projects, seminars) using advanced software tools for document development, presentation and budget implementation IU14: Evaluate the cause-and-effect relationships of the impact of the economic development process and the multiplicative impact of tourism on social change and the state of the environment, and propose possibilities and strategies for their improvement and development									
2.4. Expected learning outcomes		Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO)									
on the course level	1. Explain the basic concepts in the field of tourism.										
	2. Identify resources in tourism and analyze space as a component of tourism development.										
	3. Interpret the interdependence of tourism and complementary activities.										
	4. Assess the place and coverage of tourism in the structure of the national economy.										
	5. Ide	ntify key stakeholders in tourism develop	oment plann	ing.		4, 5					
	Constructive allignement										
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time					
2.5. Course content according to detailed curriculum schedule	193.	Introduction to the course and a detailed syllabus.		They listen to lectures. In seminar classes, they get acquainted with the content of the course and documents on the e-learning page of the course by working independently on a computer.		3 h					
	194.	Tourism-terminology, classification and historical development	1	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear 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.	6 h					
	195.	Tourist market - demand, supply and trends	1, 2, 3	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear in this thematic unit, then they should present and analyze the same on a	6 h					

				agnerate avample aritically judge based on the	
				concrete example, critically judge based on the presented problem and propose a solution to the same problem.	
196.	Tourist destination	1, 2, 3	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear 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.	6 h
197.	Tourist resources and attractions	1, 2,	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear 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 h
198.	Catering activity - accommodation and related services	1, 2, 3	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear 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 h
199.	I. colloquium / summary of acquired knowledge	1,2,3	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear 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 h
200.	Interdependence of tourism and transport	1, 2, 3	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear 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 h
201.	Tourist mediation - travel agencies and tour operators	1, 3	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear 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 h
202.	Tourism in the national economy	1, 4	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear 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 h
203.	Economic functions of tourism	1, 4, 5	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion	At the colloquium or written exam, they define and explain the terms that appear in this thematic unit, then they should present and analyze the same on a	10 h

							presented prob same problem.	ole, critically judge based on the em and propose a solution to the	
	Non-economic function		actions of tourism	1	They listen to lectures, tasks, present a semina followed by a discussion	r paper	explain the terr then they shoul concrete examp presented prob same problem.	um or written exam, they define and ns that appear in this thematic unit, d present and analyze the same on a ble, critically judge based on the tem and propose a solution to the	10 h
	205.	Planning and sustainable tourism development		1, 2, 5	They listen to lectures, tasks, present a semina followed by a discussion	r paper	explain the term then they should concrete example	um or written exam, they define and ns that appear in this thematic unit, d present and analyze the same on a ble, critically judge based on the tem and propose a solution to the	
	Tourism organiza of organization by		ion - organization levels	1, 2, 5	tasks, present a semina	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion		um or written exam, they define and ns that appear in this thematic unit, d present and analyze the same on a ble, critically judge based on the tem and propose a solution to the	
	207.	Concluding remark the course, II. Coll	ks, signatures from oquium		They listen to lectures, tasks, present a semina followed by a discussion	r paper			3 h
3. EVALUATION OF STUDEN	TS` W	ORK							
3.1. Students` obligations	least 7	0%. Part-time students ar from 0 - 24,9% ECT from 25 - 49,9% - ar more than 50% - stu- tts can pass the final exang g case studies, making an	e required to attend classe S credits- are rated F (unsi e assessed by FX (insuffic dents have the right to take a from the course in two w	s at least 509 uccessful) and mule the final exvays: a) during er and two controls.	am. ng classes through continuou colloquia); b) during classes	g the course achie ts, and must re-est). Written exam as monitoring of	eved: nroll in the next a (test) can be held students (active p		nental map and
3.2. Monitoring student work	Attend	ance	1,5	Wr	itten exam	2 (without col	vithout colloqia) Project		
(enter the share of ECTS credits	Experi	mental work		Res	search			Practical work	
for each activity so that the total number of ECTS points	Essay			Rej	port			Continuous examination	
corresponds to the credit score of the course))	Colloquium 2 (without written exam)		2 (without written and o exam)	ral Ser	minar paper	0,5		Other	
or and course))	Class a			Ora	al exam			Other	
3.3 Student workload	1	eation Hours (estima . Class attendance 2. Preparation of se		on 10					

	3. Preparation for the colloquium / exam through independent learning 65									
4. GRADE FORMING										
	Evaluation Element	Unsatisfactory	Satisfactory	Above average						
	Organization	The work 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 perfectly logically interconnected.						
	Terminology, writing style	Unsatisfactory	Satisfactory	Above average						
4.1. Grading seminar papers		Words and expressions are not aligned with official terminology. The writing style is not appropriate, the sentences are too long, of 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 listing References	Sources are not listed at all. References do not fit the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are relevant to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are appropriate, their list is "rich" and comprehensive and shows a detailed research approach.						
4.2. Grading colloquia/ written and oral exam	1	Unsatisfactory	Satisfactory	Above average						

	understanding. D	by memory, without a deeper ding. Does not know or apply basic terms epts. Does not know how to apply or e contents of the course with examples.			Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.				owledge is at the level of analysis, synthesis and duation. Observes the principles, accurately and coughly explains the content of the material, and cally connects and explains the terms and cepts supported with examples. Finds solutions were not originally given. Notes correlations a related material.		
	Evereise essignme	nto	2			3		4			5
	Exercise assignme	iits	50-62,4%	6	62	2,5-74,9%		75-87,4	%	8	7,5-100%
			15-18,72 po	oints	18,75	5-22,47 points	22,	5-26,22	points	26,	25-30 points
4.3. Final grade according to evaluation elements	Colloquium / Writ	ten	2			3		4			5
evaluation elements	part of the exam		50-62,4%	6	62	2,5-74,9%		75-87,4	%	8	7,5-100%
			35-43,48 po	oints	43,75	5-52,43 ponts	52,	5-61,18	points	61,	25-70 points
4.4. Final grade according to absolute division		kno	centage of acquired owledge, skills and ences (teaching + final exam) 87,5 - 100% 75 - 87,4% 62,5 - 74,8% 50 - 62,4%	5 4 ((excellent) very good) 3 (good) atisfactory)	ECTS grade A B C D					
5. ADDITIONAL COURSE IN	NFORMATION										
5.1. Compulsory literature (available in the library and		Title						Number of the libit		Availability via other media	
via other media)	1. Čavlek, N., Bartoluci ,M., Prebežac, D., i dr. (2011). *Turizam –ekonomske osnove i organizacijski sustav*. Školska knjiga, Zagreb					av*.	3				
5.2. Additional literature (at the moment of changes and/or amended of study	,		ove turizma*. Ekono). *Teorija i organiza			eleučilišta u Šibenik	u, Šibenik				Avaialble on the e- learning page of the course

programme)

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. 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 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 COURSE INFORMATION									
1.1. Course title	Introduction to selective forms of tourism	1.8. Course code in ISVU	201479						
1.2. Course lecturer	Dino Slavica, mag.oec, lecturer	1.9. Course code in MOZVAG							
1.3. Associates		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)	Undergraduate professional study Management: 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 level – materials available Online, 20%						
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2						
1.6. Year of study	1st	1.16. Modernization	Yes						
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% X□ More than 20 % □						

2. COURSE DESCRIPTION	
2.1. Course objectives	Based on theoretical knowledge and case studies the goal is for the students to: • Define basic concepts related to selective forms of tourism; • Understand the relationship between tourism travel motives, tourism market segmentation and selective forms of tourism;
2.1. Course objectives	Learn to recognize the potential resource base for the development of selective forms of tourism; Critically review the development of selective forms of destination tourism;

	• Appl	• Apply the learned content of this course in business practice.										
2.2. Terms of course entry and required competences	Comp	Completed four years of high school education; possession of a qualification at level 4.2 according to the CROQF.										
2.3 Learning outcomes on the study programme level	IU3: IU6: IU10 projectiU12	IU1: Use and connect professional terms related to selective forms of tourism in written and oral communication in Croatian and English. IU3: Independently and responsibly search, interpret and integrate the relevant literature needed to draw conclusions. IU6: Analyze and link the resource base with selective forms of tourism. IU10: Develop team and interpersonal teamwork skills, master communication skills and presentation skills of assigned topics and tasks (case studies, projects, seminars) using advanced software tools for document development, presentations and budget implementation. IU12: Design and apply a selective forms of tourism in a tourist destination. IU16: Recognize contemporary trends in the tourism market by respecting the differentiation of motives for tourist travel.										
		Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO)										
		s in the field of selective forms of tourism,	1, 1									
2.4. Expected learning outcomes	2		2, 4									
on the course level	3. choose an adequate selective form of tourism and adjust it to the resource base in the destination,											
	4	sm,	2, 6									
	5. comment on and critically judge the relevance of the development of a particular selective form of tourism in the destination,											
	6	,	3									
	7	7. present the acquired knowledge, ideas, problems and solutions independently and in a team.										
	Constructive allignement											
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time						
2.5. Course content according to detailed curriculum schedule	208.	Introduction to the course and a detailed syllabus.		They listen to lectures. In seminar classes, they get acquainted with the content of the course and documents on the e-learning page of the course by working independently on a computer.		2 h						
	209.	Contemporary trends in tourism	1, 5, 6, 7	They listen to lectures and read literature.	At the colloquium or written exam, they define and explain the terms that appear in this thematic unit, then they should present and analyze the same on a	4h						

		T	ı	I r at t t at	. 1 52 11 2 1 1 1 3	
	1			In the seminar classes, they individually research the content of	concrete example, critically judge based on the presented problem and propose a solution to the	
				this thematic area by searching the	same problem.	
				database, and on the basis of it and the	same problem.	
				read literature, they make a seminar		
				workshop in which they present their		
				own ideas on the mentioned topic.		
	210.	Definition, classification and development of selective forms of tourism	1, 3, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar workshop in which they present their	At the colloquium or written exam, they define and explain the terms that appear 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.	4h
				own ideas on the mentioned topic.		
	211.	Resource basis of a tourist destination - the basis for the development of selective forms of tourism.	1, 2, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar workshop in which they present their own ideas on the mentioned topic.	At the colloquium or written exam, they define and explain the terms that appear 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.	8h
	212.	Summer holiday tourism -	1, 2, 3, 4, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar workshop in which they present their own ideas on the mentioned topic.	At the colloquium or written exam, they define and explain the terms that appear 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.	8h
	213.	Introduction to health tourism	1, 2, 3, 4, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar workshop in which they present their own ideas on the mentioned topic.	At the colloquium or written exam, they define and explain the terms that appear 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.	8h
	214.	Introduction to sports and recreational tourism	1, 2, 3, 4, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the	At the colloquium or written exam, they define and explain the terms that appear in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the	8h

			database, and on the basis of it and the read literature, they make a seminar workshop in which they present their	presented problem and propose a solution to the same problem.	
215.	Introduction to nautical tourism	1, 2, 3, 4, 5, 6, 7	own ideas on the mentioned topic. They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar workshop in which they present their own ideas on the mentioned topic.	At the colloquium or written exam, they define and explain the terms that appear 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.	8h
216.	1st Colloquium/ Introduction to camping tourism	1, 2, 3, 4, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar workshop in which they present their own ideas on the mentioned topic.	At the colloquium or written exam, they define and explain the terms that appear 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.	8h
217.	Introduction to urban tourism	1, 2, 3, 4, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar workshop in which they present their own ideas on the mentioned topic.	At the colloquium or written exam, they define and explain the terms that appear 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.	8h
218.	Introduction to rural tourism	1, 2, 3, 4, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar workshop in which they present their own ideas on the mentioned topic.	At the colloquium or written exam, they define and explain the terms that appear 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.	8h
219.	Introduction to ecotourism	1, 2, 3, 4, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar	At the colloquium or written exam, they define and explain the terms that appear 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.	8h

					workshop in which they own ideas on the menti-				
	220.	Introduction to cul	tural tourism	1, 2, 3, 4, 6, 7	They listen to lectures a literature. In the seminar classes, individually research this thematic area by se database, and on the ba read literature, they ma workshop in which they own ideas on the menti-	they e content of arching the sis of it and the ke a seminar present their	explain the term then they should concrete example.	um or written exam, they define and ms that appear in this thematic unit, d present and analyze the same on a ple, critically judge based on the lem and propose a solution to the	8h
	221.	Introduction to re	ligious tourism	1, 2, 3, 4, 6, 7	They listen to lectures a literature. In the seminar classes, individually research the	they e content of arching the sis of it and the ke a seminar present their	explain the term then they should concrete example	um or written exam, they define and ns that appear in this thematic unit, d present and analyze the same on a ole, critically judge based on the dem and propose a solution to the	8h
	222.	Concluding remark	ks, 2nd Colloquium	1, 2, 3, 4, 6, 7			explain the term then they should concrete example	um or written exam, they define and ms that appear in this thematic unit, d present and analyze the same on a ole, critically judge based on the lem and propose a solution to the	20h
3. EVALUATION OF STUDEN	TS` W	ORK							
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 must have a minimum grade of 50% on exercises. 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 pass the final exam from the course in two ways: a) during classes through continuous monitoring of students (active participation in classes and making a mental map and solving case studies, making and presenting a seminar paper and two colloquia); b) during classes (active participation in classes and making a mental map and solving case studies, making and presenting a seminar paper) and taking exams (written and oral part of the exam).								eriod; ental map and	
3.2. Monitoring student work	Attend	ance		Wı	ritten exam	2 (without coll	oqia)	Project	
(enter the share of ECTS credits for each activity so that the total number of ECTS points	Experi	mental work		Re	search			Practical work	
	Essay				port			Continuous examination	
corresponds to the credit score of the course))	Colloq	uium	1 (without written and or exam)	ral Se	minar paper	1		Other	
of the course))	Class a	activity		Or	al exam	1		Other	

3.3 Student workload	Obligation Hours (estimate) 1. Class attendance 45 2. Preparation for the colloquium / exam through independent learning 75							
4. GRADE FORMING								
	Evaluation Element	Unsatisfactory	Satisfactory	Above average				
	Organization	The work 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 perfectly logically interconnected.				
	Terminology, writing style	Unsatisfactory	Satisfactory	Above average				
4.1. Grading seminar papers		Words and expressions are not aligned with official terminology. The writing style is not appropriate, the sentences are too long, of 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 listing References	Sources are not listed at all. References do not fit the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are relevant to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are appropriate, their list is "rich" and comprehensive and shows a detailed research approach.				

	Unsatisfactory				Satisfactory				Above average		
4.2. Grading colloquia/ written and oral exam				erms in	Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			thorou logica conce that w	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.		
	Evansias aggionma	nta.	2			3		4			5
	Exercise assignme	ents	50-62,4%	%	62	2,5-74,9%		75-87,4	.%	8	37,5-100%
			15-18,72 pc	oints	18,75	5-22,47 points	22,	5-26,22	points	26,	25-30 points
4.3. Final grade according to evaluation elements	Colloquium / Writ	tten	2			3		4			5
evariation elements	part of the exam		50-62,4%		62,5-74,9%			75-87,4%		87,5-100%	
			35-43,48 pc	oints	43,75	5-52,43 ponts	52,	5-61,18	points	61,	25-70 points
		kno	centage of acquired owledge, skills and ences (teaching + final exam)	Num	erical grade	ECTS grade					
4.4. Final grade according to absolute division			87,5 – 100% 75 – 87.4%		excellent)	A					
absolute division		-		\	4 (very good) B 3 good C						
			50-62.4%	2 (sa	atisfactory)	D					
5. ADDITIONAL COURSE IN	FORMATION										
5.1. Compulsory literature (available in the library and				Tit	le				Number of the lib		Availability via other media
via other media)	1. Čorak, S., N	∕likačić, V	V., (ur.) (2006) Hrvatski tu	urizam: plavo	o, bijelo, zeleno, Zag	greb: Institut za turizam					
5.2. Additional literature (at the moment of changes and/or amended of study	4. Kušen, E. (2	2002) Tur	2000) Selektivni turizam, ristička atrakcijska osnova adžment selektivnih oblik	a, Zagreb: In:	stitut za turizam,	olitu, Sveučilišni studijski	centar za struč	éne			Avaialble on the e- learning page of the course

programme)

studije

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. 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 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	Tourist Destination Management	1.8. ISVU course code	229061 229062				
1.2. Lecturer	Jasmina Sladoljev, univ.spec. oec., Sen.Lec.	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 online course performance (max. 20%)	Level 1 - Materials Available Online, 0%				
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2				
1.6. Study year	3 rd.	1.13. Modernization	□□yes □no				
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20% □				

2. COURSE DESCRIPTION						
2.1. Course objectives	The aim of the course is to acquaint students with the specifics of tourist destinations, and to direct them to the analysis of resources					
	and supply of them in a competitive environment to develop a destination development strategy.					

2.2. Terms of course entry and required competences	Having passed the exams with the second year of study
2.3. Learning outcomes	1. To apply and link economic terms in complex written and oral communication in Croatian and foreign languages
on the study programme level	2. To organize and lead teamwork, and critically evaluate the opinions and attitudes of team stakeholders
lever	3. To independently and responsibly search the relevant literature for decision making and conclusion in Croatian and foreign language
	4. To collect, budget and graph economy and business statistics using advanced software tools, and comment and analyse them
	5. To use planning, organizing, leading and controlling methods using case studies and analysing the problem
	6. To analyse and integrate core concepts and apply content related to economics, management, accounting and finance
	7. To develop team and interpersonal teamwork skills, master communication and case presentation skills (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation
	8. To link basic concepts and apply content related to the field of law for drafting legal acts (contracts, regulations) related to the company or organization
	9. To use software packages to manage business departments, processes, and organizations
	10. To design and economically evaluate entrepreneurial ideas, events, projects, products and services in the team and present the same
	11. To analyse 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. To analyse 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

		LO Level:
		Recapture,
	Learning outcomes towards Bloom's taxonomy:	Understanding,
2.4. Expected learning		Application,
outcomes on the course	(up to two verbs per LO)	Analysis,
level		Evaluation,
		Synthesis
	1. To explain and critically evaluate the basic concepts and characteristics of a tourist	2,5
	destination	2, 3

	2. To create, calculate and p	resent mode	els in a foreign language		4, 6	
			a concrete example and on that ba	sis determine	4	
	the prices of services of t					
	4. To design new products a 5. To analyse and process the		resources of the tourist destination		6 5,6	
	3. To analyse and process tr	ie offer and	resources of the tourist destination		3,0	
	Constructive alignment					
	Thematic unit	IU course	Content / teaching method	Valuation		It takes time
2.5. Course content according to detailed curriculum schedule	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
	Tourism - classification, functions of tourism; Tourism as a system; Basic factors of tourism	1, 2,3 4	They listen to a lecture, present seminar papers	At the midterm or the written and oral exam they define and explain the basic concepts that occur in this whole; then they need to show and analyse the same on a concrete example		6 hours
	Touristic destination and destination system. Tourism trends;	1, 2,3 4; 8,	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 analyse the same on a concrete example, critically judge based on the presented problem and propose a solution 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	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 analyse the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.		10 hours

	Planning as a function of managing a tourist destination; local planning procedures; planning of tourist sites;	1, 2, 3, 6, 7, 8, 10, 12	They listen to lectures, solve case studies, present seminar papers	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyse 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 analyse 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 analyse 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 analyse 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 analyse 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 analyse the same on a concrete example, critically judge based on the	12 hours

				presented problem and propose a 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 analyse 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 analyse 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 analyse the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	16 hours
	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 analyse 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

				analyse the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.			
	Concluding Considerations, Signatures, 2nd Colloquium	11.12	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 analyse the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	4 hours		
3. EVALUATION OF S	STUDENT WORK						
3.1. Students` obligations	4:						

3.2. Monitoring student	Attending classes	0.5	Written exam	2 (no midterm)	n)	The project	1.5	
work (enter the share of ECTS credits for each	Experimental work		Research			Practical work		
activity so that the total	Essay		Essay			Continuous checking		1
number of ECTS points corresponds to the credit	Colloquia	3 (without written and oral exam)	Seminar paper	0.5		(other type)		1
score of the course)	Teaching activities	0.5	Oral examination	1 (no midterm)	n)	(other type)		1
3.3. Student workload	Obligation	Obligation						Hours (est
	1. Atte	1. Attending classes 60						
	2. Cre	2. Creation of seminar work and project assignment and presentation 45						

	3. Pr	eparation for the midte	erm / exa	m through self-study	7	75	
4. GRADING							
4.1. Seminar paper grading	Valuation Element	Poor		Satisfying		Above average	
	Organization	The paper is not organial logical order and lackstructure.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		distinction between the introduction, the mair	
	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	Poor		Satisfy	Satisfying Above a		ove average	
grading	Student answers by memory, without deeper understanding of the subject. Does not know how to apply basic terms, concepts and knowledge, nor is able to support the content of the subject with examples.		difficul knowle matter, the not	difficulty transfers new even knowledge, understands subject matter, explains the terms and the notions that substantiate by even the difficulty transfers new through the even transfers new transfers new through the even transfers new transfers ne		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 the encapsulates. Find solutions that are not originally given There is a correlation with correlative subjects.	
		2 points		4 points		7 points	3 points
	Seminar paper	2		3		4	5
		5 points		7 points		8 points	10 points

		2	3	4	5	
	Examination / Written examination	50 to 64.9%	65 to 79.9%	80 to 89.9%	90-100%	
	Witten examination	25 points	30 points	35 points	40 points	
	Ovel most of the assess	2 3		5	5	
	Oral part of the exam	25 points 30 points		35 points	40 points	
		equired knowledge, skills and s (teaching + final exam)	Number rating	ECTS	grade	
4.4. Creating a final		90 - 100%		AN	1D	
grade according to absolute allocation		80 - 89,9%		E	3	
ausorute anocation		65 - 79,9%				
		50 - 64,9%	2 (sufficient)	Γ	D	

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 through other media					
unough suite mount)	1. P. Gardijan, Menadžment turističke destinacije-brend menadžment turističke destinacije, Veleučilište u Šibeniku, 2010.	5						
	2. L. Petrić, Upravljanje turističkom destinacijom, Načela i praksa, Ekonomski fakultet u Splitu, Split, 2011.	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) 	3	De					
	4. P. Mason, Tourism Impacts, Planning and Management, Elsevier, Oxford 2006.		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 Intranet site of the course and on the website of the Šibenik University. 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 COURSE								
1.1. Name of the course	F&B management	1.8. ISVU course code						
1.2. Course holders	dr. sc. Nikolina Gaćina, v. pred.	1.9. Course code in MOZVAG						
1.3. Associates	there is none	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30+0+15+0)					
1.4. Study program (professional, specialist graduate professional study)	Professional Undergraduate Study of Tourism management	1.11. Level of e-learning application (1st, 2nd, 3rd level), The percentage of online courses (max. 20%)	1st level – materials available online, 0%					
1.5. Course status (O, I)	Optional	1.12. Ordinal number of changes and/or additions to the course description	2.					
1.6. Year of study	3 rd	1.13. Modernization	Yes □No					
1.7. Point value (ECTS)	3	1.14. Estimation of the percentage of changes and/or additions course program	Less than 20% More than 20 %					

2. COURSE DESCRIPTION	
	The goal is that students, based on theoretical knowledge and case studies:
	They understand the principles of specific types of nutrition depending on age, body mass, health status, physical activity, religion
2.1. Course Objectives	They understand dietary restrictions so that they can independently choose alternative substitute foods
, and the second	They learn 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.

entry and	Completed four years of high school education	on; having a qualificati	ion at level 4.2 according to HKO.						
	IU 2: To develop teamwork and interpersona	ıl skills, master commu	unication skills and skills of giving presentations on particular topics and tasks						
	IU 3: To independently and responsibly unde	ertake research through	relevant literature to develop abilition	es of decision-making by using Croatian and English lang	ıage				
	1 0 0	g, leading, and controll	ling on examples from practice and to	o analyze the problem and propose appropriate solutions to	problem situations in the				
71		tance of food and nu	ntrition and hygienically correct p	production and preparation of food in tourism					
	IU 12: To analyze the tourist environment an	d create a developmen	at strategy						
	Learning outcomes according to B (up to two verbs per IU)	Learning outcomes according to Bloom's taxonomy: (up to two verbs per IU)							
	_								
10		2, 4,6							
	53. Analyze and compare the specific	53. Analyze and compare the specifics of alternative ways of eating and apply this knowledge when using appropriate alternative foods and							
	55. Analyze and single out the advant	55. Analyze and single out the advantages of Croatian traditional gastronomy and Croatian autochthonous products and apply this knowledge							
Consti		·							
No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed				
1.	lesson plan. Parameters of creating a seminar paper		They are listening to a lecture.		2 hours				
2.	Hospitality activity. Categorization of catering facilities with regard to the food and	1, 2, 3, 4, 5, 6	They listen to a lecture, watch multimedia, present a seminar paper followed by a discussion and read literature.	At the colloquium or written and oral exam, they know how to: define and categorize catering activities and classify catering facilities and state their specifics.	6 hours				
3.	Law on food . Food and nutrition. Macronutrients, micronutrients. Drinks and 1, 2, 3, 4, 5, 6 They listen to a lecture, present a seminar paper followed by a define and classify food and its				10 o'clock				
	Construction 1.	IU 2: To develop teamwork and interpersonal IU 3: To independently and responsibly under field of tourism IU 11: To propose and assess the import IU 12: To analyze the tourist environment and the field of tourism IU 12: To analyze the tourist environment and the field of tourism IU 12: To analyze the tourist environment and the field of tourism IU 12: To analyze the tourist environment and the field of tourism Learning outcomes according to B (up to two verbs per IU) 51. Demonstrate knowledge and under managers 52. Analyze and compare the specific when creating specific menus 54. Apply basic gastronomic rules, states and single out the advantage in the offer of the same 56. Evaluate the role of the team and the field of the course and detailed lesson plan. Parameters of creating a seminar paper and choosing the topic of the paper Hospitality activity. Categorization of catering facilities with regard to the food and beverage offer. Law on food . Food and nutrition.	IU 2: To develop teamwork and interpersonal skills, master commulates on the IU 3: To independently and responsibly undertake research through IU 5: To use methods of planning, organizing, leading, and control field of tourism IU 11: To propose and assess the importance of food and nuturition. Learning outcomes according to Bloom's taxonomy: (up to two verbs per IU) 51. Demonstrate knowledge and understanding course commanagers 52. Analyze and compare the specifics of individual caters. Analyze and compare the specifics of alternative way when creating specific menus 54. Apply basic gastronomic rules, standards and norms. 55. Analyze and single out the advantages of Croatian train the offer of the same 56. Evaluate the role of the team and SOP on the operation. Constructive alignment No: Thematic ensemble / Lecture Topic Course LO Introduction to the course and detailed lesson plan. Parameters of creating a seminar paper and choosing the topic of the paper Hospitality activity. Categorization of catering facilities with regard to the food and beverage offer. Law on food . Food and nutrition. Macronutrients, micronutrients. Drinks and 1, 2, 3, 4, 5, 6	IU 2: To develop teamwork and interpersonal skills, master communication skills and skills of giving pr IU 3: To independently and responsibly undertake research through relevant literature to develop abilities on the lifed of tourism IU 1: To propose and assess the importance of food and nutrition and hygienically correct property in the lifed of tourism IU 1: To analyze the tourist environment and create a development strategy	IU 2: To develop teamwork and interpersonal skills, master communication skills and skills of giving presentations on particular topics and tasks IU 3: To independently and responsibly undertake research through relevant literature to develop abilities of decision-making by using Croatian and English lang IU 5: To use methods of planning, organizing, leading, and controlling on examples from practice and to analyze the problem and propose appropriate solutions to Iu 11: To propose and assess the importance of food and nutrition and hygienically correct production and preparation of food in tourism IU 12: To analyze the tourist environment and create a development strategy Learning outcomes				

				role in the human body and value good food sources of them; define and classify micronutrients, explain their primary role in the human body and value good food sources of them. They know how to list, differentiate and give an example of essential nutrients.	
4.	HACCP system in the preparation process i serving food and drinks	1, 2, 3, 4, 5, 6,	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 can: explain the HACCP system in the preparation process and serving food and drinks.	4 hours
5.	A tour of a high-class hotel with the guidance of a food and beverage manager	1, 2, 3, 4, 5, 6,	Field work	Experiential learning	4 hours
6.	Croatian traditional gastronomy. Croatian autochthonous products.	1, 2, 3, 4, 5, 6	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 can: explain the specifics of Croatian gastronomy, the types of foods and the way they are thermally processed; define and classify autochthonous Croatian products and list and describe them.	8 hours
7.	Alternative forms of nutrition. Alternative foods.	1, 2, 3, 4, 5, 6	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 how to: define and classify alternative forms of nutrition and analyze the type of food used in some alternative diets	4 hours
8.	Tour of high-class hotels with the guidance of the food and beverage manager	1, 2, 3, 4, 5, 6,	Field work	Experiential learning	4 hours
9.	Specific hospitality standards.	1, 2, 3, 4, 5, 6	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 how to: define and classify specific hospitality standards	4 hours
10.	A tour of a high-end restaurant with the guidance of a food and beverage manager	1, 2, 3, 4, 5, 6,	Field work	Experiential learning	4 hours
11.	Food and beverage consumption norms. Rationalization of raw materials and foodstuffs. Price formation.	1, 2, 3, 4, 5, 6	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 how to: define and describe food and drink consumption standards, analyze losses during prepreparation and thermal processing of food, and how to calculate the standards for an individual dish or drink.	8 hours
12.	Means of offering food and drinks - new trends.	1, 2, 3, 4, 5, 6	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 can: define and describe new trends in the creation of means of food and drink offerings	8 hours
13.	Sommelier as an element of the offer in Hospitality. Food and drink matching.	1, 2, 3, 4, 5, 6	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 are able to: define and describe the advantages <i>of sommelier</i> as an element of the offer in hospitality	6 hours
14.	Teams. SOP.	1, 2, 3, 4, 5, 6	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 can: define and describe basic SOPs	8 hours
15.	Final considerations/Revision and preparation for the exam.		They listen to the lecture and prepare individually for the exam.		20 hours

3. EVALUATION OF STUDENT WORK

In accordance with *the Rulebook on studying* and *the Rulebook on assessment and evaluation of student work*: for all full-time students, attendance at classes of at least 70%. Part-time students are obliged to attend a minimum of 50% of lectures. All students must create, present and positively evaluate a seminar paper.

Students who achieved during the course:

- From 0 24.9% ECTS points they are graded F (failed) and cannot acquire ECTS points, and must re-enroll in the course in the following academic year;
- From 25 49.9% they are graded FX (insufficient) and must sit and pass a written exam (test). The written exam (test) can be held during the regular or extraordinary exam period;
- More than 50% students gain the right to access the final exam of the course.

Students can pass the final exam from the course in two ways:

a) during classes through continuous monitoring of students (active participation in classes and solving case studies, preparation and presentation of a seminar paper and two colloquia)

b) during classes (active participation in classes and solving case studies, preparation and presentation of a seminar paper) and by passing the exam (written and oral part of the exam).

3.2. Monitoring of
students' work
(enter the share of
ECTS points for
each activity so that
the total number of
ECTS points
corresponds to the
point value of the
course)

3.1. Obligations of

the student

b) during classes (active participation in class	sses and solving case studies, preparat	ion and presentation of a seminar	paper) and by passing the exam (written and oral part of the exam	<i>)</i> .
Attending classes		Written exam	1 (without colloquium)	Project	
Experimental work		Research		Practical work	
Essay		Report		Continuous check	
Colloquiums	2 (without written and oral exam)	Seminar work	0.75	(write the rest)	
Activities in class	0.25	Oral exam	1 (without colloquium)	(write the rest)	
·					

3.3. Student workload

The workload of the student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:

Obligation	Hours (estimate)
27. Attending classes	45
28. Preparation of seminar paper and presentation	10
29. Preparation for the colloquium/exam through self-study	35

4. FORMATION OF ASSESSMENT

		An element of valuation	Bad	Satisfying	Above average	
	4.1. Evaluation of the seminar paper	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 part of the text and the conclusion, which are excellently logically connected to each other.	
		Terminology, writing style	Words and expressions not aligned with official terminology. The writing style is not appropriate, the sentences are too long,	Words and expressions are aligned with official terminology. The writing style is appropriate, the sentence structure is clear,	Words and expressions are aligned with official terminology and demonstrate an understanding of their meaning. The writing style is excellent, the sentences are	

	Citation and citir references	No sources do not mat	e vocabulary is modest and there are quent and repeated grammatical errors of sources are given at all. The reference not match the topic and show a perficial approach to researching the pic.		the vocabulary is appropriate and there are few grammatical errors. The sources are listed, but incompletely and with errors. References are appropriate for the topic and demonstrate a satisfactory research attitude.		comprehensive and shows a detailed	
	research approach.							
	Bad			Satisfying		Above average		
4.2. Evaluation of the colloquium / written and oral part of the exam	He answers from memory, without deeper understanding. He does not know and does not apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.			He reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He notices the rules, accurately and thoroughly explains the content of the material and logically connects and explains the terms and concepts which he supports with examples. Finds solutions that were not originally given. Observes correlations with related material.		
	Active attendance of classes		70-75% attendance		76-86% attendance	87-100% attendance		Solved case studies
			3 points		4 points	5 points		5 points
	Seminar work		2		3	4		5
4.3. Forming the			5 points		7 points	8 points		10 points
final grade according to the	Taking the colloquium / Written part of the exam		2		3	4		5
evaluation elements			50-64.9%		65-79.9%	80-89.9%		90-100%
			25 points		35 points	40 points		50 points
	Oral part of the exam		2		3	5		5
			15 points		20 points	25 points		30 points
4.4. Forming the final grade based on		Percentage of acquire knowledge, skills and competences (classes + : exam)	d final Numeri	ical evaluation	ECTS grade			
absolute		90 – 100%	5 (excellent)	A			
distribution	80 – 89.9%		4 (very good)		В			
G151110 WHO II		65 – 79.9%		B (good)	С			
	60 – 64.9%		2	(enough)	D			

5. ADDITIONAL INFORMA	TION 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)	 Davis B., Lockwood A., Pantelidis I., Alcott P. (2008). Food and beverage management, 4th edition, Elsevier Oxford, 2008. Materials prepared for the course - e-learning course pages (MS Teams) 		Online (PDF)			
5.2. Additional literature (at the moment of changes and/or amended of study programme)	 Gaćina, N. (2016). Nutrition in tourism: Food and tourism I. Textbook of the Šibenik University of Applied Sciences, Šibenik Gaćina, N. (2022). Nutrition in tourism: Drinks and beverages. Textbook of the Šibenik University of Applied Sciences, Šibenik Krešić, G. (2012). Trends in nutrition. Faculty of Management in Tourism and Hospitality, Opatija. Havranek, J., Tudor Kalit, M. (Ed.) (2014). Food safety from field to table. MEP, Zagreb. (Selected chapters) 	4 4	Online (.pdf)			
5.3. Quality assurance methods that ensure the	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					

5.4. Information on the course and contact with the teacher

literature.

surveys from employers and Alumni association.

methods that ensure the acquisition of knowledge,

skills and competences

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).

Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment,