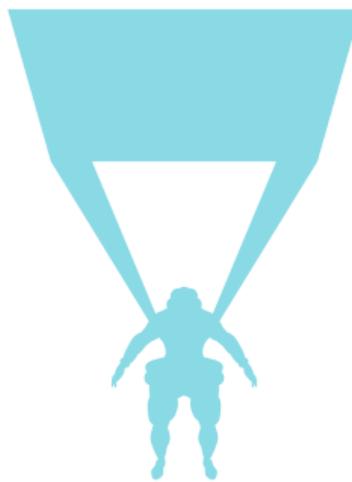


**ŠIBENIK UNIVERSITY OF APPLIED SCIENCES
DEPARTMENT OF MANAGEMENT AND TOURISM
STUDIES
PROFESSIONAL UNDERGRADUATE STUDY OF
TOURISM MANAGEMENT**

Trg Andrije Hebranga 11
22000 Šibenik, Croatia



**Erasmus+ Course Catalogue
Academic year 2026-2027**

Dean PhD Ljubo Runjić, college professor.

Head of department Divna Goleš., s.lec.

Šibenik, March 2026.

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Course list

Professor	Component code	Course	ECTS
Beljo I.	146563	Financial mathematics	6
Mečev D.	201472	Principles of economics	6
Šišara J.	240671	Digital marketing	3
Šišara J.	187571	Marketing in tourism	6
Crnica G.	129813	Business English I	3
Perišić A.	140751	Business statistics	6
Sladoljev J.	214412	Management	6
Mečev D.	146812	Public sector economy	3
Udovičić A.	270526	Business organization	3
Gaćina N.	270518	Nutrition in tourism	3
Gaćina N.	214420	Food safety in tourism	3
Crnica G.	129818	Business German I	3
Crnica G.	129819	Business German II	3
Crnica G.	140746	Business German III	3
Crnica G.	140759	Business German IV	3
Slavica D.	201473	Introducion in tourism	4
Slavica D.	240644	Intoduction to seletive forms of tourism	3
Sladoljev J.	284638	Tourist Destination Management	5
Gaćina N.	270529	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%)	1 st , 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 <input type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>The goal is to provide students with theoretical knowledge:</p> <ul style="list-style-type: none"> To adopt knowledge and skills of the analytical way of thinking, and the logical way of concluding in further education. To introduce students with basic concepts of financial mathematics with appropriate economic applications. 		
2.2. Terms of course entry and required competences	4 year secondary education completed; qualification level 4.2 according to the CROQF.		
2.3. Learning outcomes on the study programme level	<p>LO 4: To collect, calculate and graphically display statistical data from the field of economics and business by using advanced software tools and further comment and analyze them.</p> <p>LO 5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations.</p> <p>LO 7: To interpret business and financial reports and propose solutions to improve financial performance and profitability.</p> <p>LO 10: To interpret, solve and / or graphically present solutions in the fields of maths, statistics and information technology and apply their methods and techniques in analyzing economic problems by using advanced software tools.</p>		
2.4. Expected learning outcomes on the course level	<p>Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)</p>		<p>Level of LO: 1- remembering, 2- understanding, 3- application, 4-analysis,</p>

					5-evaluation, 6-synthesis	
		1. To solve economic account and apply to the problem from economic practice.			4, 3	
		2. To differentiate arithmetic and geometric sequences and perform basic sequence operations.			4, 4	
		3. To examine the properties of basic economic functions and comment on them.			4, 4	
		4. To solve the problems of a simple and compound interest account.			4	
		5. To select appropriate method of transforming the nominal interest rate into a conformal or relative interest rate.			3	
		6. To make a loan repayment schedule			4	
2.5. Course content according to detailed curriculum schedule	Constructive allignement					
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time
	1.	Introduction into the course and detailed plan.	-	Listen to lectures. Work independently on computer, get to know course content and elearning documents.	-	2 h
	2.	Basic Economic Accounts. Percentage and per mille account. The triple rule. Division account.	1	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams students elect the appropriate economic account and apply to the problem from the economic practice.	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 students know how to differentiate arithmetic and geometric sequences. Solve exercises.	4 h
	4.	Economic Functions. Demand and Supply Function.	3	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams students know how to define economic functions, sketch a graph of functions, and examine the demand and supply variability	4 h
	5.	Elasticity. Equilibrium.	3	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams students know how to define and calculate the equilibrium of functions, solve the elasticity of supply and demand functions.	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 students know how to define and solve the tasks of a simple interest account.	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 students know how to define and differentiate the type of interest account, solve the tasks of a compound interest account.	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 students know how to define and differentiate the interest rate, and choose the appropriate method of transforming the nominal interest rate into a conformal or relative one.	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

3.1. Students` obligations	<p>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.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>					
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)	Project	
	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	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as: <ol style="list-style-type: none"> 1. Attending classes and exercises 60 hours 2. Preparing colloquia or exams through individual work 120 hours 				
4. GRADING SYSTEM					
4.1. Grading seminar papers					
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average
	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.		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.
4.3. Final grade according to evaluation elements	Active course attendance	70-74,9% of attendance	75-79,9% of attendance	80-89,9% of attendance	90-100% of attendance
		2 points	5 points	10 points	20 points
	Colloquia/ Written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
	Oral exam	25 points	30 points	35 points	40 points
		2	3	5	5
	25 points	30 points	35 points	40 points	
4.3. Final grade according to absolute division		Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade	
		90 – 100%	5 (excellent)	A	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		60 – 64,9%	2 (satisfactory)	D	
		50 – 59,9%	2 (satisfactory)	E	
5. ADDITIONAL COURSE INFORMATION					
	Title			Number of copies in the library	Availability via other media

5.1. Compulsory literature (available in the library and via other media)	Šorić K., Zbirka zadataka iz matematike s primjenom u ekonomiji, Element, Zagreb, 2011. (selected chapters)	7	
	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)	Teaching 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 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	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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

2. COURSE DESCRIPTION	
2.1. Course objectives	The main objective 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

2.3. Learning outcomes on the study programme level	LO1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign languages.					
	LO2: To organize and lead team work, and critically judge the opinions and attitudes of team members.					
	LO3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages.					
	LO5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations.					
	LO6: To analyze and link basic concepts and apply content related to the area of economics, management, accounting, and finance.					
	LO 16: To analyze offer and resources (in organization, enterprises, tourism, tourist destination) by taking into account changing environment and using key business indicators at the global, national, regional and local levels, compose development strategies to achieve competitiveness.					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	1.	To demonstrate knowledge and understanding of course content by defining and describing basic concepts of economics as a science that addresses the problem of scarcity.			1, 1	
	2.	To analyze economic trends using supply and demand analysis.			4	
	3.	To analyze consumer behavior regarding product demand.			4	
	4.	To explain how input markets work.			2	
	5.	To calculate and interpret different measures of macroeconomic activity, such as gross national product, inflation and unemployment			3, 5	
	6.	To analyze the business cycle by analyzing aggregate demand and aggregate supply.			4	
	7.	To link fundamental economic principles and insights, their overall nature and appearance, and similarities and differences.			6	
.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	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
		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 read the literature. They use multimedia and network. They discuss on the exposed topic	In colloquium or written and oral exams they can explain the reasons for state intervention, critically consider ways of state intervention in economic developments. They are able to explain public choice theory and the majority paradox.	6 hours
	27.	Income distribution and poverty.	4, 7	Listen to the lecture and read the literature. Student explore the content of this topic area by searching the database.	In colloquium or written and oral exams they can define poverty and its forms, explain Lorenz curve and interpret Gini coefficient. They can explain why income inequalities occur.	6 hours
	28.	Basic concepts of macroeconomics.	1, 5	Listen to the lecture and read the literature. They discuss on the exposed topic. Solve exercises.	In colloquium or written and oral exams they are able to define GDP, inflation and unemployment and explain their components. They know how to calculate and interpret nominal and real GDP, GDP deflator, consumer price index and inflation rate. They are capable of thinking critically about GDP as a measure of welfare and about causes of unemployment.	12 hours
	29.	Aggregate supply and demand. The financial market and a money issue. Central Banking and Monetary Policy.	2, 6, 7	Listen to the lecture and read the literature. They discuss on the exposed topic. Solve exercises.	In colloquium or written and oral exams they can use the aggregate supply and aggregate demand model to analyze fluctuations in the economy. They know how to calculate and interpret the extent of an investment multiplier. They can explain the role of fiscal and monetary policy in the economy.	14 hours
	30.	Concluding Considerations / Repetition and preparation for the exam.		Listen to the lecture and individual preparation for the exam.		38 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations						
<p>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.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>						
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total						
Attendance	0,5	Written exam	4 (by submitting all colloquiums the student is relieved of an written examination)	Project		

number of ECTS points corresponds to the credit score of the course)	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	5 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper		Other (inscribe)	
	Class activities	0,5	Oral exam	1 (by submitting all colloquiums the student is relieved of an oral examination)	Other (inscribe)	
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:					
	Commitment			Hours (estimate)		
	1. Attending classes			60		
	2. Concluding Considerations / Repetition and preparation for the exam.			120		
4. GRADING						
4.1. Seminar paper grading						
4.2. Colloquium / exam grading	Poor		Satisfying		Above average	
	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.		Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.	
4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-75% of attendance		76-86% of attendance		87-100% of attendance
		2 points		4 points		7 points
	Seminar paper	2		3		4
				Created mental map. Solved case study.		
				3 points		
				5		

	Colloquium / written exam	5 points	7 points	8 points	10 points	
		2	3	4	5	
		50-64,9%	65-79,9%	80-89,9%	90-100%	
		27 points	33 points	39 points	45 points	
	Oral exam	2	3	5	5	
		27 points	33 points	39 points	45 points	
4.4. Creating a final grade according to absolute allocation	Percentage of adopted knowledge, skills and competences (teaching + final exam)	Numerous grade	ECTS grade			
				90 – 100%	5 (excellent)	A
				80 – 89,9%	4 (very good)	B
				65 – 79,9%	3 (good)	C
				60 – 64,9%	2 (sufficient)	D
				50 – 59,9%	2 (sufficient)	E
5. ADDITIONAL INFORMATION ABOUT THE COURSE						
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability via other media	
	1. Samuelson, P. A. i Nordhaus, W. (2007). Ekonomija, 18th edition, Zagreb: Mate d.o.o.			15		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Polovina, S. i Medić Đ. Š. (2002). Osnove ekonomije: priručnik za studij ekonomije. Zagreb: Medinek.			5 5		
	2. Mankiw N.G. (2006). Osnove ekonomije. Zagreb: Mate d.o.o. (chapters 2,3, 4, 5, 6)					
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	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	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		
2.3. Learning outcomes on the study programme level	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 tasks		
	3. To independently and responsibly search the relevant literature for decision making and conclusion in Croatian and foreign languages		
	12. To analyze the tourist environment and develop a development strategy		
	13. To develop a marketing plan for a tourism company		
14. To use information and communication technology in business in tourism			
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)		LO Level: 7. <i>Recapture</i> , 8. <i>Understanding</i> , 9. <i>Application</i> , 10. <i>Analysis</i> , 11. <i>Evaluation</i> , 12. <i>Synthesis</i>
	LO1. Understand the basic terms, concepts and technology related to digital marketing.	2	
	LO2. Know and understand the specifics of digital marketing.	2,3	
	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	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

	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

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations	<p>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.</p> <p>Students who achieved during the course:</p> <ul style="list-style-type: none"> • 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;
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	<ul style="list-style-type: none"> More than 50% - students have the right to access the final exam of the course. <p>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).</p> <p>Project assignment: 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.</p>					
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)	Attending classes		Written exam	1	Project	1
	Experimental work		Research		Practical work	
	Essay		Report		Continuous check	
	Colloquiums	2 (by passing the colloquium, the student is exempt from the written and oral exam)	Seminar work		(write the rest)	
	Activities in class		Oral exam	1	(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)		
	3. Attending classes			45		
	4. Creation of a seminar paper and a project assignment and presentation			25		
	5. Preparation for the colloquium/exam through self-study			20		
4. FORMATION OF ASSESSMENT						
4.1. Seminar paper grading	An element of valuation	Bad	Satisfying		Above average	
	Organization	The paper is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		The paper is well structured with a clear distinction between the introduction, the main 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, 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 citing of references	No sources are given at all. The references do not match the topic and show a superficial approach to researching the topic.	The sources are listed, but incompletely and with errors. References are appropriate for the topic and demonstrate a satisfactory research attitude.	Sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive and shows a detailed research approach.	
4.2. Colloquium / exam grading	Bad	Satisfying		Above average	
	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 observes laws, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which he supports with examples. Finds solutions that were not originally given. Observes correlations with related material.	
4.3. Creating a final grade according to evaluation elements	Active attendance of classes	70-75% attendance	76-86% attendance	87-100% attendance	Project assignment Solved case studies
		2 points	4 points	7 points	3 points
	Project	2	3	4	5
		5 points	7 points	8 points	10 points
	Taking the colloquium / Written part of the exam	2	3	4	5
		50-64.9%	65-79.9%	80-89.9%	90-100%
		25 points	30 points	35 points	40 points
	Oral part of the exam	2	3	5	5
25 points		30 points	35 points	40 points	
4.4. Creating a final grade according to absolute allocation	Percentage of acquired knowledge, skills and competences (classes + final exam)	Numerical evaluation	ECTS grade		
		90 – 100%	5 (excellent)	AND	
		80 – 89.9%	4 (very good)	B	
		65 – 79.9%	3 (good)	C	
		60 – 64.9%	2 (enough)	D	
		50 – 59.9%	2 (enough)	E	

5. ADDITIONAL INFORMATION ABOUT THE SUBJECT			
	title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (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. By keeping records of students' attendance and activities in classes and the information obtained about students' progress through colloquia, the information necessary for further instructions to students will be obtained in order to increase the efficiency 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 employment, employer and Alumni association surveys.		
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 holding of classes or possible postponement of classes 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 teachers during the consultation period (at least one hour a week), while for short questions and explanations they can be contacted during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the domain @vus.hr), which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).		

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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

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

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

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

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

					the basis of the 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, 6	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, 6	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, 6	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 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.					
	<p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>					
	Attendance	1	Written exam	2 (by submitting both colloquiums the student is	Project	1

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)				relieved of an written examination)		
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	3 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	1	Other (inscribe)	
Class activities		Oral exam	1 (by submitting both colloquiums the student is relieved of an oral examination)	Other (inscribe)		

3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:					
	Commitment			Hours (estimate)		
	6.	Attending classes		60		
	7.	Creating and Presenting seminar paper		30		
	8.	Preparation for the Colloquium / exam through self-study		90		

4. GRADING

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

4.2. Colloquium / exam grading	Poor	Satisfying	Above average
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	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.	Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.	Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.		
4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-75% of attendance	76-86% of attendance	87-100% of attendance	Solved case study and project
		2 points	4 points	7 points	3 points
	Seminar paper	2	3	4	5
		5 points	7 points	8 points	10 points
	Colloquium / written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		25 points	30 points	35 points	40 points
	Oral exam	2	3	5	5
25 points		30 points	35 points	40 points	
4.4. Creating a final grade according to absolute allocation	Percentage of adopted knowledge, skills and competences (teaching + final exam)	Numerous grade	ECTS grade		
		90 – 100%	5 (excellent)	A	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		60 – 64,9%	2 (sufficient)	D	
		50 – 59,9%	2 (sufficient)	E	
5. ADDITIONAL INFORMATION ABOUT THE COURSE					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability via other media
	1.	Kotler, P., Bowen, J. T., Makens, J. C. (2010). *Marketing u ugostiteljstvu, hotelijerstvu i turizmu*. Mate, Zagreb		1	
	2.	Kotler, P. (2001). *Upravljanje Marketingom, Analiza, Planiranje, Primjena i Kontrola*. Informator, Zagreb		3	
5.2. Additional literature (at the moment of changes and/or	3.	Kotler, P., Armstrong, G. (2013). *Principles of Marketing*, Prentice Hall, Boston		0	

amended of study programme)			
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<p>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.</p> <p>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.</p>		
5.4. information on the course and contact with the teacher	<p>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).</p>		

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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

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

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

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

					express opinions and points of view. The use of all language skills (listening, speaking, reading and writing) is recommended.	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.	
	74.	Comparatives and superlatives	Skills; Considering alternatives	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
	75.	Review 2	Final discussion and signatures	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.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	26

3. EVALUATION OF STUDENTWORK

3.1. Student obligations	<p>Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam.</p> <p>Student achievements:</p> <ul style="list-style-type: none"> • 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. <p>Students can pass the final exam in two ways:</p> <p>a) by passing two colloquia and an oral exam during the regular or extraordinary exam;</p> <p>b) by passing the final exam consisting of a written and an oral exam during the regular or extraordinary exam.</p>					
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	1 (without colloquia)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous evaluation	
	Colloquium	1 (without written exam)	Seminar paper		(Homework for part-time students)	0,5
	Active participation	0,5	Oral exam	1	(Other)	
3.3. Student workload	The workload of students on all bases is 1 ECTS credit point (30 semester hours) and is estimated as:					

	Obligation		Hours (estimated)						
	9. Attending classes and language exercises		45						
	10. Preparing colloquia or exams through individual work		45						
4. GRADING SYSTEM									
4.1. Grading seminar papers	-								
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average				
	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.		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.				
4.3. Final grade according to evaluation elements	Active participation of lectures and language exercises	70-74,9% of attendance		75-79,9% of attendance		80-89,9% of attendance		90-100% of attendance	
		2 points		5 points		10 points		20 points	
	Colloquia/Written exam	2		3		4		5	
		50-64,9%		65-79,9%		80-89,9%		90-100%	
	Oral exam	25 points		30 points		35 points		40 points	
		2		3		5		5	
4.4. Final grade according to absolute division		Percentage of acquired knowledge, skills and competences (teaching + final exam)		Numerical grade		ECTS grade			
		90 – 100%		5 (excellent)		A			
		80 – 89,9%		4 (very good)		B			
		65 – 79,9%		3 (good)		C			
		60 – 64,9%		2 (satisfactory)		D			
		50 – 59,9%		2 (satisfactory)		E			
5. ADDITIONAL COURSE INFORMATION									
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)	2. „Intelligent Business“, Skills Book, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman 3. „Intelligent Business“, Workbook, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman		Availability via e-learning platform
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<p>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.</p> <p>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.</p>		
5.4. Informing about the course and contacting the teacher	<p>It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of classes or possible adjournment will be published on time on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).</p>		

1. GENERAL INFORMATION ABOUT THE COURSE			
1.1. Course title	Business statistics	1.8. Course code in ISVU	140751, 201936
1.2. Course lecturer	PhD Ana Perišić, college professor	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates	Ivana Beljo, grad. eng. math., univ. spec. oecc., senior lecturer	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e-learning)	(30 + 30 + 0 + 0)
1.4. Study programme (professional undergraduate, and professional 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 , course materials are on-line, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	4
1.6. Year of study	2 nd	1.14. Modernization	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	Train students to be able to comprehend, effectively understand and recognize fundamental statistical procedures and methods; Provide theoretical and practical knowledge which enables students to develop and apply acquired knowledge, independently and/or within a team.		
2.2. Terms of course entry and required competences	No conditions.		
2.3. Learning outcomes on the study programme level	LO4: To apply methods in the field of mathematics, statistics and informatics in the processing and analysis of data in the field of economics		
	LO5: To use methods of planning, organizing, leading and controlling on examples from practice and analyze the problem and propose appropriate solutions to problem situations in the field of tourism		
	LO7: To interpret business and financial reports and suggest solutions for improvement		
2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)		Level of LO: 1- remembering, 2- understanding, 3- application, 4- analysis,

						5- evaluation, 6- synthesis	
	1. Choose appropriate descriptive statistics methods, apply them and draw conclusions about observed phenomena					5,3	
	2. To prepare tabular and graphical data representation of statistical data and comment on the displays					3,4	
	3. To calculate and to interpret measures of central tendency and measures of dispersion					3,4	
	4. To perform correlation and regression analysis, to comment the results and to draw a conclusion about the relationship between variables					3, 4, 5	
	5. Identify the type of time series, and examine the dynamics with appropriate indicators					4,5	
	6. To estimate the linear trend equation and to apply it for forecasting future values of the time series					3,4,6	
	7. To set the statistical hypothesis and to conduct the chi square test					6,3	
2.5. Course content according to detailed curriculum schedule	Constructive allignment						
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time needed	
	76.	Introduction into the course and detailed plan.	-	Attending lectures. Familiarize with course content, e-learning documents, literature and students' obligations and.	-	2 h	
	77.	Descriptive statistics.	1	Attending lectures. Actively involving students through problem solving and discussion.	Students will define fundamental concepts of descriptive statistics and interpret indicator values from the field of descriptive statistics; will calculate and interpret values for the measures of central tendency and dispersion parameters through colloquia or written/oral exams. Students will apply methods of descriptive statistics in business problems solving.	4 h	
78.	Data grouping. Tabular and graphical presentation of data	2	Attending lectures. Actively involving students through problem solving and discussion.	Students will define fundamental concepts of descriptive statistics and interpret indicator values from the field of descriptive statistics; will calculate and	4 h		

					interpret values for the measures of central tendency and dispersion parameters through colloquia or written/oral exams. Students will apply methods of descriptive statistics in business problems solving.	
	79.	Measures of central tendency	1,3	Attending lectures. Actively involving students through problem solving and discussion.	Students will define fundamental concepts of descriptive statistics and interpret indicator values from the field of descriptive statistics; will calculate and interpret values for the measures of central tendency through colloquia or written/oral exams. Students will apply descriptive statistic methods for solving business problems.	4 h
	80.	Positional measures of central tendency	1,3	Attending lectures. Actively involving students through problem solving and discussion.	Students will define fundamental concepts of descriptive statistics and interpret indicator values from the field of descriptive statistics; will calculate and interpret values for the measures of central tendency through colloquia or written/oral exams. Students will apply descriptive statistic methods for solving business problems.	4 h
	81.	Measures of dispersion	1,3	Attending lectures. Actively involving students through problem solving and discussion.	Students will define fundamental concepts of descriptive statistics and interpret indicator values from the field of descriptive statistics; will calculate and interpret values for the measures of central tendency and dispersion parameters through colloquia or written/oral exams. Students will apply descriptive statistic methods for solving business problems.	4 h

	82.	Standardized value. Outliers. Data distribution rules.	1,3	Attending lectures. Actively involving students through problem solving and discussion.	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.	4 h
	83.	Applications of Business Statistics with Practical Examples. Partial exam preparation.	1,2,3	Attending lectures. Actively involving students through problem solving and discussion.	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.	4 h
	84.	Correlation and regression.	4	Attending lectures. Actively involving students through problem solving and discussion.	Students will conduct correlation and regression analysis and derive conclusions on variable relationship through colloquia or written/oral exams.	4 h
	85.	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.	4 h
	86.	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.	4 h
	87.	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.	4 h
	88.	Aggregate indices	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.	4 h

	89.	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.	4 h
	90.	Final conclusions. Exam preparation	4 - 8	Group problem solving and discussion. Exam preparation.	-	4 h

3. EVALUATION OF STUDENTS` WORK

3.1. Students` obligations	<p>Student obligations are prescribed by the Study Regulations.</p> <p>It is recommended that students actively participate in classes, which includes engaging in discussions, solving tasks, etc. Students who are unable to attend classes regularly should consult with the professor during consultation hours or via email (ivana.beljo@vus.hr, ana.sisak@vus.hr). It is the responsibility of each student to stay informed about the conduct of classes. All announcements regarding the conduct or possible postponement of classes will be posted on the website of the Polytechnic of Šibenik or the course webpage, where all information about the course, as well as teaching materials and a list of literature, can also be found.</p> <p>Students can pass the final exam in the course in two ways:</p> <p>a) During the course through continuous student assessment (active participation in classes and two colloquiums). Students who do not meet some of the learning outcomes are required to take the oral part of the exam.</p> <p>b) During the course (active participation in classes) and by taking the exam (written and oral parts).</p>					
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)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	0.5
	Colloquium	4,5 (without written exam)	Seminar paper		Other	

	Class activity	0.5	Oral exam	1 (without colloquia)	Other	
3.3. Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as: 1. Attending classes and exercises 60 hours 2. Preparing colloquia or exams through individual work 120 hours					
4. GRADING SYSTEM						
4.1. Grading seminar papers						
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average	
	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.		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.	
4.3. Final grade according to evaluation elements	Activities in class	Preparation for teaching units; Understanding previous content; Participation in solving tasks together 0 – 20 points				
	Seminar papers	-				
	Colloquium/written exam	Preparation/learning; Scoring and grading according to correct answers in the test. 0 – 80 points (min 40 points)				
	Oral exam	Preparation/learning; additional verification of unachieved learning outcomes				
4.4. Final grade according to absolute division		Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade		
		90 – 100%	5 (excellent)	A		
		80 – 89,9%	4 (very good)	B		
		65 – 79,9%	3 (good)	C		
		50 – 64,9%	2 (satisfactory)	D		

5. ADDITIONAL INFORMATION ABOUT THE COURSE			
5.1. Compulsory literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Dumičić, K. i suradnici (2011) Poslovna statistika. Zagreb: Element (odabrana poglavlja)	5	No
	Šošić I., Primijenjena statistika, Školska knjiga, Zagreb, 2004. (odabrana poglavlja)	12	
5.2. Additional literature (at the moment of changes and/or amended of study programme)	Šošić I., Serdar V., Uvod u statistiku, Školska knjiga, Zagreb, 2002.	1	
	Azcel A. Sounderpandian J., Complete Business Statistics, McGraw Hill, 2009.	1	
	Čižmešija M., Kurnoga Živadinović N., Zbirka riješenih zadataka iz osnova statistike, Mirorad d.o.o., Zagreb, 2006	5	
	Patrick R. McMullen, Poslovna statistika za stručne studije [prijevod Devčić, K., Perišić, A.], Veleučilište u Šibeniku, 2017	-	
	Boban, M. i Mečev, D. (2011.) Poslovna statistika, Veleučilište u Šibeniku, recenzirana skripta Nastavni materijali na e-learningu	-	
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 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 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	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20% <input type="checkbox"/>

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

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

	4. Assess the importance of managing 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	5.6			
Constructive alignment					
2.5. Course content according to detailed curriculum schedule	Thematic unit	IU course	Content / teaching method	Valuation	It takes time
	Introductory lecture;	1	They listen to a lecture. In the course of the seminar they are introduced to the course content and documents on the e-learning page of the course by working independently on a computer.	-	6 hours
	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
	Turistic 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 analyze 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, 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 analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	10 hours

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

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

				judge based on the presented problem and propose a solution to the same problem.									
3. EVALUATION OF STUDENT WORK													
3.1. Students` obligations	<p>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.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>												
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)	Attending classes	0.5	Written exam	2 (no midterm)	Project	2							
	Experimental work		Research		Practical work								
	Essay		Report		Continuous checking								
	kolokviji	3 (without written and oral exam)	Seminar paper		(other type)								
	Teaching activities	0.5	Oral exam	1 (no midterm)	(other type)								
3.3. Student workload	<p>Student workload on all bases is 1 ECTS credit 30 semester hours and is estimated as:</p> <table border="1"> <thead> <tr> <th><i>Commitment</i></th> <th><i>Hours (estimated)</i></th> </tr> </thead> <tbody> <tr> <td>1. Attending classes</td> <td>60</td> </tr> <tr> <td>2. Creation of seminar work and project assignment and presentation</td> <td>15</td> </tr> <tr> <td>3. Preparation for the midterm / exam through self-study</td> <td>105</td> </tr> </tbody> </table>					<i>Commitment</i>	<i>Hours (estimated)</i>	1. Attending classes	60	2. Creation of seminar work and project assignment and presentation	15	3. Preparation for the midterm / exam through self-study	105
<i>Commitment</i>	<i>Hours (estimated)</i>												
1. Attending classes	60												
2. Creation of seminar work and project assignment and presentation	15												
3. Preparation for the midterm / exam through self-study	105												
4. GRADING													

4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average	
	Organization	The paper is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are logically interconnected.	
	Terminology, writing style	Words and expressions low in line with official terminology. The writing style is not appropriate, the sentences are too long, of a modest vocabulary and with frequent and repeated grammatical errors.	Words and expressions are in line with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and there are few grammatical errors.	Words and expressions are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citing and referencing references	The sources are not listed at all. The references do not fit the topic and show a cursory approach to exploring the topic.	The sources are listed but incomplete with errors. The references are relevant to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently listed. The references are appropriate, their list is "rich" and comprehensive and shows a detailed research approach.	
4.2. Colloquium / exam grading	Poor		Satisfying		Above average
	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.		Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.
4.3. Creating a final grade according to evaluation elements	Active attendance	70-75% attendance	76-86% attendance	87-100% presence	Project assignment Solved case studies
		2 points	4 points	7 points	3 points

	Seminar paper		2	3	4	5
			5 points	7 points	8 points	10 points
	Examination / Written examination		2	3	4	5
			50 to 64.9%	65 to 79.9%	80 to 89.9%	90-100%
			25 points	30 points	35 points	40 points
	Oral part of the exam		2	3	5	5
25 points			30 points	35 points	40 points	
4.4. Creating a final grade according to absolute allocation	Percentage of acquired knowledge, skills and competences (teaching + final exam)	Number rating		ECTS grade		
		90 - 100%	5 (excellent)	AND		
		80 - 89,9%	4 (very good)	B		
		65 - 79,9%	3 (good)	C		
		60 - 64,9%	2 (sufficient)	D		
		50 - 59.9%	2 (sufficient)	E		
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
	1. M. Buble, Menadžment, Ekonomski fakultet u Splitu, Split, 2006.				5	
	2. Nastavni materijali sa e-learninga					da
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Sikavica, P., Bahtijarevic-Šiber F.:Menadžment – teorija menadžmenta i veliko empirijsko istraživanje u Hrvatskoj, Masmedia, Zagreb, 2004. 2. Drucker, P.:Najvažnije o menadžmentu, M.E.P.Consult, Zagreb 2005. 3. Weihrich, H., Koontz, H.: Menedžment, Mate, Zagreb, 1993.				3 1 3	

<p>5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences</p>	<p>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.</p>
<p>5.4. information on the course and contact with the teacher</p>	<p>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).</p>

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	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

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

2.2. Terms of course entry and required competences	Four-year secondary education completed; qualification level 4.2 according to the CROQF.					
2.3. Learning outcomes on the study programme level	LO1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign languages.					
	LO2: To organize and lead team work, and critically judge the opinions and attitudes of team members.					
	LO3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages.					
	LO5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations.					
	LO6: To analyze and link basic concepts and apply content related to the area of economics, management, accounting, and finance.					
LO10: To develop team and interpersonal teamwork skills, master communication skills and presentation skills of set topics and tasks (case studies, projects, seminars) using advanced software tools for document creation, presentation and budget implementation.						
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 19. <i>Recapture,</i> 20. <i>Understanding,</i> 21. <i>Application,</i> 22. <i>Analysis,</i> 23. <i>Evaluation,</i> <i>Synthesis</i>	
	13. To define and explain all categories and features of public sector. 14. To identify and critically evaluate the complex factors of public sector action. 15. To group and describe the categories of determinants of the public sector economy. 16. To categorize ways of addressing economic and social problems through public sector economy measures. 17. To analyze problems and measures of the public sector economy. 18. To apply economic way of thinking in the analysis of certain contemporary economic problems.	1,2 1,5 2,1 4 4 6				
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	no.	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	91.	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
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	

	92.	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
	93.	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
	94.	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 capable 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
	95.	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 capable of thinking critically about the fairness and efficiency of the tax system.	10 hours
	96.	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
	97.	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.		
98.	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
99.	Public debt.	1, 4, 5, 6		Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students define public debt; critically evaluate the existing amount and structure of public debt, as well as identify the options and limitations of refinancing obligations that have become due.	6 hours
100.	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 capable of thinking critically about sustainability of intergenerational solidarity system.	6 hours
101.	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
102.	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. They can explain the relationships between education policies, education reform and economic growth; they can analyze the impact of	6 hours

				presenting adopted knowledge and ideas, discuss issues.	the cost of investing in education on the social benefit of education.	
	103.	Cost benefit analysis.	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 describe the purpose and objectives of conducting a cost-benefit analysis. They know how to value different models of cost-benefit analysis.	6 hours
	104.	Political economy.	2,5,6	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students define 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
	105.	Concluding Considerations / Repeating and Preparing for Exam.		Concluding Considerations / Repeating and Preparing for Exam.		22 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations	<p>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 colloquium seminar paper.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> 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. <p>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).</p>					
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		Written exam	2 (by submitting both colloquiums the student is relieved of an written examination)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	3 (by submitting both colloquiums the student is	Seminar paper	0,5		

		relieved of a written and oral examination)				
	Class activities	0,5	Oral exam	1 (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 hours of work per semester and is estimated as:					
	Commitment			Hours (estimate)		
	11. Attending classes			60		
	12. Creating and Presenting seminar paper			10		
	3. Preparation for the Colloquium / exam through self-study			50		
4. GRADING						
4.1. Seminar paper grading	Valuation Element	Poor		Satisfying		Above average
	Organization	The paper is not organized in a logical order and its structure is lacking.		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another
	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.		Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.		Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.		Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.
4.2. Colloquium / exam grading	Poor		Satisfying		Above average	
	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.		Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		Knowledge is at 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% of attendance	Solved case study.	

4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	2 points	4 points	7 points	3 points
	Seminar paper	2	3	4	5
		5 points	7 points	8 points	10 points
	Colloquium / written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		25 points	30 points	35 points	40 points
	Oral exam	2	3	5	5
		25 points	30 points	35 points	40 points
4.4. Creating a final grade according to absolute allocation		Percentage of adopted knowledge, skills and competences (teaching + final exam)	Numerous grade	ECTS grade	
		90 – 100%	5 (excellent)	A	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		60 – 64,9%	2 (sufficient)	D	
		50 – 59,9%	2 (sufficient)	E	
5. ADDITIONAL INFORMATION ABOUT THE COURSE					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability via other media
	1. Mečev, D. & Žaja, J. (2018). „Financiranje središnje države i lokalnih vlasti“. Veleučilište u Šibeniku, Šibenik. 2. Slightz, 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	

<p>5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences</p>	<p>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.</p>
<p>5.4. Information on the course and contact with the teacher</p>	<p>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).</p>

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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

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 appropriate solutions to problem situations	
	LO11 : To analyze new roles of organizations, systems, processes, products and services and quality standards in companies and propose valorization of new trends in companies and organizations	
	LO13: To understand specific human resource management processes and propose a proper value system in judgment process and assessment of work achievements and performances	
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 24. <i>Recapture,</i> 25. <i>Understanding,</i> 26. <i>Application,</i> 27. <i>Analysis,</i> 28. <i>Evaluation,</i> 29. <i>Synthesis</i>
	5. analyze new roles of organizations	1,2
	6. critically analyze organizations theories and identify modern organization structures	5,2
	7. comment problematic of different organizations' structures and to recommend leadership styles	4,5
	8. analyze and to grade satisfactions and employees' values.	6
	9.	
	10.	
	11.	
	12.	
13.		
14.		

	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
2.5. Course content according to detailed curriculum schedule	106.	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
	107.	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
	108.	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
	109.	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
	110.	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
	111.	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.		
	112.	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
	113.	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
	114.	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
	115.	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).	
	116.	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
	117.	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
	118.	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
	119.	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
	120.	Concluding Considerations / Repeating and Preparing for Exam.		Listen to the lecture and individual preparation for the exam.		20 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations	<p>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.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>
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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		Written exam	(by submitting both colloquiums the student is relieved of an written examination)	Project	
	Experimental work		Research	0,5	Practical work	
	Essay		Report		Continuous examination	
	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)	

3.3. Student workload	<p>The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><i>Commitment</i></th> <th style="text-align: left;"><i>Hours (estimate)</i></th> </tr> </thead> <tbody> <tr> <td>13. Attending classes</td> <td>20</td> </tr> <tr> <td>14. Creating and Presenting seminar paper</td> <td>40</td> </tr> <tr> <td>15. Preparation for the Colloquium / exam through self-study</td> <td>50</td> </tr> </tbody> </table>		<i>Commitment</i>	<i>Hours (estimate)</i>	13. Attending classes	20	14. Creating and Presenting seminar paper	40	15. Preparation for the Colloquium / exam through self-study	50
<i>Commitment</i>	<i>Hours (estimate)</i>									
13. Attending classes	20									
14. Creating and Presenting seminar paper	40									
15. Preparation for the Colloquium / exam through self-study	50									

4. GRADING

4.1. Seminar paper grading	Valuation Element	Poor		Satisfying		Above average		
	Organization	The paper is not organized in a logical order and its structure is lacking.		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another		
	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.		Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.		
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.		Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.		Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.		
4.2. Colloquium / exam grading	Poor		Satisfying			Above average		
	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.		Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.			Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.		
4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-75% of attendance		76-86% of attendance		87-100% of attendance		Created mental map. Solved case study.
		2 points		4 points		7 points		3 points
	Seminar paper	2		3		4		5
		5 points		7 points		8 points		10 points
	Colloquium / written exam	2		3		4		5
		50-64,9%		65-79,9%		80-89,9%		90-100%
		25 points		30 points		35 points		40 points
	Oral exam	2		3		5		5
25 points		30 points		35 points		40 points		
4.4. Creating a final grade according to absolute allocation	Percentage of adopted knowledge, skills and		Numerous grade		ECTS grade			

	competences (teaching + final exam)		
	90 – 100%	5 (excellent)	A
	80 – 89,9%	4 (very good)	B
	65 – 79,9%	3 (good)	C
	60 – 64,9%	2 (sufficient)	D
	50 – 59,9%	2 (sufficient)	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)	2. 1. Robbins, S.P. i Judge, T.A.: Organizacijsko ponašanje, Mate, 2009..	3	-
	2. Sikavica, P., Novak, M.: Modeliranje organizacijske strukture poduzeća, Informator, Zagreb.	3	-
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Sikavica, P., Novak, M., Poslovno odlučivanje, Informator, Zagreb, 1999.	2	-
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students' progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.		
5.4. information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-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 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	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+0+15+0)
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of 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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>The goal is to provide students with theoretical knowledge and case studies:</p> <ul style="list-style-type: none"> • 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 outcomes on the study programme level	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.	
	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	
	LO 11: To propose and assess the importance of food and nutrition and hygienically correct production and preparation of food in tourism	
	LO 14: To use information and communication technology in tourism.	
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>
	1. Demonstrate knowledge and understanding of course content by defining and describing basic concepts about food, nutrition and functional foods	1, 2
	2. Analyze and comment on the specific diet of a particular population in relation to age (children, adolescents, adults and the elderly)	4, 2
	3. 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
	4. Analyze and comment on the specifics of nutrition with regard to health status (especially for diseases caused by unhealty eating habits)	4, 2
	5. Analyze and highlight the advantages of traditional Croatian gastronomy	4, 5,6
	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
	9. Analyze and compare dietary specifics depending on the religion and tradition of a particular population	4, 2
	10. 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 according to detailed	Constructive alignment					
	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

					consumption, define organic foods and explain the positive effects of its consumption, and describe their labelling.	
	9.	Standards of consumption of food and drink. Means of supply of food and drink.	1, 3, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define and describe the norms of food and drink consumption, to analyse the losses in the preparation and heat treatment of foodstuffs, as well as the method of calculating the norms for a particular food or beverage, to describe the structure of the means of supply of food and beverages and their function.	4 hours
	10.	Central food preps. Food and tourism. Catering.	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: to define and explain the central food prep and their benefits, to analyse the role of food in a particular form of tourism, to define catering.	4 hours
	11.	Nutritional characteristics by age group. Children's menu. Seniors menu.	1, 2, 8, 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 analyse the specifics of children's diet and the diet of the elderly.	6 hours
	12.	Nutrition of athletes.	1, 8, 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 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.	6 hours
	13.	Food Safety Basics. Transport and storage conditions of individual food groups. Declaring food.	1, 2, 3, 4, 5, 6, 7	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 critically basic 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	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: describe the basic religious restrictions on diet and define substitute foods.	6 hours
	15.	Concluding Observations / Repeat and preparing for the exam.		They listen to a lecture and prepare individually for the exam.		18 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations	<p>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.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> 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;
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	<ul style="list-style-type: none"> More than 50% ECTS credits - students have the right to access the final exam of the subject. <p>Students can pass the final exam in two ways:</p> <p>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);</p> <p>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).</p>					
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		Written exam	1 (without colloquiums)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	2 (without the written and oral exams)	Seminar paper	0, 75	Other (inscribe)	
	Class activities	0,25	Oral exam	1 (without colloquiums)	Other (inscribe)	
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:					
	<i>Commitment</i>			<i>Hours (estimate)</i>		
	1. Attending classes			45		
	2. Creating and Presenting seminar paper			10		
3. Preparation for the Colloquium / exam through self-study			35			

4. GRADING					
4.1. Seminar paper grading	Valuation Element	Poor		Satisfying	Above average
	Organization	The paper is not organized in a logical order and its structure is lacking.		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.	The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another
	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.		Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.		Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.	Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.
4.2. Colloquium / exam grading	Poor		Satisfying		Above average
	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.		Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.
4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-75% of attendance	76-86% of attendance	87-100% of attendance	Case studies resolved
		3 points	4 points	5 points	5 points
	Research paper	2	3	4	5
		5 points	7 points	8 points	10 points
	Colloquium / written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		25 points	35 points	40 points	50 points
	Oral exam	2	3	5	5
15 points		20 points	25 points	30 points	
4.4. Creating a final grade according to absolute allocation	Percentage of adopted knowledge, skills and competences (teaching + final exam)		Numerous grade	ECTS grade	
	90 – 100%		5 (excellent)	A	
	80 – 89,9%		4 (very good)	B	
	65 – 79,9%		3 (good)	C	
	60 – 64,9%		2 (sufficient)	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 via other media
	1. Gaćina, N. (2016). Nutrition and tourism. Internal script - handouts of the Šibenik University of Applied Sciences, Šibenik.		e-learnigng VUŠ-a
	2. Gaćina, N. (2016). Nutrition and Tourism: <i>Food and Tourism I</i> . Textbook of the Šibenik University of Applied Sciences, Šibenik.		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Krešić, G. (2012). Nutrition trends. Faculty of Tourism and Hospitality Management, Opatija.	4	
	2. Vranešić, D., Alebić, I. (2006). Magnifying Glass: How to Understand and Apply Nutrition Science?. Profile, Zagreb.	5	
	3. Kažinić Kreho, L. (2009). 21st Century Nutrition. Profile, Zagreb.	1	
	4. Mateljan, G. (2008). The healthiest foods in the world. Planetherapy, Zagreb.	3	
	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	<p>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.</p> <p>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.</p>		
5.4. Information on the course and contact with the teacher	<p>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).</p>		

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	Food Safety in Tourism	1.8. ISVU course code	
1.2. Lecturer	PhD Nikolina Gačina, 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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

2. COURSE DESCRIPTION	
2.1. Course objectives	<p>The goal is to provide students with theoretical knowledge and case studies:</p> <ul style="list-style-type: none"> • 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	
	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	
	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 on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 30. <i>Recapture</i> , 31. <i>Understanding</i> , 32. <i>Application</i> , 33. <i>Analysis</i> , 34. <i>Evaluation</i> , 35. <i>Synthesis</i>
	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
	4. Analyze measures of personal, space, equipment and accessories hygiene, and the environment	4, 2
	5. Analyze and compare ways to prevent food contamination	4, 5,6
	6. Use materials and tools to search the scientific and professional literature in their native and English languages	4, 2, 6
	7. Present the acquired knowledge, ideas, problems and solutions independently and in a team	4, 2, 6

2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	121.	Introduction to the course and detailed curriculum. Parameters for creating a seminar paper and selecting a topic for the paper.	-	Listen to the lecture.	-	2 hours
	Introduction to Food Security. Food safety legislation in the Republic of Croatia.	1, 2	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define and describe basic food safety, enumerate basic legislative acts related to food safety.	6 hours	

	122.	Biological, chemical and physical hazards in food.	1, 2, 3, 4, 5	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define, classify and distinguish biological, chemical and physical hazards in food.	4 hours
	123.	Biological hazards in food: bacteria, viruses, parasites.	1, 2, 3, 4, 5	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define and distinguish bacterial, viral and parasitic food hazards	4 hours
	124.	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
	125.	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
	126.	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
	127.	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
	128.	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
	129.	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
	130.	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
	131.	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
	132.	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
	133.	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
	134.	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

	135.	Concluding Observations / Repeat and preparing for the exam.		They listen to a lecture and prepare individually for the exam.		20 hours
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3. EVALUATION OF STUDENT WORK

3.1. Students` obligations	<p>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.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> • 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. <p>Students can pass the final exam in two ways:</p> <p>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);</p> <p>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).</p>
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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	0,25	Written exam	1 (without colloquiums)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	2 (without the written and oral exams)	Seminar paper	0,75	Other (inscribe)	
	Class activities		Oral exam	1 (without colloquiums)	Other (inscribe)	

3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:	
	<i>Commitment</i>	<i>Hours (estimate)</i>
	16. Attending classes	45
	17. Creating and Presenting seminar paper	10
	18. Preparation for the Colloquium / exam through self-study	35

4. GRADING

4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average
	Organization	The paper is not organized in a logical order and its structure is lacking.	The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.	The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another
	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.	Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.	Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.	Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.
4.2. Colloquium / exam grading	Poor	Satisfying		Above average
	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.	Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.

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

4.4. Creating a final grade according to absolute allocation	Percentage of adopted knowledge, skills and competences (teaching + final exam)	Numerous grade	ECTS grade
	90 – 100%	5 (excellent)	A
	80 – 89,9%	4 (very good)	B
	65 – 79,9%	3 (good)	C
	60 – 64,9%	2 (sufficient)	D
	50 – 59,9%	2 (sufficient)	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)	1. 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 programme)	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
	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 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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

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

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

2.5. Course content according to detailed curriculum schedule	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
	136.	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
137.	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.	
138.	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
139.	Reiseziele	Präsens der Verben: sein, sprechen, lernen, können	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
140.	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
141.	Fremdenverkehr in Österreich	Präsens der Verben: haben und werden; Präteritum des Verbes sein	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
142.	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

	143.	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
	144.	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
	145.	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
	146.	Dienstleistungen	Adjektivdeklinaton	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
	147.	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
	148.	Haushalt und Haushaltsarbeit	Präteritum von 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.	Level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	
	149.	Studentenleben	Deklination der Personalpronomen; Präsens der Reflexivpronomen	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
	150.	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 and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	26

3. EVALUATION OF STUDENTWORK

3.1. Student obligations	<p>Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam.</p> <p>Student achievements:</p> <ul style="list-style-type: none"> • 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. <p>Students can pass the final exam in two ways:</p> <p>a) by passing two colloquia and an oral exam during the regular or extraordinary exam;</p> <p>b) by passing the final exam consisting of a written and an oral exam during the regular or extraordinary exam.</p>					
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	1 (without colloquia)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous evaluation	
	Colloquium	1 (without written exam)	Seminar paper		(Homework for part-time students)	0,5
	Active participation	0,5	Oral exam	1	(Other)	
3.3. Student workload	The workload of students on all bases is 1 ECTS credit point (30 semester hours) and is estimated as:					
	<i>Obligation</i>			<i>Hours (estimated)</i>		

	19. Attending classes and language exercises	45				
	20. Preparing colloquia or exams through individual work	45				
4. GRADING SYSTEM						
4.1. Grading seminar papers	-					
4.2. Grading colloquia/ written and oral exam	Unsatisfactory	Satisfactory	Above average			
	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.	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.			
4.3. Final grade according to evaluation elements	Active participation of lectures and language exercises	70-74,9% of attendance 2 points	75-79,9% of attendance 5 points	80-89,9% of attendance 10 points	90-100% of attendance 20 points	
	Colloquia/Written exam	2 50-64,9% 25 points	3 65-79,9% 30 points	4 80-89,9% 35 points	5 90-100% 40 points	
		Oral exam	2 25 points	3 30 points	5 35 points	5 40 points
	4.4. Final grade according to absolute division	Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade		
		90 – 100%	5 (excellent)	A		
		80 – 89,9%	4 (very good)	B		
65 – 79,9%		3 (good)	C			
60 – 64,9% 50 – 59,9%		2 (satisfactory) 2 (satisfactory)	D E			
5. ADDITIONAL COURSE INFORMATION						
5.1. Compulsory literature	Title			Number of copies in the library	Availability via other media	

(available in the library and via other media)	1. Marčetić, T. (2005). <i>Njemački u komunikaciji: uvod u jezik njemačke i austrijske svakodnevnice i u jezik medija</i> . 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	<p>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.</p> <p>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.</p>		
5.4. Informing about the course and contacting the teacher	<p>It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of classes or possible adjournment will be published on time on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).</p>		

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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

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

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

2.5. Course content according to detailed curriculum schedule	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
	151.	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

	152.	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 <u>presenting their ideas and findings</u> .	3
	153.	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
	154.	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 <u>presenting their ideas and findings</u> .	3
	155.	Das Mobiltelefon 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
	156.	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 <u>presenting their ideas and findings</u> .	3
	157.	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

				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.	
158.	Essen früher und heute	Präsens von essen; Perfekt von sagen und kommen	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
159.	Lebensqualität und Lebensstandard Kolloquium 1	Verwendung 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
160.	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
161.	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
162.	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
163.	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

					as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	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.	
	164.	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.	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
	165.	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.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	26
3. EVALUATION OF STUDENTWORK							
3.1. Student obligations	<p>Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam.</p> <p>Student achievements:</p> <ul style="list-style-type: none"> • 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. <p>Students can pass the final exam in two ways:</p> <p>a) by passing two colloquia and an oral exam during the regular or extraordinary exam;</p> <p>b) by passing the final exam consisting of a written and an oral exam during the regular or extraordinary exam.</p>						
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	1 (without colloquia)	Project		
	Experimental work		Research		Practical work		
	Essay		Report		Continuous evaluation		
	Colloquium	1 (without written exam)	Seminar paper		(Homework for part-time students)	0,5	
	Active participation	0,5	Oral exam	1	(Other)		
3.3. Student workload	The workload of students on all bases is 1 ECTS credit point (30 semester hours) and is estimated as:						

	Obligation		Hours (estimated)		
	21. Attending classes and language exercises		45		
	22. Preparing colloquia or exams through individual work		45		
4. GRADING SYSTEM					
4.1. Grading seminar papers	-				
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average
	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.		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.
4.3. Final grade according to evaluation elements	Active participation of lectures and language exercises	70-74,9% of attendance	75-79,9% of attendance	80-89,9% of attendance	90-100% of attendance
		2 points	5 points	10 points	20 points
	Colloquia/Written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
	Oral exam	25 points	30 points	35 points	40 points
		2	3	5	5
4.4. Final grade according to absolute division	Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade		
		90 – 100%	5 (excellent)	A	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		60 – 64,9%	2 (satisfactory)	D	
		50 – 59,9%	2 (satisfactory)	E	
5. ADDITIONAL COURSE INFORMATION					
5.1. Compulsory literature	Title			Number of copies in the library	Availability via other media

(available in the library and via other media)	Marčetić, T. (2005). <i>Njemački u komunikaciji: uvod u jezik njemačke i austrijske svakodnevnice i u jezik medija</i> . Zagreb: Školska knjiga.		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	www.goethe.de - an well-known official website about German		Availability via e-learning platform
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<p>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.</p> <p>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.</p>		
5.4. Informing about the course and contacting the teacher	<p>It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of classes or possible adjournment will be published on time on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).</p>		

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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

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

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

2.5. Course content according to detailed curriculum schedule	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
	166.	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
167.	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.	
168.	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
169.	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
170.	Das Mobiltelefon 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
171.	Das mobile Fernsehen	Preterit glagola dürfen; zavisne rečenice	1,4,5,6		Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
172.	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
173.	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

					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.	
	174.		Prezent glagola essen; perfekt glagola sagen essen i kommen	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
	175.	Lebensqualität und Lebensstandard		2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
	176.	Kolloquium 1	Upotreba perfekta i preterita; partizip drugi	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
	177.			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
	178.	Folgen des zu großen Konsums	Rekcija glagola, rekcija imenica	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3

	179.	Öffentliche Verkehrsmittel	Passiv: prezent i preterit 3. lica jednine	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
	180.	Transrapid, die schnelle Magnetbahn	Rezent glagola sollen	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	26

3. EVALUATION OF STUDENTWORK

3.1. Student obligations	<p>Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam.</p> <p>Student achievements:</p> <ul style="list-style-type: none"> • 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. <p>Students can pass the final exam in two ways:</p> <p>a) by passing two colloquia and an oral exam during the regular or extraordinary exam;</p> <p>b) by passing the final exam consisting of a written and an oral exam during the regular or extraordinary exam.</p>					
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	1 (without colloquia)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous evaluation	
	Colloquium	1 (without written exam)	Seminar paper		(Homework for part-time students)	0,5
	Active participation	0,5	Oral exam	1	(Other)	
3.3. Student workload	The workload of students on all bases is 1 ECTS credit point (30 semester hours) and is estimated as:					
	Obligation			Hours (estimated)		
	23.	Attending classes and language exercises		45		
24.	Preparing colloquia or exams through individual work		45			

4. GRADING SYSTEM						
4.1. Grading seminar papers	-					
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average	
	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.		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.	
4.3. Final grade according to evaluation elements	Active participation of lectures and language exercises	70-74,9% of attendance		75-79,9% of attendance	80-89,9% of attendance	90-100% of attendance
		2 points		5 points	10 points	20 points
	Colloquia/Written exam	2		3	4	5
		50-64,9%		65-79,9%	80-89,9%	90-100%
		25 points		30 points	35 points	40 points
	Oral exam	2		3	5	5
25 points		30 points	35 points	40 points		
4.4. Final grade according to absolute division	Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade		ECTS grade		
		90 – 100%		5 (excellent)	A	
		80 – 89,9%		4 (very good)	B	
		65 – 79,9%		3 (good)	C	
		60 – 64,9%		2 (satisfactory)	D	
		50 – 59,9%		2 (satisfactory)	E	
5. ADDITIONAL COURSE INFORMATION						
5.1. Compulsory literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Blažević, N. (1998). <i>Deutsch in Hotellerie und Tourismus</i> . Zagreb: Školska knjiga.					
5.2. Additional literature (at the moment of changes)	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	<p>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.</p> <p>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.</p>		
5.4. Informing about the course and contacting the teacher	<p>It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of classes or possible adjournment will be published on time on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).</p>		

5. GENERAL INFORMATION			
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	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

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

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

2.5. Course content according to detailed curriculum schedule	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
	181.	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
182.	Kroatische Nationalparks	Präpositionen mit Dativ	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening,	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language	3	

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

				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.	
189.		Vergleichssätze	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2-B1 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
190.	Pula;		2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
191.	Kolloquium 1	Infinitiv mit zu	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2-B1 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
192.			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
193.	Bestandteile des Geschäftsbriefs - Rundschreiben	Infinitiv ohne zu	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2-B1 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3

	194.	Anfrage	Wunschsätze	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
	195.	Anfrage/Angebot	Temporalsätze	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.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam. In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	26

3. EVALUATION OF STUDENTWORK

3.1. Student obligations	<p>Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam.</p> <p>Student achievements:</p> <ul style="list-style-type: none"> • 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. <p>Students can pass the final exam in two ways:</p> <p>a) by passing two colloquia and an oral exam during the regular or extraordinary exam;</p> <p>b) by passing the final exam consisting of a written and an oral exam during the regular or extraordinary exam.</p>					
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	1 (without colloquia)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous evaluation	
	Colloquium	1 (without written exam)	Seminar paper		(Homework for part-time students)	0,5
	Active participation	0,5	Oral exam	1	(Other)	
3.3. Student workload	The workload of students on all bases is 1 ECTS credit point (30 semester hours) and is estimated as:					
	Obligation			Hours (estimated)		
	25.	Attending classes and language exercises		45		
26.	Preparing colloquia or exams through individual work		45			

4. GRADING SYSTEM						
4.1. Grading seminar papers	-					
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average	
	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.		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.	
4.3. Final grade according to evaluation elements	Active participation of lectures and language exercises	70-74,9% of attendance		75-79,9% of attendance	80-89,9% of attendance	90-100% of attendance
		2 points		5 points	10 points	20 points
	Colloquia/Written exam	2		3	4	5
		50-64,9%		65-79,9%	80-89,9%	90-100%
		25 points		30 points	35 points	40 points
	Oral exam	2		3	5	5
25 points		30 points	35 points	40 points		
4.4. Final grade according to absolute division	Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade		ECTS grade		
		90 – 100%		5 (excellent)	A	
		80 – 89,9%		4 (very good)	B	
		65 – 79,9%		3 (good)	C	
		60 – 64,9%		2 (satisfactory)	D	
		50 – 59,9%		2 (satisfactory)	E	
5. ADDITIONAL COURSE INFORMATION						
5.1. Compulsory literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	2. Blažević, N. (1998). <i>Deutsch in Hotellerie und Tourismus</i> . Zagreb: Školska knjiga.					
5.2. Additional literature (at the moment of changes)	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	<p>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.</p> <p>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.</p>		
5.4. Informing about the course and contacting the teacher	<p>It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of classes or possible adjournment will be published on time on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).</p>		

1. GENERAL COURSE INFORMATION			
1.1. Course title	Introduction in 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 On-line, 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 <input type="checkbox"/> More than 20 % <input type="checkbox"/>

2. COURSE DESCRIPTION	
2.1. Course objectives	<p>The goal is:</p> <ul style="list-style-type: none"> - 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.

	<p>- 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.</p>					
2.2. Terms of course entry and required competences	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	<p>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</p>					
2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)				Level of LO: 1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis	
	1. Explain the basic concepts in the field of tourism.				2	
	2. Identify resources in tourism and analyze space as a component of tourism development.				4, 5	
	3. Interpret the interdependence of tourism and complementary activities.				2, 4	
	4. Assess the place and coverage of tourism in the structure of the national economy.				5, 6	
	5. Identify key stakeholders in tourism development planning.				4, 5	
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time
	196.	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
	197.	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
198.	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	

					concrete example, critically judge based on the presented problem and propose a solution to the same problem.	
199.	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
200.	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
201.	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
202.	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
203.	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
204.	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
205.	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
206.	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

					concrete example, critically judge based on the presented problem and propose a solution to the same problem.	
	207.	Non-economic functions of tourism	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.	10 h
	208.	Planning and sustainable tourism development	1, 2, 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 concrete example, critically judge based on the presented problem and propose a solution to the same problem.	8 h
	209.	Tourism organization - organization of organization by levels	1, 2, 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 concrete example, critically judge based on the presented problem and propose a solution to the same problem.	10 h
	210.	Concluding remarks, signatures from the course, II. Colloquium		They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion		3 h
3. EVALUATION OF STUDENTS` WORK						
3.1. Students` obligations	<p>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%. Students who have during the course achieved:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>					
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	1,5	Written exam	2 (without colloquia)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	2 (without written and oral exam)	Seminar paper	0,5	Other	
	Class activity		Oral exam		Other	
3.3. . Student workload	<p>Obligation Hours (estimate)</p> <ol style="list-style-type: none"> 1. Class attendance 45 2. Preparation of seminar and presentation 10 					

	3. Preparation for the colloquium / exam through independent learning 65			
4. GRADE FORMING				
4.1. Grading seminar papers	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
		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	Unsatisfactory		Satisfactory	Above average

	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.	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.		
4.3. Final grade according to evaluation elements	Exercise assignments	2	3	4	5
		50-62,4%	62,5-74,9%	75-87,4%	87,5-100%
	Colloquium / Written part of the exam	15-18,72 points	18,75-22,47 points	22,5-26,22 points	26,25-30 points
		2	3	4	5
		50-62,4%	62,5-74,9%	75-87,4%	87,5-100%
		35-43,48 points	43,75-52,43 points	52,5-61,18 points	61,25-70 points
4.4. Final grade according to absolute division	Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade		
	87,5 – 100%	5 (excellent)	A		
	75 – 87,4%	4 (very good)	B		
	62,5 – 74,8%	3 (good)	C		
	50 – 62,4%	2 (satisfactory)	D		
5. ADDITIONAL COURSE INFORMATION					
5.1. Compulsory literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Čavlek, N., Bartoluci ,M., Prebežac, D., i dr. (2011). *Turizam –ekonomske osnove i organizacijski sustav*. Školska knjiga, Zagreb			3	
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1.Petrić, L., (2003). *Osnove turizma*. Ekonomski fakultet, Split				Avaialble on the e-learning page of the course
	2.Šišara, J. (2016). *Teorija i organizacija turizma*. Udžbenik Veleučilišta u Šibeniku, Šibenik				

<p>5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences</p>	<p>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.</p>
<p>5.4. Informing about the course and contacting the teacher</p>	<p>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).</p>

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 On-line, 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 <input type="checkbox"/> More than 20 % <input type="checkbox"/>

2. COURSE DESCRIPTION	
2.1. Course objectives	<p>Based on theoretical knowledge and case studies the goal is for the students to:</p> <ul style="list-style-type: none"> • Define basic concepts related to selective forms of tourism; • Understand the relationship between tourism travel motives, tourism market segmentation and selective forms of tourism; • 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;

	• Apply the learned content of this course in business practice.					
2.2. Terms of course entry and required competences	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	<p>IU1: Use and connect professional terms related to selective forms of tourism in written and oral communication in Croatian and English.</p> <p>IU3: Independently and responsibly search, interpret and integrate the relevant literature needed to draw conclusions.</p> <p>IU6: Analyze and link the resource base with selective forms of tourism.</p> <p>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.</p> <p>IU12: Design and apply a selective forms of tourism in a tourist destination.</p> <p>IU16: Recognize contemporary trends in the tourism market by respecting the differentiation of motives for tourist travel.</p>					
2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)				Level of LO: 1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis	
	1. demonstrate knowledge and understanding of the course content by defining and connecting basic concepts in the field of selective forms of tourism,				1, 1	
	2. describe and analyze the characteristics of selective forms of tourism,				2, 4	
	3. choose an adequate selective form of tourism and adjust it to the resource base in the destination,				3,3	
	4. anticipate market trends in the tourism market and recommend the development of selective forms of tourism,				2, 6	
	5. comment on and critically judge the relevance of the development of a particular selective form of tourism in the destination,				4, 5	
	6. use materials and tools for searching scientific and professional literature in the mother tongue and English,				3	
	7. present the acquired knowledge, ideas, problems and solutions independently and in a team.				6	
2.5. Course content according to detailed curriculum schedule	Constructive allignement					
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time
	211.	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
212.	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	

				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.	concrete example, critically judge based on the presented problem and propose a solution to the same problem.	
	213.	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 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.	4h
	214.	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
	215.	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
	216.	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
	217.	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 own ideas on the mentioned topic.	presented problem and propose a solution to the same problem.	
218.	Introduction to nautical 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.	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
220.	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
221.	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
222.	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 present their own ideas on the mentioned topic.		
	223.	Introduction to cultural 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
	224.	Introduction to religious 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
	225.	Concluding remarks, 2nd Colloquium	1, 2, 3, 4, 5, 6, 7		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.	20h

3. EVALUATION OF STUDENTS` WORK

3.1. Students` obligations	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>					
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		Written exam	2 (without colloquia)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	1 (without written and oral exam)	Seminar paper	1	Other	
	Class activity		Oral 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				
4.1. Grading seminar papers	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
		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	Unsatisfactory		Satisfactory		Above average	
	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.		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.	
4.3. Final grade according to evaluation elements	Exercise assignments	2	3	4	5	
		50-62,4%	62,5-74,9%	75-87,4%	87,5-100%	
	Colloquium / Written part of the exam	15-18,72 points	18,75-22,47 points	22,5-26,22 points	26,25-30 points	
		2	3	4	5	
		50-62,4%	62,5-74,9%	75-87,4%	87,5-100%	
		35-43,48 points	43,75-52,43 points	52,5-61,18 points	61,25-70 points	
4.4. Final grade according to absolute division	Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade			
	87,5 – 100%	5 (excellent)	A			
	75 – 87,4%	4 (very good)	B			
	62,5-74,8%	3 good	C			
	50-62,4%	2 (satisfactory)	D			
5. ADDITIONAL COURSE INFORMATION						
5.1. Compulsory literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Čorak, S., Mikačić, V., (ur.) (2006) Hrvatski turizam: plavo, bijelo, zeleno, Zagreb: Institut za turizam					
5.2. Additional literature (at the moment of changes and/or amended of study programme)	3. Pančić Kombol, T. (2000) Selektivni turizam, Matulji: TMCP Sagena d.o.o. 4. Kušen, E. (2002) Turistička atrakcijska osnova, Zagreb: Institut za turizam, 5. Geić, S. (2011) Menadžment selektivnih oblika turizma, Split: Sveučilište u Splitu, Sveučilišni studijski centar za stručne studije					Available on the e-learning page of the course

<p>5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences</p>	<p>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.</p> <p>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.</p>
<p>5.4. Informing about the course and contacting the teacher</p>	<p>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).</p>

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	Tourist Destination Management	1.8. ISVU course code	284638 284639
1.2. Lecturer	PhD Jasmina Sladoljev, 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)	(30 + 30 + 0)
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism Management	1.11. Level of e-learning application (1 st , 2 nd , 3 rd level), percentage of 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	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
1.7. Credit score (ECTS)	5	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20% <input type="checkbox"/>

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 on the study programme level	1. To apply and link economic terms in complex written and oral communication in Croatian and foreign languages
	2. To organize and lead teamwork, and critically evaluate the opinions and attitudes of team stakeholders
	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

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

	2. To create, calculate and present models in a foreign language		4, 6		
	3. To analyse the tourist environment on a concrete example and on that basis determine the prices of services of the tourist agency		4		
	4. To design new products and services		6		
	5. To analyse and process the offer and resources of the tourist destination		5,6		
2.5. Course content according to detailed curriculum schedule	Constructive alignment				
	Thematic unit	IU course	Content / teaching method	Valuation	It takes time
	Introductory lecture.	1	They listen to a lecture. In the course of the seminar, they are introduced to the course content and documents on the e-learning page of the course by working independently on a computer.	-	6 hours
	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, 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.	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 STUDENT WORK

3.1. Students` obligations	<p>In accordance with the Regulations on Studying and the Regulations 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.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>
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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)	Attending classes	0.5	Written exam	1,50 (no midterm)	The project	2
	Experimental work		Research		Practical work	
	Essay		Essay		Continuous checking	
	Colloquia	2 (without written and oral exam)	Seminar paper		(other type)	
	Teaching activities	0.5	Oral examination	0,5 (no midterm)	(other type)	
3.3. Student workload	Obligation					
	1. Attending classes			60		
	2. Creation of seminar work and project assignment and presentation			45		

	3. Preparation for the midterm / exam through self-study		75		
4. GRADING					
4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average	
	Organization	The paper is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are logically interconnected.	
	Terminology, writing style	Words and expressions low in line with official terminology. The writing style is not appropriate, the sentences are too long, of a modest vocabulary and with frequent and repeated grammatical errors.	Words and expressions are in line with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and there are few grammatical errors.	Words and expressions are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citing and referencing references	The sources are not listed at all. The references do not fit the topic and show a cursory approach to exploring the topic.	The sources are listed but incomplete with errors. The references are relevant to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently listed. The references are appropriate, their list is "rich" and comprehensive and shows a detailed research approach.	
4.2. Colloquium / exam grading	Poor	Satisfying	Above average		
	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.	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.		
		2 points	4 points	7 points	3 points
	Seminar paper	2	3	4	5
		5 points	7 points	8 points	10 points

	Examination / Written examination	2	3	4	5	
		50 to 64.9%	65 to 79.9%	80 to 89.9%	90-100%	
		25 points	30 points	35 points	40 points	
	Oral part of the exam	2	3	5	5	
		25 points	30 points	35 points	40 points	
4.4. Creating a final grade according to absolute allocation	Percentage of acquired knowledge, skills and competences (teaching + final exam)		Number rating		ECTS grade	
	90 - 100%		5 (excellent)		AND	
	80 - 89,9%		4 (very good)		B	
	65 - 79,9%		3 (good)		C	
	50 - 64,9%		2 (sufficient)		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
	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)	1. D. Magaš, Management turističke organizacije i destinacije, Adamić, Rijeka, 2003. 2. R. Dobre, Menadžment turističke destinacije (skripta), Visoka škola za turistički menadžment Šibenik, Šibenik, 2004. 3. Časopisi (Turizam, Tourism and Hospitality Management, Journal of Travel research, Acta Turistica) 4. P. Mason, Tourism Impacts, Planning and Management, Elsevier, Oxford 2006.	3	Da

<p>5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences</p>	<p>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.</p>
<p>5.4. Information on the course and contact with the teacher</p>	<p>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).</p>

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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.7. Point value (ECTS)	3	1.14. Estimation of the percentage of changes and/or additions course program	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

2. COURSE DESCRIPTION	
2.1. Course Objectives	<p>The goal is that students, based on theoretical knowledge and case studies:</p> <ul style="list-style-type: none"> • They understand the principles of specific types of nutrition depending on age, body mass, health status, physical activity, religion • They understand dietary restrictions so that they can independently choose alternative substitute foods • 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.

2.2. Terms of course entry and required competences	Completed four years of high school education; having a qualification at level 4.2 according to HKO.					
2.3. Learning outcomes on the study programme level	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 language					
	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 problem situations in the field of tourism					
	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					
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Learning outcomes according to Bloom's taxonomy: (up to two verbs per IU)					IU level: 1- guessing, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis
	43. Demonstrate knowledge and understanding course content by defining and describing the basic competencies of food and beverage managers					1, 2, 4, 6
	44. Analyze and compare the specifics of individual catering facilities from the point of view of food and drink offerings					2, 4,6
	45. Analyze and compare the specifics of alternative ways of eating and apply this knowledge when using appropriate alternative foods and when creating specific menus					3, 4, 5, 6
	46. Apply basic gastronomic rules, standards and norms					3
	47. Analyze and single out the advantages of Croatian traditional gastronomy and Croatian autochthonous products and apply this knowledge in the offer of the same					3, 4, 5,6
	48. Evaluate the role of the team and SOP on the operations of the food and beverage sector					4, 5, 6
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1.	Introduction to the course and detailed lesson plan. Parameters of creating a seminar paper and choosing the topic of the paper		They are listening to a lecture.		2 hours
	2.	Hospitality activity. Categorization of catering facilities with regard to the food and beverage offer.	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.	<i>Law on food</i> . Food and nutrition. Macronutrients, micronutrients. Drinks and beverages.	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 classify food and its role in human nutrition, basic macronutrients, explain their primary	10 o'clock	

					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 pre-preparation 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.	<i>Sommelier</i> 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 of <i>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

3.1. Obligations of the student

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)	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:

<i>Obligation</i>	<i>Hours (estimate)</i>
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

		the vocabulary is modest and there are frequent and repeated grammatical errors.	the vocabulary is appropriate and there are few grammatical errors.	clear and concise, the vocabulary is rich and there are no grammatical errors.			
	Citation and citing of references	No sources are given at all. The references do not match the topic and show a superficial approach to researching the topic.	The sources are listed, but incompletely and with errors. References are appropriate for the topic and demonstrate a satisfactory research attitude.	Sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive and shows a detailed research approach.			
4.2. Evaluation of the colloquium / written and oral part of the exam	Bad		Satisfying		Above average		
	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.		
4.3. Forming the final grade according to the evaluation elements	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		
		5 points	7 points	8 points	10 points		
	Taking the colloquium / Written part of the exam	2	3	4	5		
		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 absolute distribution	Percentage of acquired knowledge, skills and competences (classes + final exam)	Numerical evaluation	ECTS grade				
				90 – 100%	5 (excellent)	A	
				80 – 89.9%	4 (very good)	B	
				65 – 79.9%	3 (good)	C	
				60 – 64.9%	2 (enough)	D	

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)	3. Davis B., Lockwood A., Pantelidis I., Alcott P. (2008). <i>Food and beverage management</i> , 4th edition, Elsevier Oxford, 2008. 4. Materials prepared for the course - <i>e-learning</i> course pages (MS Teams)		Online (PDF)
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Gaćina, N. (2016). <i>Nutrition in tourism: Food and tourism I</i> . Textbook of the Šibenik University of Applied Sciences, Šibenik.. 2. Gaćina, N. (2022). <i>Nutrition in tourism: Drinks and beverages</i> . Textbook of the Šibenik University of Applied Sciences, Šibenik.. 3. Krešić, G. (2012). <i>Trends in nutrition</i> . Faculty of Management in Tourism and Hospitality, Opatija. 2. Havranek, J., Tudor Kalit, M. (Ed.) (2014). <i>Food safety from field to table</i> . MEP, Zagreb. (Selected chapters)	4 4	Online (.pdf)
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<p>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.</p> <p>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.</p>		
5.4. Information on the course and contact with the teacher	<p>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).</p>		