

## Šibenik University of Applied Sciences

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# UNDERGRADUATE PROFESSIONAL STUDY OF TOURISM MANAGEMENT

DEPARTMENT OF MANAGEMENT

# Erasmus+ Course Catalogue Academic year 2024-2025

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## **Course list**

	Component		
Professor	code	Course	<b>ECTS</b>
Beljo I.	146563	Financial mathematics	6
Mečev D.	B-70	Principles of economics	6
Radić Lakoš T.	202205	Enviromental management in tourism	4
Šišara J.		Digital marketing	3
Šišara J.	187571	Marketing in tourism	6
Crnica G.	129813	Businss English I	3
Perišić A.	140751	Business statistics	6
Sladoljev J.	140742	Management	6
Mečev D.	BO36	Public sector economy	4
Radić Lakoš T.	NC01	Use of DDD and HACCP in hotel industy	3
Udovičić A.	NC02	Business organization	6
Gaćina N.	187576	Nutrition in tourism	4
Gaćina N.	NC03	Food safety in tourism	3
Crnica G.	129818	Business German I	3
Crnica G.	129818	Business German II	3
Crnica G.	140746	Business German III	3
Crnica G.	140746	Business German IV	3
Slavica D.		Introducion into tourism	3
Slavica D.		Intoduction to seletive forms of tourism	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 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1st, course materials are on-line, 0%				
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2				
1.6. Year of study	1 <sup>st</sup>	1.13. Modernization	Yes				
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% X□ More than 20 % □				
2. COURSE DESCRIPTION							
2.1. Course objectives	1 0	theoretical knowledge: ills of the analytical way of thinking, and the logical way of conclude pasic concepts of financial mathematics with appropriate economic	C				
2.2. Terms of course entry and required competences	4 year secondary education complete	d; qualification level 4.2 according to the CROQF.					
2.3. Learning outcomes on the study programme level	LO 4: To collect, calculate and graphically display statistical data from the field of economics and business by using advanced sofware tools and further comment and analyze them.  LO 5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations.						
2.4. Expected learning outcomes on the course level	Learning outcomes accroding to the	ne Bloom`s taxonomy: (up to two verbs per LO)	Level of LO: 1 - remembering, 2 - understanding, 3 - application, 4-analysis,				

						5-evalu 6-synth						
	1.	Γο solve economic account and apply to t	he problem	from economic practice.			4, 3					
	2.	Γο differentiate arithmetic and geometric	sequences a	nd perform basic sequence operati	ions.		4, 4					
	3.											
		Γο solve the problems of a simple and cor					4					
		Γο select appropriate method of transform			or relative interest rate.		3					
		Γο make a loan repayment schedule	8 1 1 1				4					
		structive allignement										
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation		Time					
	1.	Introduction into the course and detailed plan.	-	Listen to lectures. Work independently on computer, get to know course content and elearning documents.	-		2 h					
	2.	Basic Economic Accounts. Percentage and per mille account. The triple rule. Division account.	1	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams elect the appropriate economic account a to the problem from the economic practic	nd apply ce.	6 h					
	3.	Sequences. Arithmetic and Geometric Sequences	2	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams know how to differentiate arithmetic and sequences. Solve exercises.	geometric	4 h					
2.5. Course content according to detailed curriculum schedule	4.	Economic Functions. Demand and Supply Function.	3	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams know how to define economic functions, graph of functions, and examine the dem supply variability	sketch a and and	4 h					
detailed carriedani senedale	5.	Elasticity. Equilibrium.	3	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams know how to define and calculate the equ of functions, solve the elasticity of suppl demand functions.	uilibrium	4 h					
	6.	Economic Functions. Revision for colloquium. Colloquium.	1, 2, 3	Write the colloquium.	-		40 h					
	7.	Simple Interest Account. Anticipative and Decursive Interest Calculation.	4	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams know how to define and solve the tasks of interest account.	of a simple	4 h					
	8.	Compound Interest Account.	4	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams know how to define and differentiate the interest account, solve the tasks of a com- interest account.	type of apound	4 h					
	9.	Interest rates. Conformal and Relative interest rate.	4, 5	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams know how to define and differentiate the rate, and choose the appropriate method transforming the nominal interest rate int conformal or relative one.	interest of	4 h					

10.	Prenumerando and postnumerando Present and Final Value. Perpetual annuity.	4, 5	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams students know how to calculate and interpret the elements in the examples with periodic payments.	4 h	
11.	Loan. Repayment model of the loan.	6	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams students know how to calculate the loan according to the repayment models with equal annuities, models with equal repayment quotas and agreed annuities, and make a loan repayment schedule.	4 h	
12.	Loan. The conversion of the loan.	6	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams students know how to calculate the loan after the loan conversion, and make a loan repayment schedule.	4 h	
13.	Loan. Combined loan repayment model.	6	Listen to lectures and read literature. The exercises demonstrate how to solve tasks. Solve exercises.	In colloquium or written and oral exams students know how to calculate combined loan repayment and make a loan repayment schedule.	4 h	
14.	Loan. Revision for colloquium. Colloquium.	4,5,6	Write the colloquium.	-	40 h	
15.	Revision		Listen to lectures and read literature.	-	40 h	

#### 3. EVALUATION OF STUDENTS' WORK

3.1. Students` obligations	In accordance with the Regulations on Studying and the Regulations on Student Assessment and Evaluation: for all full-time students attendance of at least 70%. Part-time students are required to attend classes at least 50%. All students are required to carry calculator and formulae list.  Students who have during the course achieved:  • from 0 - 24,9% ECTS credits- are rated F (unsuccessful) and cannot obtain ECTS credits, and must re-enroll in the next academic year;  • from 25 - 49,9% - are assessed by FX (insufficient) and must pass the written exam (test). Written exam (test) can be held in a regular or extraordinary exam period;  • more than 50% - students have the right to take the final exam.  Students can take the final exam from the course in two ways: a) during the course of teaching through continuous monitoring of students (active participation in classes and through two colloquia); b) by passing the exam (written and oral part of the exam).									
	Attendance	0,5	Written exam	3,5 (without colloquia)	Project					
3.2. Monitoring student work (enter	Experimental work		Research		Practical work					
the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the	Essay		Report		Continuous examination	0,5				
credit score of the course)	Colloquium	3,5 (without written	Seminar paper		Other					

Oral exam

exam)

0,5

Class activity

Other

3.3. Student workload  4. GRADING SYSTEM	1. Attend	ing classes	ses for 1 ECTS and exercises 60 ia or exams thro	) hours			imated as:			
4.1. Grading seminar papers										
	U	nsatisfacto	ry		Satisfactory				Above average	
4.2. Grading colloquia/ written and oral exam	understanding. l basic terms and how to apply or	Responds by memory, without a deeper anderstanding. Does not know or apply pasic terms and concepts. Does not know now to apply or explain the contents of the course with examples.  Reproduces the basic of difficulty imparts understands the materia and concepts supported.				w knowledge, content of the material, and logically connects and ex- terms and concepts supported with examples. Finds so			hly explains the and explains the inds solutions that	
	Active course attendance		70-74,9% of attendance		75-79,9% of attendance		80-89,9% of	80-89,9% of attendance		of attendance
			2 points		5 points		10 points		20	points
			2		3		4			5
4.3. Final grade according to evaluation elements	Colloquia/ Writ	Colloquia/ Written exam		9%	65-79.	9%	80-89	9,9%	90-	100%
e variation elements			25 points		30 points		35 pc	oints	40	points
	Oral exam		2		3		5			5
	Oral exam		25 points		30 po	ints	35 pc	oints	40	points
42 Find and and in the		knowle	age of acquired edge, skills and es (teaching + final exam)	Nume	rical grade	ECTS	grade			
4.3. Final grade according to absolute division			0 – 100%		xcellent)		A			
account at the contract of the			0 – 89,9% 5 – 79,9%		ery good) (good)		B C			
			) – 64,9% ) – 59,9%		2 (satisfactory) D 2 (satisfactory) E					
5. ADDITIONAL COURSE INFO	RMATION		J — J7,7%	⊥ ∠ (sat	isiaciory)	1	<u>.                                    </u>			
O TENTION IN COUNTRY OF				Title				Nu	mber of copies in the library	Availability via other media

5.1. Compulsory literature	Šorić K., Zbirka zadataka iz matematike s primjenom u ekonomiji, Element, Zagreb, 2011. (selected chapters)	7					
(available in the library and via other media)	Šego B., Lukač Z., Financijska matematika, Udžbenici Sveučilišta u Zagrebu, Zagreb, 2011(selected chapters)	5					
5.2. Additional literature (at the moment of changes and/or amended of study programme)	eaching material and exercises abić Z., Tomić Plazibat N., Poslovna matematika, Ekonomski fakultet Split, 2003 (selected chapters) abić Z., Tomić N., Aljinović Z., Matematika za ekonomiste, Ekonomski fakultet Split, 2004 (selected chapters) (arshbarger 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						
5.4. Informing about the course and contacting the teacher	employment, surveys from employers and Alumni association.  It is the responsibility of each student to be regularly informed about the course, the coursework, and the classroom activities. All notices of classes 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 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1 <sup>st</sup> – materials available On-line, 0%					
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	1.					
1.6. Study year	1 <sup>st</sup>	1.13. Modernization	yes 🗆 no					
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %					

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

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

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

	26.	The State and the Economy.	7	Listen to the lecture and literature. They use mult network. They discuss o topic	explained in the exposed explained in the exposed	olloquium or written and o lain the reasons for state in sider ways of state interver elopments. They are able to ice theory and the majority	ntervention, critically ntion in economic o explain public	6 hours	
	27.	Income distribution and poverty.	4, 7	Listen to the lecture and literature. Student explo of this topic area by sear database.	read the In correct the content define the content rehing the	olloquium or written and one poverty and its forms, einterpret Gini coefficient.	oral exams they can explain Lorenz curve They can explain	6 hours	
	28.	Basic concepts of macroeconomics.	1, 5	Listen to the lecture and literature. They discuss of exposed topic. Solve exc	on the able ercises. and calcu GDF rate. GDF uner	olloquium or written and of to define GDP, inflation a explain their components. The total and interpret nomina P deflator, consumer price. They are capable of think P as a measure of welfare amployment.	and unemployment They know how to all and real GDP, index and inflation ting critically about and about causes of	12 hours	
	29.	Aggregate supply and demand. The financial market and a money issue. Central Banking and Monetary Policy.	2, 6, 7	Listen to the lecture and literature. They discuss of exposed topic. Solve exe	on the use t mod know investigation	olloquium or written and of the aggregate supply and a del to analyze fluctuations w how to calculate and inte estment multiplier. They ca al and monetary policy in t	nggregate demand in the economy. They erpret the extent of an an explain the role of	14 hours	
	30.	Concluding Considerations / Repetition and preparation for the exam.		Listen to the lecture and preparation for the exam				38 hours	
3. EVALUATION OF STUDEN	T WO	RK							
3.1. Students` obligations	In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures.  Students who have during the course achieved:  • From 0 – 24,9% ECTS credits - is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;  • From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period;  • More than 50% ECTS credits - students have the right to access the final exam of the subject.  Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, solving case studies and passing three colloquia) b) during the course (active participation in the lessons, solving case studies) and passing the exam (written and oral exam).								
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total	Attend	once 0,5	,	Written exam	4 (by submitting all colloquiums the stude relieved of an written examination)				

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

	Colloquium / written exam		5 points			7 points	8 points	10 points
			2	2		3	4	5
			50-64,9%		65-79,9%		80-89,9%	90-100%
			27 points		33 points		39 points	45 points
	Ourl				3		5	5
	Oral exam		27 point	ts	33 points		39 points	45 points
AA Cooring Cool on b			centage of adopted owledge, skills and ences (teaching + final exam)	Numero	us grade	ECTS grade		
4.4. Creating a final grade			90 – 100%	5 (exce	ellent)	A		
according to absolute allocation			80 – 89,9%	4 (very	good)	В		
			65 – 79,9%	3 (go		C		
			60 – 64,9%	2 (suff		D		
			50 – 59,9%	2 (suff	icient)	Е		

#### 5. ADDITIONAL INFORMATION ABOUT THE COURSE

5.1. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability via other media
	1. Samuelson, P. A. i Nordhaus, W. (2007). Ekonomija, 18th edition, Zagreb: Mate d.o.o.	15	
5.2. Additional literature (at the moment of changes and/or amended of study programme)	<ol> <li>Polovina, S. i Medić Đ. Š. (2002). Osnove ekonomije: priručnik za studij ekonomije. Zagreb: Medinek.</li> <li>Mankiw N.G. (2006). Osnove ekonomije. Zagreb: Mate d.o.o. (chapters 2,3, 4, 5, 6)</li> </ol>	5 5	
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By I classes and provided information on students' progress through short colloquiums and homework, information for further guidance to stude of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state Alumni association.	ents will be provided in order to	increase the efficiency

# 5.4. information on the course and contact with the teacher

It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).

1. GENERAL INFORMATION ABOUT THE SUBJECT								
1.1. Title	Environmental management in tourism	1.8. ISVU course code	202205					
1.2. Lecturer	Tanja Radić Lakoš, MSc, s.lec.	1.9. MOZVAG course code						
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+0+15+0)					
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1 <sup>st</sup> – materials available On-line, 0%					
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	4.					
1.6. Study year	1 st	1.13. Modernization	yes 🗆 no					
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %					

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

r high school education completed; having a qualification at level 4.2  o individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign langua						
o individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign langua						
o use planning, organizing, management and control methods on practical examples, analyze the problem and propose approp						
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						
LO14. To support and apply: ethical principles, principles of environmental protection, as well as legal regulations and norms that are applicable to information technologies						
ng outcomes towards Bloom's taxonomy: wo verbs per LO)	LO Level: 7. Recapture, 8. Understanding, 9. Application, 10. Analysis, 11. Evaluation, 12. Synthesis					
onstrate knowledge and understanding of course content by defining and describing basic concepts in ecology and environmental on	1, 1					
ze and compare the relationship between man and his environment in the contemporary context of tourism and society development in	4, 2					
example and interpret the impact of tourism on natural ecosystems and environmental components (air, water and sea, soil, flora and and	2, 3					
easures to reduce the negative impacts of tourism on the environment,	3					
nent and critically evaluate the actions of tourism stakeholders as well as responsible experts in accordance with the principles of bility and responsibility	4, 5					
aterials and tools to search scientific and professional literature in their native and English languages	3					
nt the acquired knowledge, ideas, problems and solutions independently and in a team	6					
	To develop team and interpersonal teamwork skills, master communication skills and presentation skills of set topics and task is, seminars) using advanced software tools for document creation, presentation and budget implementation.  To support and apply: ethical principles, principles of environmental protection, as well as legal regulations and norms that are tion technologies.  In a outcomes towards Bloom's taxonomy:  we wo verbs per LO)  Instrate knowledge and understanding of course content by defining and describing basic concepts in ecology and environmental master and compare the relationship between man and his environment in the contemporary context of tourism and society development in example and interpret the impact of tourism on natural ecosystems and environmental components (air, water and sea, soil, flora and and easures to reduce the negative impacts of tourism on the environment, lent and critically evaluate the actions of tourism stakeholders as well as responsible experts in accordance with the principles of billity and responsibility					

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

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

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

				work on seminar teaching brainstorming method and discussion method on the applied.	d the					
	44.	1, 6,	2, 3, 4, 5, 7	They listen to a lecture a literature. In the course of the semi-individually explore the of this topic area by searchidatabase, and on the basi read literature, create a set that presents the acquired and presents their own idways to solve problems. Work on seminar teachin brainstorming method and discussion method on the applied.	nar, they content of ng the s of it and the eminar paper I knowledge eas, and In the group g, the d the	can define and protection, pro areas of nature between indivi parks and park significant prot Croatia and the protection. The importance of economic, ecol critically judge Seminar paper	um or written and oral exam they describe the basic concepts of nature tected natural values and protected, they can explain the difference dual protected categories (nature s of nature) and enumerate tourist exceted areas in the Republic of see enjoying international legal by can explain the role and forest and wetland ecosystems in ogical and aesthetic terms. They can the role of nature in tourism. created and presented (using rams independently).	8 hours		
	45. Concluding Cons Repetition and E			Listen to a lecture and prindividually for the exam		-		30 hours		
3. EVALUATION OF STUDEN	T 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 obligate to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.  Students who have during the course achieved:  • From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;  • From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period  • More than 50% ECTS credits - students have the right to access the final exam of the subject.							·		
	making and presenting the ser	Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, creating mental map, solving case studies, making and presenting the seminar paper and passing two colloquia); b) during the course (active participation in the lessons, creating mental map, solving case studies, creating and presenting the seminar paper) and passing the exam (written and oral exam).								
3.2. Monitoring student work	Attendance			n exam	2 (by submittin colloquiums the relieved of an v examination)	e student is	Project			
(enter the share of ECTS credits for each activity so that the total	Experimental work		Resear	rch			Practical work			
number of ECTS points	Essay		Report	:			Continuous examination			
corresponds to the credit score of the course)	Colloquium	3 (by submitting both colloquiums the student is relieved of a written and oral examination)	S Semina	ar paper	0,5		Other (inscribe)	_		

	Class activities	0,5	Oral exam		1 (by submi colloquiums relieved of a examination	the student is an oral	Other	(inscribe)		
	The student's workload of Commitment	on all bases amounts to 1 E	CTS point for 30	hours of	work per ser Hours (estin		estimated	d as:		
3.3. Student workload		enting seminar paper e Colloquium / exam through sel		45 10 65						
4. GRADING										
	Valuation Element	Poor			Satis	fying			Above a	verage
	Organization	The paper is not organize order and its structure is l		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		, the	The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another			
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are lo with official terminology not appropriate, sentence modest vocabulary, and f repeated grammatical mis	y. Writing style is es are too long, frequent and term		Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		s clear,	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.		
	Quoting and referencing	Sources are not specified references do not match t a superficial approach to	he topic and show	Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.			te for	Sources are accurate, complete and consistent. The references are appropriate,		
	P	oor		Satis	fying			Above average		
4.2. Colloquium / exam grading	Give answer by memory, Does not know and does r and concepts. Cannot app of the course.	not apply the basic terms	Reproduces basic terms, without diffinew knowledge, understands subject method the terms and the notions that substantial examples.		ds subject matt	ter, explains	evaluatio thorough logically that it end originally	on. It observes ly explains th links and exp	s legitimac ne content plains the t nd solutio	lysis, synthesis and y, accurately and of the subject, and erms and concepts ns that are not elation with
4.3. Creating a final grade according to evaluation	Active participation in the	70-75% of attendance	76-8	76-86% of attendance						eated mental map. olved case study.
elements	lessons	2 points		4 points 7 points					3 points	

	C	Ci				3	4	5
	Seminar paper		5 points			7 points	8 points	10 points
			2		3		4	5
	Colloquium / writte	en	50-64,9%		65-79,9%		80-89,9%	90-100%
			25 points		30 points		35 points	40 points
	Oral exam		2		3		5	5
	Oral exam		25 points		30 points		35 points	40 points
		kno	centage of adopted owledge, skills and ences (teaching + final exam)	Numerou	us grade	ECTS grade		
4.4. Creating a final grade			90 – 100%	5 (exce	ellent)	A		
according to absolute allocation			80 – 89,9%	4 (very	good)	В		
			65 – 79,9%	3 (go		C		
			60 – 64,9%	2 (suff		D		
			50 – 59,9%	2 (suff	icient)	Е		

#### 5. ADDITIONAL INFORMATION ABOUT THE COURSE

5.1. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability via other media
	2. Radić Lakoš, T., Upravljanje okolišem, VUŠ, Šibenik, 2018.		Available On-line
	3.		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	<ol> <li>Müller, H. (2004). Turizam i ekologija. Masmedija, Zagreb.</li> <li>Bilen, M. (2008). Turizam i okoliš. Mikrorad, Zagreb.</li> <li>Tišma, S., Maleković, S. (2010). Zaštita okoliša i regionalni razvoj, iskustva i perspektive. Institut za međunarodne odnose, Zagreb.</li> <li>Botkin D., Keller, E.(2005). Environmental Science. Wiley.</li> </ol>	5 5 0 0	
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By classes and provided information on students' progress through short colloquiums and homework, information for further guidance to 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 standard association.	dents will be provided in order to	increase the efficiency

# 5.4. information on the course and contact with the teacher

It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).

1. GENERAL INFORMATION ABO	1. GENERAL INFORMATION ABOUT THE SUBJECT								
1.1. Title	Digital marketing	1.8. ISVU course code							
1.2. Lecturer	PhD,Jelena Šišara, s.lec.	1.9. MOZVAG course code							
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+15+0)						
1.4. Study programme (specialist, undergraduate, graduate)	professional study Tourism Management	1.11. Level of e- learning application (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1st level – materials available online, 0%						
1.5. Course status (obligatory, optional)	OPTIONAL	1.12. Number of course revisions	New course						
1.6. Study year	2nd study year	1.13. Modernization							
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements							

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

2.2. Terms of course entry and required competences	Requirements for enrollment in the 2nd year of study								
	1. To apply and connect economic terms in more complex written and oral communication in Croatian and foreign languages								
	2. To develop team and interpersonal skills in team work, master communication skills and presentation skills of given topics and tasks								
2.3. Learning outcomes on the	3. To independently and responsibly search the relevant literature for decision making and conclusion in Croatian and foreign language	iges							
study programme level	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								
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 13. Recapture, 14. Understanding, 15. Application, 16. Analysis, 17. Evaluation, 18. Synthesis							
	LO1. Understand the basic terms, concepts and technology related to digital marketing.								
2.4. Expected learning outcomes	LO2. Know and understand the specifics of digital marketing.	2,3							
on the course level	LO3. Spot the opportunities offered by digital marketing.	1,2,3							
	LO4. Think creatively and critically about the digital marketing communication of a tourist company.	3,4							
	LO5. Design an appropriate digital marketing strategy for a tourism company.	3							
	LO6. Design quality content and message of a digital campaign for a tourism company.	5,6							
	LO7. Know how to monitor the reputation of a tourist company on the Internet.	6							
	LO8. Create a digital marketing communication plan for a tourist company on the Internet.	3							

	Cons	Constructive alignment									
2.5. Course content according to detailed curriculum schedule	r. no.	Thematic unit	IU course	Content/teaching method	Evaluation	Time needed					
detaned currentum schedule	46.	Introduction to Digital Marketing: Defining Digital Marketing. The		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.		
	47.	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
	48.	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
	49.	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
	50.	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
	51. disadv newsle metric	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
		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
	53.	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

	54.	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	5 hours	
	55.	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.	propose a solution to the same problem.  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	
	56.	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
	57.	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	
	58.	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	
	59.	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	
	60.	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

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.

Students who achieved during the course:

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

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

#### 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 citine references	ng of	No sources are gi do not match the superficial approx topic.	topic and sh				propriate	ropriate   consistently cited. The references are		
		В	Bad			Satisfying			Ab	ove average	
4.2. Colloquium / exam grading	basic terms and	He does no concepts.	r, without deeper ot know and does not He does not know ho ont of the course with	He reproduces basic concepts and transfers respectively whow to make the concepts and transfers respectively. When the concepts that he concepts are concepts and transfers respectively.			derstands the	ds the logically connects and explains terms and conce			
	Active attendance of classes  Project		70-75% attendance		76-86% attendance		87-	100% atten	dance	Project asignment Solved case studies	
			2 points		4 points			7 points		3 points	
			2		3			4		5	
4.3. Creating a final grade			5 points		7 points			8 points		10 points	
according to evaluation			2		3			4		5	
elements	Taking the colloque Written part of the			%		65-79.9%		80-89.9%		90-100%	
	written part of the	o chain _	25 point	ts	30 points			35 points		40 points	
	0.1.4.64		2			3		5		5	
	Oral part of the ex	kam	25 point	ts		30 points		35 points	<b>S</b>	40 points	
4.4. Creating a final grade		knov	Percentage of acquired knowledge, skills and competences (classes + final exam) 90 – 100%		cal evaluation	ECTS grade					
according to absolute allocation			80 – 89.9% 65 – 79.9%	4 (v	ery good) (good)	B C					
			60 - 64.9%	2 (	enough)	D					
			50 – 59.9%	2 (	enough)	Е					

5. ADDITIONAL INFORMATION ABOUT THE SUBJECT								
5.1. Compulsory literature	title	Number of copies in the library	Availability through other media					
(available in the library and through other media)	Ružić, D., Biloš, A. & Turkalj, D.: Emarketing, III amended and supplemented edition, Osijek: Faculty of Economics in Osijek, 2014.							
	Kotler, P.; Keller, KL; Martinović, M. (2014). *Marketing management, 14th edition, MATE, Zagreb 2014							
5.2. Additional literature (at the moment of changes and/or	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.							
amended of study programme)								
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.  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).							
5.4. information on the course and contact with the teacher								

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 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1 <sup>st</sup> – materials available On-line, 0%			
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	4.			
1.6. Study year	2 <sup>st</sup>	1.13. Modernization	■ yes □ no			
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %			

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

2.2. Terms of course entry and required competences	Admission requirements for the 2nd year of study					
	LO1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign languages  LO2: To organize and lead team work, and critically evaluate the opinions and attitudes of team stakeholders					
2.3. Learning outcomes on the study programme level	LO3: To independently and responsibly search relevant literature for decision making and conclusion in Croatian and foreign language  LO10: To develop team and interpersonal teamwork skills, master communication and case study skills (case studies, projects, seminars) using advanced software tools for document preparation, presentation and budget implementation					
	LO17: To develop a marketing plan for a tourism company and development activities, and propose tools for e-marketing in tourism					
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 19. Recapture, 20. Understanding, 21. Application, 22. Analysis, 23. Evaluation, 24. Synthesis				
245 411	1. To explain and critically evaluate the basic concepts and characteristics of marketing in tourism;	2, 5				
2.4. Expected learning outcomes	2. To analyze marketing strategies and to make them on concrete examples;	4, 6				
on the course level	3. To analyze the marketing environment on a concrete example;	6				
	4. To design specific marketing activities that create value in accordance with the needs and desires of customers / clients.					
	5. To develop a marketing plan for a tourism company.  6. Based on the example provided, to critically evaluate marketing mix of a tourism company and to propose tools for e-marketing in tourism	5,6				
	o. based on the example provided, to crucally evaluate marketing mix of a tourism company and to propose tools for e-marketing in tourism	5,6				
	2.					
	3.					
	4.					

	Constructive alignment							
		No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed	
	2.5. Course content according to detailed curriculum schedule	61.	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	
		62.	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,	
63.	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
64.	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
65.	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
66.	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
67.	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
68.	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
69.	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
70.	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 presented problem and propose a the same problem.	
	71.	Development of marketing mix in tourism: production and product management	1, 2, 3, 4,	They listen to a lecture, so studies, develop a marketi a tourism company	olve case ing plan for define and thematic up the same of the basis of	equium or the written and oral exam they explain the concepts that occur in this nit, then they should present and analyze a concrete example, critically judge on the presented problem and propose a the same problem.	8 hours
	72.	Development of marketing mix in tourism: price and placement	1, 2, 3, 4, 6	They listen to a lecture, so studies, develop a marketi a tourism company	olve case ing plan for At the colle define and thematic ur the same or the basis of solution to	equium or the written and oral exam they explain the concepts that occur in this ait, then they should present and analyze a concrete example, critically judge on the presented problem and propose a the same problem.	8 hours
	73.	Development of the marketing mix in tourism: promotion	1, 2, 3, 4,	They listen to a lecture, so studies, develop a marketi a tourism company	olve case ing plan for define and thematic up the same of the basis of solution to	equium or the written and oral exam they explain the concepts that occur in this ait, then they should present and analyze a concrete example, critically judge on the presented problem and propose a the same problem.	8 hours
	74.	Marketing management in tourism and destination marketing	1, 2, 3, 5,	They listen to a lecture, primarketing plan	define and thematic up the same of the basis of solution to	equium or the written and oral exam they explain the concepts that occur in this ait, then they should present and analyze a concrete example, critically judge on the presented problem and propose a the same problem.	15 hours
	75.	Final lecture, course signatures, II. colloquium		They listen to a lecture, primarketing plan	define and thematic up the same of the basis of	equium or the written and oral exam they explain the concepts that occur in this ait, then they should present and analyze a concrete example, critically judge on the presented problem and propose a the same problem.	4 hours
3. EVALUATION OF STUDEN	T WO	PRK					
In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.  Students who have during the course achieved:  From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;  From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period;  More than 50% ECTS credits - students have the right to access the final exam of the subject.  Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, solving case studies, making and presenting the seminar paper and project, passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting the seminar paper and project) and passing the exam (written and oral exam).							
	Attend	lance 1	W	itten exam	2 (by submitting both colloquiums the student is	Project 1	

	Experimental work		Research				Practical work			
3.2. Monitoring student work (enter the share of ECTS credits	Essay		Report			Cont	tinuous examination			
for each activity so that the total number of ECTS points corresponds to the credit score	Colloquium	3 (by submitting both colloquiums the student is relieved of a written and oral examination)  Seminar paper			1		er (inscribe)			
of the course)	Class activities		Oral exam		1 (by submitting both colloquiums the student is relieved of an oral examination)	Othe	er (inscribe)			
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:  **Commitment**  9. Attending classes  10. Creating and Presenting seminar paper  11. Preparation for the Colloquium / exam through self-study  90  **The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:  **Hours (estimate)**  30  90  90									
4. GRADING										
	Valuation Element	Poor		Satisfying			Above average			
	Organization	The paper is not organized order and its structure is la		distinction	is well structured with a cabetween the introduction of the text and the conclus	, the	The paper is well-struction between the main part of the text at that are perfectly logic another	e introduction, the nd the conclusions		
4.1. Seminar paper grading	Organization  Terminology, writing style		w harmonized Writing style is are too long, requent and	Words and terminolog appropriat	a between the introduction of the text and the conclused of phrases are aligned with gy. The writing style is e, the sentence structure is alary is appropriate and ha	official sclear,	distinction between the main part of the text ar that are perfectly logic another  Words and phrases are terminology and show their meaning. The wriexcellent, the sentence concise, the vocabulary	e introduction, the ad the conclusions ally linked to one aligned with official an understanding of iting style is s are clear and y is rich and there		
4.1. Seminar paper grading	Terminology, writing	Words and phrases are low with official terminology. not appropriate, sentences modest vocabulary, and fr	w harmonized Writing style is are too long, requent and takes.  at all. The ne topic and show	Words and terminolog appropriate the vocabu grammatic Sources are errors. The	a between the introduction of the text and the conclused of phrases are aligned with gy. The writing style is e, the sentence structure is alary is appropriate and ha	official sclear, slittle	distinction between the main part of the text ar that are perfectly logic another  Words and phrases are terminology and show their meaning. The wriexcellent, the sentence	aligned with official an understanding of iting style is are clear and y is rich and there ors.  complete and cess are appropriate, comprehensive and		

Research

Experimental work

relieved of an written examination)

Practical work

	Does not know as	nemory, no deeper understanding does not apply the basic term nnot apply or explain the conte	ns new the	Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.				ation. It observes legitimacy, accurately and ughly explains the content of the subject, and ally links and explains the terms and concepts t encapsulates. Find solutions that are not nally given. There is a correlation with lative subjects.		
	Active participation i	n the 70-75% of atter	dance	76-86% of attendance			87-100% of attendance		Solved cas	se study and project
	lessons	2 points		4 points		7 points		S		3 points
	C	2			3		4			5
4.3. Creating a final grade according to evaluation elements	Seminar paper	5 points			7 points		8 point	s		10 points
		2			3		4			5
	Colloquium / writter	n 50-64,9%			65-79,9%		80-89,9	%	9	90-100%
		25 points		30 points			35 points		40 points	
	0.1	2	2		3		5			5
	Oral exam	25 points		30 points			35 points		4	40 points
4.4. Creating a final grade according to absolute allocation		Percentage of adopted knowledge, skills and competences (teaching + final exam)  90 - 100%  80 - 89,9%  65 - 79,9%  60 - 64,9%  50 - 59,9%	5 (exc 4 (very 3 (g	rous grade ECTS grade  xcellent) A ery good) B (good) C ufficient) D						
5. ADDITIONAL INFORMAT	TION ABOUT THI	E COURSE								
5.1. Compulsory literature			Title					Number of c	•	Availability via other media
(available in the library and through other media)	1. Kotler, P., B	owen, J. T., Makens, J. C. (2010).	*Marketing u	ugostiteljstvu, h	otelijerstvu i turizmu*. Mat	te, Zagreb		1		
unough other metha)	2. Kotler, P. (2	2. Kotler, P. (2001). *Upravljanje Marketingom, Analiza, Planiranje, Primjena i Kontrola*. Informator, Zagreb							1	
5.2. Additional literature (at the moment of changes and/or	3. Kotler, P., A	rmstrong, G. (2013). *Principles of	Marketing*, I	Prentice Hall, B	oston			0	)	

Knowledge is at the level of analysis, synthesis and

amended of study programme)			
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By classes and provided information on students` progress through short colloquiums and homework, information for further guidance to stude of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual star Alumni association.	ents will be provided in order to	increase the efficiency
5.4. information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or at pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one lead to a during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) the working days from the receipt of e-mail).	nour per week), while brief ques	stions and explanations

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

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

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

		Cons	tructive alignment					
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises LO of the course		Content / teaching method	Evaluation	Hours needed	
	2.5. Course content according to detailed curriculum schedule	76.	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

77.	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
78.	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
79.	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
80.	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
81.	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
82.	Grammar notes (future forms)	Career skills; Talking about your job	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam.	3

				certain topic and practice language structures by formulating their own examples.  Students listen to a lecture on	In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.  Students apply grammar structures and solve	
83.	Articles	Case study	2,3,4,6	grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	grammar and spelling problems at the colloquium or in the written part of the final exam.  In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
84.	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
85.	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
86.	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
87.	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
88.	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 vi The use of all language skills (listening, speaking, reading and writing) is recommended.	critically disc texts and use level B2 of the	art of the final exam, the students cuss their views on the unit topics and part of the general language skills at the Common European Framework of the Languages by presenting their ideas	
	89.	Comparatives and superlatives	Skills; Considering alternatives	2,3,4,6	Students listen to a lecture on grammar and spelling. The stude exchange their own experiences certain topic and practice langua structures by formulating their or examples.	ents grammar and on a or in the writ ige In the oral pa	ly grammar structures and solve is pelling problems at the colloquium ten part of the final exam.  In the final exam, students use imples to explain how to use certain structures.	3
	90.	Review 2	Final discussion and signatures	1,2,4,5,6	The students listen to the lecture prepare individually for the exan Before the colloquium, students asked to ask questions about con or grammar.	grammar and or in the writtent In the oral pa	ly grammar structures and solve spelling problems at the colloquium ten part of the final exam. It of the final exam, students use simples to explain how to use certain structures.	26
3. EVALUATION OF STUDEN	TWO	RK						
3.1. Student obligations	require The str partici passes Studen	ed to attend classes and teacudent's acquired knowledge pation in teaching and their both exams, he/she is exent achievements:  Students with 0 - 24.9 Students with 25 - 49.9 period; Students with more that can pass the final exam passing two colloquia and a	ch at least 50%; they are is tested during the cour presentation of homewapted from the written pm. 6 of ECTS credits - are pm. 6 of ECTS credits - are pm. 7 of ECTS credits - are pm. 7 of ECTS credits in two ways:	also required turse content. Stork. Of particular of the final graded with an e graded FX (in - students have egular or extra	o write homework. Students are requents are evaluated during the teac lar importance for the final grade are exam and is obliged to take the oral in F (unsuccessful) and cannot earn Ensufficient) and must pass the writte the right to take the final exam.	puired to bring writing ching process, with par e the two written tests I final exam. ECTS credits and must en exam (test). The wr	red attendance is at least 70%. Part-tir materials (paper and pen/ballpoint pen icular attention being paid to the stude that the student takes during the semestre-enrol the course in the next academ tten exam can be held in a regular or of the student takes at the next academ.	) to the exercises. ent's active ster. If the student sic year;
3.2. Monitoring student work	Attend	lance	0,5	Writt	en exam 1 (with	out colloquia)	Project	
(enter the share of ECTS credits	Experi	mental work		Rese	arch		Practical work	
for each activity so that the total number	Essay			Repo	rt		Continuous evaluation	
of ECTS points corresponds to	Collog	uium	1 (without written exa	m) Semi	nar paper		(Homework for part-time students)	),5
the credit score of the course)	Active	participation	0,5	Oral	exam 1		(Other)	
3.3. Student workload	The v	workload of students o	on all bases is 1 EC	TS credit po	int (30 semester hours) and i	is estimated as:		

	Oblig	Obligation					Hours (estimated)					
			d language exercises		al-		45 45					
4. GRADING SYSTEM	13. Prepari	ing conoquia	or exams through ind	iividuai wo	irk		43					
4.1. Grading seminar papers	-											
		Unsatisfactory				Satisf	actory			Al	ove average	
4.2. Grading colloquia/ written and oral exam	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.				Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.				evalua thorou logica concep that w	nowledge is at the level of analysis, synthesis and valuation. Observes the principles, accurately and oroughly explains the content of the material, and gically connects and explains the terms and oncepts supported with examples. Finds solutions at were not originally given. Notes correlations ith related material.		
	Active participation		70-74,9% of attendance		75-79,9% of attendance		80-89,	80-89,9% of attendance			% of attendance	
	lectures and languexercises	iage	2 poir	nts		5 point	s		10 poin	its		20 points
	Colloquia/Written exam		2		3				4			5
4.3. Final grade according to evaluation elements			50-64,9%		65-79,9%		%		80-89,9	%		90-100%
e variation elements			25 points		30 points		ts			35 points		40 points
			2		3					5		5
	Oral exam		25 poi	nts	30 points		35 points		40 points			
4.4. Final grade according to		knowle	age of acquired edge, skills and es (teaching + final exam)		ımerical grade		ECTS grade					
absolute division			0 – 100% 0 – 89,9%		5 (excellent) (very good)		A B					
		6.5	5 – 79,9% 0 – 64,9%		3 (good) (satisfactory)		C					
			0 - 64,9%		(satisfactory)		D E					
5. ADDITIONAL COURSE IN	FORMATION											
5.1. Compulsory literature		Title Number of copies in the library Availability via other media										

(available in the library and via other media)	1. "Intelligent Business", Coursebook, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman								
5.2. Additional literature (at the moment of changes and/or amended of study programme)	<ol> <li>"Intelligent Business", Skills Book, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman</li> <li>"Intelligent Business", Workbook, Intermediate Business English, Tonya Trappe, Graham Tullis, Pearson Longman</li> </ol>		Availability via e- learning platform						
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	classes and provided information on student progress through short colloquiums and homework, information for further guidance to stude work. Students will be informed about their rights and obligations as well as the methods of work and the required literature.	s of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and							
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of cla on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at le explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr) than five working days after receiving the e-mail).	east one hour per week), while t	for short questions and						

2. GENERAL INFORMATION									
1.1. Course lecturer	Ana Perišić	1.8. Course code in ISVU	140751						
1.2. Course title	Business statistics	1.9. Course code in MOZVAG							
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+30+0+0)						
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate Professional Study of Tourism management	1.11. Level of e- learning application (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1st, course materials are on-line, 0%						
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2						
1.6. Year of study	2 <sup>nd</sup>	1.14. Modernization	Yes						
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% X□ More than 20 % □						
2. COURSE DESCRIPTION									
2.1. Course objectives		end, effectively understand and recognize fundamental statistical prowledge which enables students to develop and apply acquired know							
2.2. Terms of course entry and required competences	4 year secondary education complete	d; qualification level 4.2 according to the CROQF.							
2.3. Learning outcomes on the study programme level	LO 4: To collect, calculate and graphically display statistical data from the field of economics and business by using advanced software tools and further comment and analyze them.  LO 5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations.  LO 7: To interpret business and financial reports and propose solutions to improve financial performance and profitability.  LO 10: To interpret, solve and / or graphically present solutions in the fields of maths, statistics and information technology and apply their methods and techniques in analyzing economic problems by using advanced software tools.								
2.4. Expected learning outcomes on the course level	Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO)  Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO)  Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO)  1- remembering, 2- understanding, 3- application, 4-analysis,								

						5-evalu 6-synth			
	13. T	To define and explain fundamental conce	ots of descrip	otive statistics			1,2		
		To prepare tabular and graphical data repr					3,4		
		To calculate and to interpret measures of					3,4		
		To perform correlation and regression ana between variables	llysis, to con	nment the results and to draw a co	nclusion about the relationship		3,4,5		
		7. To identify time series type							
		To calculate and to interpret values of dyr					3,2		
		To estimate the linear trend equation and		Č	time series		3,4,6		
	20. T	To set the statistical hypothesis and to cor	duct the chi	square test.			6,3		
		tructive allignement	LO of the				TO:		
	no	Thematic unit	course	Content/teaching methods	Evaluation		Time		
	91.	Introduction into the course and detailed plan.	1	Attending lectures. Familiarize with course content, e-learning documents, literature and students' obligations.	Students define and explain fundamental of descriptive statistics through colloquia written/oral exams.		1 h 8h		
		Fundamental statistical terms					16 h		
	92.	Grouping data and graphical data representation	2	Attending lectures. Actively involving students through problem solving and discussion.	Students will prepare tabular and graphic representation of statistical data through or written/oral exams.		4h 8h		
2.5. Course content according to detailed curriculum schedule	93.	Measures of central tendency	1,3	Attending lectures. Actively involving students through problem solving and discussion.	Students will define and explain fundame concepts of descriptive statistics and calc to interpret measures of central tendency measures of dispersion through colloquia written/oral exams.	culate and and	4h 8h		
	94.	Measures of central tendency	1,3	Attending lectures. Actively involving students through problem solving and discussion.	Students will define and explain fundame concepts of descriptive statistics, calcula interpret measures of central tendency ar measures of dispersion through colloquia written/oral exams.	te and nd	4h 8h		
	95.	Measures of dispersion	1,3	Attending lectures. Actively involving students through problem solving and discussion.	Students will define and explain fundame concepts of descriptive statistics and calcinterpret measures of central tendency ar measures of dispersion through colloquia written/oral exams.	culate and ad	4h 8h		

96.	Standardized value. Outlies. Data distribution rules. Exam preparation	1,3	Attending lectures. Actively involving students through problem solving and discussion. Group problem solving and discussion. Exam preparation.	Students will define and explain fundamental concepts of descriptive statistics and calculate and interpret measures of central tendency and measures of dispersion through colloquia or written/oral exams.	6h 12h
97.	Time series	5	Attending lectures. Actively involving students through problem solving and discussion.	Students will identify time series type through colloquia or written/oral exams.	4h 8h
98.	Index numbers	6	Attending lectures. Actively involving students through problem solving and discussion.	Students will calculate and interpret the values of dynamics indicators through colloquia or written/oral exams.	5h 10h
99.	Trend	7	Attending lectures. Actively involving students through problem solving and discussion.	Students will estimate the linear trend equation and apply it for forecasting future values of the time series through colloquia or written/oral exams.	6h 12h
100.	Correlation and regression	4	Attending lectures. Actively involving students through problem solving and discussion.	Students will perform correlation and regression analysis, comment the results and draw a conclusion about the relationship between variables through colloquia or written/oral exams.	6h 12h
101.	Chi-square test	8	Attending lectures. Actively involving students through problem solving and discussion.	Students will set the statistical hypothesis and conduct the chi square test through colloquia or written/oral exams.	6h 12h
102.	Final conclusions. Exam preparation		Attending lectures. Actively involving students through problem solving and discussion. Group problem solving and discussion. Exam preparation.		2h 6h

## 3. EVALUATION OF STUDENTS' WORK

## 3.1. Students' obligations

In accordance with the Regulations on Studying and the Regulations on Student Assessment and Evaluation: for all full-time students attendance of at least 70%. Part-time students are required to attend classes at least 50%. All students are required to carry calculator and formulae list. Students who have during the course achieved:

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

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

Attendance 0,5 Written exam 3,5 (without colloquia) Project    Experimental work   Essay   Report   Comminuous   Comminuou									
the share of ECTS redits for each activity so that the total number of ECTS points corresponds to the credit score of the course)    Colloquium   3,5 (without written   Seminar paper   Other		Attendance	0,5	Written exam	3,5 (without	t colloquia)	Project		
Essay   Report   Continuous   O.5		Experimental work		Research			Practical work		
Colloquium    Seminar paper   Other	activity so that the total number of	Essay		Report				0,5	
Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as:  3. Attending classes and exercises 60 hours  4. Preparing colloquia or exams through individual work 120 hours  4.1. Grading seminar papers  4.2. Grading colloquia/written and oral exam  4.3. Grading colloquia/written and oral exam  4.4. Grading colloquia/written and oral exam  4.5. Final grade according to evaluation elements  4.6. Final grade according to evaluation elements  4.7. Final grade according to evaluation elements  4.8. Final grade according to evaluation elements  4.9. Final grade according to evaluation elements  4.9. Final grade according to evaluation elements  4.1. Final grade according to evaluation elements  4.2. Final grade according to evaluation elements  4.3. Final grade according to evaluation elements  4.4. Final grade according to evaluation elements  4.5. Final grade according to evaluation elements  4.6. Final grade according to evaluation elements  4.7. Final grade according to evaluation elements  4.8. Final grade according to evaluation elements  4.9. Final grade according to evaluatio		Colloquium	, ,	Seminar paper			Other		
4. GRADING SYSTEM  4.1. Grading seminar papers    A.2. Grading colloquia/ written and oral exam   A.3. Final grade according to evaluation elements   A.3. Final grade according to exams the evaluation elements   A.3. Final grade according to evaluation elements   A.		Class activity	0,5	Oral exam	1		Other		
4.2. Grading colloquia/ written and oral exam  4.3. Final grade according to evaluation elements    According grade according to evaluation elements   Percentage of acquired knowledge, skills and competences (teaching) + final grade according to absolute division   Percentage of acquired knowledge, skills and competences (teaching) + final grade according to absolute division   Percentage of acquired knowledge, skills and competences (teaching) + final grade according to absolute division   Percentage of acquired knowledge, skills and competences (teaching) + final grade according to absolute division   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percentage of acquired knowledge, skills and competences (teaching) + final grade   Percent		3. Attending of	3. Attending classes and exercises 60 hours						
4.2. Grading colloquia/ written and oral exam  4.3. Final grade according to evaluation elements  4.3. Final grade according to absolute division  4.4. Final grade according to a cordinate division and the material according to a cordinate divisi	4. GRADING SYSTEM								
4.2. Grading colloquia/ written and oral exam  Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.  During the semester, students have the possibility to partially take written exams through colloquia (twice during the semester). In order to have access to the oral exam, students need to achieve at least 50% on each colloquia) need to take part in the written exam. In this case, in order to have access to the oral exam, did not pass at least one colloquia, oral exam and during classes.  Percentage of acquired knowledge, skills and competences (teaching + final exam)  90 - 100%  5 (excellent)  A  1 (Knowledge is at the level of analysis, synthesis and evaluation. Observes the principles, accurately and thoroughly explains the terms and concepts supported with examples. The material, explains the terms and concepts supported with examples. Finds solutions that were not originally given. Notes correlations with related material.  During the semester, students have the possibility to partially take written exams through colloquia (twice during the semester). In order to have access to the oral exam, students need to achieve at least 50% on each colloquium. Also, students have a possibility to retake one colloquium. Students who did not pass at least one colloquia (or retaken colloquia) need to take part in the written exam. In this case, in order to have access to the oral exam, students need to achieve at least 50% on written exam. The final grade is formed after the oral exam by aggregating scores achieved through the written exam. In this case, in order to have access to the oral exam, students need to achieve at least 50% on written exam. The final grade is formed after the oral exam by aggregating scores achieved through the written exam. Such as a specific particle of the material, evaluation and the terms and concepts and write terms and concepts supported with examples.  1	4.1. Grading seminar papers								
4.2. Grading colloquia/ written and oral exam    Response by memory, without a deeper understanding. Does not know how to apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.    During the semester, students have the possibility to partially take written exams through colloquia (twice during the semester). In order to have access to the oral exam, students need to achieve at least 50% on each colloquium. Also, students have a possibility to retake one colloquium. Students who did not pass at least one colloquia (or retaken colloquia) need to take part in the written exam. In this case, in order to have access to the oral exam students need to achieve at least 50% on written exam. The final grade is formed after the oral exam by aggregating scores achieved through the written exam/colloquia, oral exam and during classes.    Percentage of acquired knowledge, skills and 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 (satisfactory)   D		Unsat	Unsatisfactory Satisfactor			Above average			
to the oral exam, students need to achieve at least 50% on each colloquium. Also, students have a possibility to retake one colloquium. Students who did not pass at least one colloquia (or retaken colloquia) need to take part in the written exam. In this case, in order to have access to the oral exam, students need to achieve at least 50% on written exam. The final grade is formed after the oral exam by aggregating scores achieved through the written exam/colloquia, oral exam and during classes.    Percentage of acquired knowledge, skills and 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 (satisfactory)   D		understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.		Observes the content of the terms and converge not original to the content of the terms and converge to the content of the terms and converge to the terms are the terms and the terms are the	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		
4.3. Final grade according to absolute division		to the oral exam, stu did not pass at least students need to ach:	dents need to achieve at one colloquia (or retak ieve at least 50% on wri	t least 50% on each colloqui en colloquia) need to take j tten exam. The final grade i	um. Also, stude part in the writ	ents have a pten exam. Ir	possibility to retake one con this case, in order to have	olloquium. Students who we access to the oral exam,	
4.3. Final grade according to absolute division 90 - 100% 5 (excellent) A   80 - 89,9% 4 (very good) B   65 - 79,9% 3 (good) C   60 - 64,9% 2 (satisfactory) D	42 Fi 1		knowledge, skills and npetences (teaching + final	Numerical grade	ECTS gr	rade			
65 - 79,9% 3 (good) C 60 - 64,9% 2 (satisfactory) D			90 – 100%	, ,					
60 – 64,9% 2 (satisfactory) D	ausolute division		,						
, , , , , , , , , , , , , , , , , , , ,				ů,					
50 57,770 E (maisfuctory)			50 – 59,9%	2 (satisfactory)	E				

5. ADDITIONAL COURSE INFOR	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)	Dumičić, K. i suradnici (2011) Poslovna statistika. Zagreb: Element (odabrana poglavlja) Šošić I., Primijenjena statistika, Školska knjiga, Zagreb, 2004.	5 12								
5.2. Additional literature (at the moment of changes and/or amended of study programme)	Sošić I., Serdar V., Uvod u statistiku, Školska knjiga, Zagreb, 2002. Azcel A. Sounderpandian J., Complete Business Statistics, McGraw Hill, 2009. Čižmešija M., Kurnoga Živadinović N., Zbirka riješenih zadataka iz osnova statistike, Mirorad d.o.o., Zagreb,2006 Patrick R. McMullen, Poslovna statistika za stručne studije [prijevod Devčić,K., Perišić,A.], Veleučilište u Šibeniku, 2017 Feaching materials									
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensure of attendance and student activity during classes and provided information on students` progress through so for further guidance to students will be provided in order to increase the efficiency of their work. Students 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, surveys from employers and Alumni association.	hort colloquiums and homents will be informed ab	nework, information out their rights and							
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 INFORM	1. GENERAL INFORMATION ABOUT THE SUBJECT								
1.1. Title	Management	1.8. ISVU course code	140742 201922 202212 201314						
1.2. Lecturer	Jasmina Sladoljev , univ.spec. oec., 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 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	Level 1 - Materials Available Online,						
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	3.						
1.6. Study year	2 . academic year	1.13. Modernization	□yes □no						
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20% □						

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

	4. Assess the import	tance of man	aging operations and processes		6	
	5. Design a business and cost projections, identificant construction of operating in		5.6			
	Constructive alignment					
	Thematic unit	IU course	Content / teaching method	Valuation		It takes time
	Introductory lecture;	1	They listen to a lecture. In the course of the seminar they are introduced to the course content and documents on the elearning page of the course by working independently on a computer.	-		6 hours
2.5. Course content according to detailed	Tourism - classification, functions of tourism; Tourism as a system; Basic factors of tourism	1, 2,3 4	They listen to a lecture, present seminar papers	At the midterm or the written and oral exam they define and explain the basic concepts that occur in this whole; then they need to show and analyze the same on a concrete example		6 hours
curriculum schedule	T uristic destination and destination system; Tourism trends;	1, 2,3 4;8	They listen to lectures, solve case studies, present seminar papers	At the 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,	They listen to lectures, solve case studies, present seminar papers	exam they defin concepts that oc then they should same on a concr judge based on t	m or the written and oral e and explain the cur in this thematic unit, l present and analyze the ete example, critically he presented problem and on to the same problem.	10 hours

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

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

					on the presented problem and ution to the same problem.	d	
3. EVALUATION OF S	TUDENT WORK						
3.1. Students` obligations	In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.  Students who have during the course achieved:  From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;  From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period;						
	• More than 50% I Students can pass the final e and presenting the seminar I	ECTS credits - students have the exam in two ways: a) during the	right to access the final exam of the course through continuous student a olloquia); b) during the course (action and oral exam).	attendance (active participa	ation in the lessons, solving case stoons, solving case studies, creating a	udies, making and presenting	
3.2. Monitoring student	Attending classes	0.5	Written exam	2 (no midterm)	Project	2	
work (enter the share of ECTS credits for each	Experimental work		Research		Practical work		
activity so that the total	Essay		Report		Continuous checking		
number of ECTS points corresponds to the credit	kolokviji	3 (without written and oral exam)	Seminar paper		(other type)		
score of the course)	Teaching activities	0.5	Oral exam	1 (no midterm)	(other type)		
3.3. Student workload	Student workload on all bases is 1 ECTS credit 30 semester hours and is est  Commitment  1. Attending classes 2. Creation of seminar work and project assignment			estimated as:  Hours (estimated) 60 15			
	and presentation  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.			clear distinction between the introduction, the main body of the			The paper is well structured with a clear distinction between the introduction, the m body of the text and the conclusion, which 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.		ng style of a	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 all. Treferencing the treferences appr			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			
graunig	understanding. does not apply to	ive answer by memory, no deeper aderstanding. Does not know and best not apply the basic terms and oncepts. Cannot apply or explain the contents of the course.			ow and without difficulty transfers ever new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.			Knowledge is at the level of analysis, synthesis are evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, an logically links and explains the terms and concept hat 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-			70-75% attendance 7		76-86% attendance		87-100% presence	Project asignment Solved case studies	
				2 point	S	4 points		7 points	3 points	

						T	
	Seminar paper			2	3	4	5
	Semmar paper			5 points	7 points	8 points	10 points
				2	3	4	5
	Examination / V	Vritten		50 to 64.9%	65 to 79.9%	80 to 89.9%	90-100%
	examination			25 points	30 points	35 points	40 points
				2	3	5	5
	Oral part of the	exam					
				25 points	30 points	35 points	40 points
4.4. Creating a final		Percentage of a knowledge, sk competences (t + final exa	ills and eaching	Number rating	ECTS grade		
grade according to		90 - 100% 80 - 89,9%		5 (excellent)	AND		
absolute allocation							
		65 - 79,9	%	3 (good)	С		
		60 - 64,9		2 (sufficient)	D		
		50 - 59.9	%	2 (sufficient)	Е		
5. ADDITIONAL INFO	RMATION ABO	OUT THE COUR	RSE				
5.1. Compulsory literature (available in the library an through other media)				Title		Number of copies in the library	Availabilit y through other media
	1. M. Buble	e, Menadžment,	Ekonom	ski fakultet u Splitu, S	Split, 2006.	5	
	2. Nastavni	materijali sa e-l	learninga				da
5.2. Additional literature (at the moment of changes and/or amended of study	emp	oirijsko istraživan	je u Hrvat	skoj,Masmedia, Zagreb		3	
programme)				nadžmentu, M.E.P.Con Ienedžment, Mate, Zagr		3	

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

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

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

2.2. Terms of course entry and required competences	Four-y	Four-year secondary education completed; qualification level 4.2 according to the CROQF.										
	LO1: To apply and link economic terms in more complex written and oral communication in Croatian and foreign languages.											
	LO2:	LO2: To organize and lead team work, and critically judge the opinions and attitudes of team members.										
2.3. Learning outcomes on the	LO3:	LO3: To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages.										
study programme level	LO5:	To use planning, organizing, management and cont	rol methods on	practical examples, analyze the problem a	nd propose appropriate solutions to problem situation	s.						
	LO6:	To analyze and link basic concepts and apply conte	nt related to the	area of economics, management, account	ing, and finance.							
	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	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	In the two verbs per LO)  21. To define and explain all categories and features of public sector.  22. To identify and critically evaluate the complex factors of public sector action.  23. To group and describe the categories of determinants of the public sector economy.  24. To categorize ways of addressing economic and social problems through public sector economy measures.  25. To analyze problems and measures of the public sector economy.  26. Understanding 27. Application, 28. Analysis, 29. Evaluation, Synthesis  27. Evaluation, Synthesis  28. Analysis, 29. Evaluation, Synthesis  29. Evaluation, Synthesis  21. To categorize ways of addressing economic and social problems through public sector economy measures.  21. To analyze problems and measures of the public sector economy.  22. To analyze problems and measures of the public sector economy.  23. To apply economic way of thinking in the analysis of certain contemporary economic problems.										
	Cons	tructive alignment										
	no.	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed						
2.5. Course content according to detailed curriculum schedule		Introduction to the course and a detailed performance plan	-	Listen to the lecture. By independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	2 hours						
	103.	Introduction to Public Sector economy.		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 publi sector economy	8 hours						

104.	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
105.	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
106.	Public revenues and public expenditures.	1,5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students identify and explain the various forms of public revenue and public expenditure. They are copable of analyzing public revenues from the aspect of fiscal burden and according to the level of financial autonomy and financial sovereignty. They analyze public expenditures by object, time and spending entity; distinguish public revenues from public expenditures in the state budget.	8 hours
107.	Tax analysis.	1,4	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can identify and explain the basic concepts of tax terminology. They are copable of thinking critically about the fairness and efficiency of the tax system.	10 hours
108.	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
109.	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.		
110.	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
111.	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
112.	Pension insurance and social welfare.	3, 4	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can explain the role of pension insurance and social welfare. They are copable of thinking critically about sustainability of intergenerational solidarity system.	6 hours
113.	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
114.	Education as a public good.	1,2, 4, 5, 6	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and	In a colloquium or written and oral exam students can define and describe the concepts of education economics. Thay can explain the relationships between education policies, education reform and economic growth; they can analyze the impact of	6 hours

					ideas, discuss issues.		benefit of educ	ation.	
	115.	Cost benefit analy	sis.	6	Listen to the lecture and literature. Discuss issue seminar student individ pairs solve case studies presenting the appropri previously acquired kno presenting adopted kno ideas, discuss issues.	es. At the ually or in thus ateness of owledge and	describe the pu cost-benefit an	n or written and oral exam students rpose and objectives of conducting a alysis. They know how to value ls of cost-benefit analysis.	6 hours
	116.			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
	117.	Concluding Considerations / Repeating and Preparing for Exam.			Concluding Considerat Repeating and Preparin				22 hours
3. EVALUATION OF STUDEN	T WO	RK							
3.1. Students` obligations	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.  Students who have during the course achieved:  • From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;								ary exam period;
3.2. Monitoring student work (enter the share of ECTS credits	Attendance		Writte	en exam	2 (by submitting colloquiums the relieved of an vertical examination)	e student is	Project		
for each activity so that the total number of ECTS points	Experi	mental work		Resea	arch			Practical work	
corresponds to the credit score	Essay			Repor	rt			Continuous examination	
of the course)	Colloq	uium	3 (by submitting both colloquiums the student	is	nar paper	0,5			

presenting adopted knowledge and

the cost of investing in education on the social

	Class activities	relieved of a written and oral examination)  0,5	Oral exam	1 (by submi colloquiums relieved of a examination	s the student is an oral				
3.3. Student workload  4. GRADING	Commitment  14. Attending classes 15. Creating and Press	on all bases amounts to 1 E	•	hours of work per ser    Hours (esting to be seen to be		s estimated as	as:		
	Valuation Element	Poor		Satis	fying			Above av	erage
	Organization	The paper is not organize order and its structure is l		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.			The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another		
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are lowith official terminology, not appropriate, sentences modest vocabulary, and frepeated grammatical miss	. Writing style is s are too long, requent and	Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		ter the exc	rminology eir meaning scellent, the oncise, the	and show a g. The write e sentences	aligned with official in understanding of ing style is are clear and is rich and there
	Quoting and referencing	Sources are not specified references do not match to a superficial approach to	he topic and show	errors. The references	Sources are listed, but incomplete and errors. The references are appropriate the subject and show a satisfactory researtifude		for consistent. The references are appropriate,		
	Pe	oor		Satisfying			Abo	ove averag	e
4.2. Colloquium / exam grading	Does not know and does n	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.		inderstands subject mat	vithout difficulty transfers ds subject matter, explains ons that substantiate by thoroug logicall that it e original		adge is at the level of analysis, synthesis and ion. It observes legitimacy, accurately and hly explains the content of the subject, and y links and explains the terms and concepts incapsulates. Find solutions that are not ly given. There is a correlation with ive subjects.		
		70-75% of attendance	76-8	86% of attendance 87-100		00% of attendance		So	lved case study.

	Active participation the lessons	on in	2 points			4 points	7 points	3 points
	g .					3	4	5
	Seminar paper		5 points		7 points		8 points	10 points
4.3. Creating a final grade according to evaluation			2			3	4	5
elements	Colloquium / writte	en	50-64,9%	6	(	55-79,9%	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		kno	centage of adopted owledge, skills and ences (teaching + final exam)	Numero	us grade	ECTS grade		
			90 – 100%	5 (exce	ellent)	A		
according to absolute allocation			80 – 89,9%	4 (very		В		
			65 – 79,9%	3 (gc		С		
			60 – 64,9%	2 (suff		D		
			50 – 59,9%	2 (suff	icient)	Е		

## 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)	<ol> <li>Mečev, D. &amp; Žaja, J. (2018). "Financiranje središnje države i lokalnih vlasti". Veleučilište u Šibeniku, Šibenik.</li> <li>Sliglitz, J.E. (2004). "Ekonomija javnog sektora". Ekonomski fakultet u Beogradu, Beograd. (selected chapters)</li> </ol>	2	Available On-line
5.2. Additional literature (at the moment of changes and/o amended of study programme)	r 5. Šimurina, N. i sur. (2012). "Javne financije u Hrvatskoj". Ekonomski fakultet u Zagrebu, Zagreb.	5	

5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By 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	Use of DDD measures and HACCP standard in hotel industry	1.8. ISVU course code			
1.2. Lecturer	Tanja Radić Lakoš, MSc, s.lec.	1.9. MOZVAG course code			
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+0+15+0)		
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate study of Tourism management	1.11. Level of e- learning application (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1 <sup>st</sup> – materials available On-line, 0%		
1.5. Course status (obligatory, optional)	Elective	1.12. Number of course revisions	5		
1.6. Study year	2 <sup>nd</sup>	1.13. Modernization	yes 🗆 no		
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %		

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

2.2. Terms of course entry and required competences	<ul> <li>good manufacturing practice,</li> <li>maintenance of process facilities,</li> <li>hygiene of personnel,</li> <li>hygienic food handling,</li> <li>hygiene of environment</li> </ul>				
2.3. Learning outcomes on the study programme level	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, analyse the problem and propose appropriate solutions to problem situations. To analyse new roles of organizations, systems, processes, products and services and quality standards in companies and propose valorisation of new trends in organizations  LO15: To propose and evaluate the importance of food, nutrition and hygienically correct food production and preparation in tourism				
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 30. Recapture, 31. Understanding, 32. Application, 33. Analysis, 34. Evaluation, 35. Synthesis			
	Demonstrate knowledge and understanding of the content of course that define and describe the underlying concepts with good hygienic and production practice				
2.4. Expected learning outcomes	2. Analyse and compare the importance of hygiene and sanitation in food, hospitality and hotel industry				
on the course level	3. To predict the consequences of poor and inefficient cleaning, disinfection, disinfestation and derating and provide an example of measures for the implementation of personal hygiene, hygiene in the production process and environmental hygiene				
	4. Discuss and critically evaluate how to prevent food contamination by physical, chemical and biological hazards,				
	5. Establish the process and actively contribute to the protection of food from potential hazards;				
	6. Select and recommend appropriate commercial cleaning, disinfection, disinfection and derating agents				
	7. Use materials and tools to search scientific and professional literature in Croatian and in English,				
	8. Present accepted knowledge, ideas, problems and solutions independently and in the team.	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		
	118.	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	-	4 hours		

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

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

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

3.1. Students` obligations	In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.  Students who have during the course achieved:  From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;  From 25 – 49,9% ECTS credits- is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period;  More than 50% ECTS credits - students have the right to access the final exam of the subject.								
	Students can pass the final exar making and presenting the sem	m in two ways: a) during the cours	se through continuous student attuia); b) during the course (active	endance (active participation in the participation in the lessons, creati					
2.2 Manitarina atradant arrada	Attendance	0,25	Written exam		Project				
3.2. Monitoring student work (enter the share of ECTS credits	Experimental work		Research		Practical work				
for each activity so that the total number of ECTS points	Essay	0,25	Report		Continuous examination				
corresponds to the credit score	Colloquium		Seminar paper	0,25	Other (inscribe)				
of the course)	Class activities	0,25	Oral exam	2	Other (inscribe)				
	The student's workload o	n all bases amounts to 1 E0	CTS point for 30 hours of	f work per semester and is estimated as:					
3.3. Student workload	Commitment			Hours (estimate)					
3.3. Student Workload	16. Attending classes			45					
		enting seminar paper		<u>5</u> 40					
	18. Preparation for the	e Colloquium / exam through self-	-study	40					

# 4. GRADING

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

						the subject and show a attitude.	a satisfactory			ch" and comprehensive and t research approach.	
		P	oor			Satisfying			Abov	e average	
4.2. Colloquium / exam grading	Does not know a	and does r	no deeper understand not apply the basic ter ly or explain the cont	ents new	v knowledge, ur	terms, without difficul derstands subject matt ne notions that subs	ter, explains	transfers explains   Knowledge is at the level of analysis, synthetic evaluation. It observes legitimacy, accurate thoroughly explains the content of the subject of the su			
	Active participation in the lessons		70-75% of attendance		76-86% of attendance		87-10	00% of attendar	nce	Created mental map. Solved case study.	
			5 points		7 points			10 points		10 points	
	Essay		2		3			4		5	
4.3. Creating a final grade			5 points		7 points			8 points		10 points	
according to evaluation elements	a .		2		3		4			5	
	Seminar paper		5 points		7 points		8 points			10 points	
	0.1		2		3		4			5	
	Oral exam		20 point	:s	35 points			50 points		60 points	
4.4. Creating a final grade according to absolute allocation	kne		entage of adopted wledge, skills and nces (teaching + final exam)	Nume	rous grade	ECTS grade					
			90 – 100%		ccellent)	A					
to absolute anocation			80 – 89,9% 65 – 79,9%		ry good) (good)	B C					
			60 – 64,9%		ifficient)	D					
			50 - 59,9%		fficient)	E					

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

1. GENERAL INFORMATION AB	OUT 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 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1 <sup>st</sup> – 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	<b>■</b> yes □ no
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %

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

2.2. Terms of course entry and required competences	Four-year high school education completed; having a qualification at level 4.2	
2.3. Learning outcomes on the study programme level	LO5: To use planning, organizing, management and control methods on practical examples, analyze the problem and propose approblem situations  LO11: To analyze new roles of organizations, systems, processes, products and services and quality standards in companies and pnew trends in companies and organizations  LO13: To understand specific human resource management processes and propose a proper value system in judgment process an achievements and performances	ropose valorization of
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 36. Recapture, 37. Understanding, 38. Application, 39. Analysis, 40. Evaluation, 41. Synthesis
2.4 Eurostad learning outcomes	5. analyze new roles of organizations	1,2
2.4. Expected learning outcomes on the course level	6. critically analyze organizations theories and identify modern organization structures	5,2
on the course level	7. comment problematic of different organizations' structures and to recommend leadership styles	4,5
	8. analyze and to grade satisfactions and employees' values.	6
	10.	
	11.	
	12. 13.	
	14.	

	Cons	tructive alignment				
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	133.	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
	134.	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
	135.	Perception and individual decision making	1,2,3,4,5,6,	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students can define and describe the perception of an individual inside the organization and define the process of decision making.	4 hours
2.5. Course content according to detailed curriculum schedule	136.	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
	137.	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
	138.	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.		
139.	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
140.	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
141.	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
142.	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).	
143.	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
144.	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
145.	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
146.	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
147.	Concluding Considerations / Repeating and Preparing for Exam.		Listen to the lecture and individual preparation for the exam.		20 hours

	In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.								
3.1. Students` obligations	Students who have during the course achieved:  • From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;  • From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period;  • More than 50% ECTS credits - students have the right to access the final exam of the subject.								
				dent attendance (active participation in the lessons,, solving case studies, creating a					
	Attendance		Written exam	(by submitting both colloquiums the student is relieved of an written examination)	Project				
3.2. Monitoring student work	Experimental work		Research	0,5	Practical work				
enter the share of ECTS credits for each activity so that the total	Essay		Report		Continuous examination				
number of ECTS points corresponds to the credit score of the course)	Colloquium	1 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	0,5	Other (inscribe)				
	Class activities		Oral exam	1 (by submitting both colloquiums the student is relieved of an oral examination)	Other (inscribe)				
	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:								
	Commitment		C13 point for 30 not	Hours (estimate)					
3.3. Student workload	19. Attending classe			20	20				
	Ü	esenting seminar paper he Colloquium / exam through self	-study	50	40				

	Valuation Element	Poor		Satist	fying		Above average	
	Organization	The paper is not organize order and its structure is l		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion		clear distinct main p	aper is well-structured with a clear ction between the introduction, the part of the text and the conclusions re perfectly logically linked to one er	
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are lo with official terminology not appropriate, sentence modest vocabulary, and f repeated grammatical mis	. Writing style is s are too long, requent and	Words and phrases are aligned with of terminology. The writing style is appropriate, the sentence structure is c the vocabulary is appropriate and has a grammatical errors.		termin their n excelle concis	s and phrases are aligned with official all alology and show an understanding of meaning. The writing style is ent, the sentences are clear and se, the vocabulary is rich and there grammatical errors.	
	Quoting and referencing	Sources are not specified references do not match t a superficial approach to	he topic and show	Sources are listed, but errors. The references the subject and show a attitude.	are appropria	somplete and with appropriate for tisfactory research their list is "rich" and compress shows a robust research appro		
	Po	oor		Satisfying			Above average	
4.2. Colloquium / exam grading	Give answer by memory, r Does not know and does not and concepts. Cannot apply of the course.	ot apply the basic terms	new knowledge, ı	terms, without difficul understands subject matt the notions that subs	er, explains	evaluation. It ob thoroughly expl logically links a that it encapsula	t the level of analysis, synthesis and oserves legitimacy, accurately and ains the content of the subject, and and explains the terms and concepts ates. Find solutions that are not a Correlation with ects.	
	Active participation in the	articipation in the 70-75% of attendance		76-86% of attendance		0% of attendance	Created mental map. Solved case study.	
	lessons	2 points	4 points		7 points		3 points	
	Gin an area	2	3		4		5	
4.3. Creating a final grade	Seminar paper	5 points		7 points		8 points	10 points	
according to evaluation		2		3		4	5	
elements	Colloquium / written exam	50-64,9%		65-79,9%		80-89,9%	90-100%	
		25 points		30 points		35 points	40 points	
	Oral exam	2		3		5	5	
	Oral exam	25 points		30 points		35 points	40 points	
4.4. Creating a final grade according to absolute allocation		ntage of adopted rledge, skills and	Jumerous grade	ECTS grade				

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

# 5. ADDITIONAL INFORMATION ABOUT THE COURSE

5.1. Compulsory literature	Title	Number of copies in the library	Availability via other media						
(available in the library and through other media)	7. 1. Robbins, S.P. i Judge, T.A.: Organizacijsko ponašanje, Mate, 2009	3	-						
unough other media)	2. Sikavica, P., Novak, M.: Modeliranje organizacijske strukture poduzeća, Informator, Zagreb.	3	-						
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Sikavica, P., Novak, M., Poslovno odlučivanje, Informator, Zagreb, 1999.	2	-						
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	classes and provided information on students' progress through short colloquiums and homework, information for further guidance to students will be informed about their rights and obligations as well as the methods of work and the required literature.	Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and							
5.4. information on the course 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 explanation								

1. GENERAL INFORMATION ABOUT THE SUBJECT									
1.1. Title	Nutrition and tourism	1.8. ISVU course code	187576						
1.2. Lecturer	Nikolina Gaćina mag.ing., Senior Lecturer	1.9. MOZVAG course code							
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(45+0+15+0)						
1.4. Study programme (specialist, undergraduate, graduate)	Professional Undergraduate Studies of Management, direction of study Tourism Management	1.11. Level of e- learning application (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1 <sup>st</sup> – materials available On-line, 0%						
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	1.						
1.6. Study year	3 <sup>th</sup>	1.13. Modernization	yes 🗆 no						
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %						

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

	Apply the learned content of this course in business practice.						
2.2. Terms of course entry and required competences	Four-year secondary education completed; qualification level 4.2 according to the CROQF.						
	LO 2: Organize to lead team work and critically evaluate the opinions and attitudes of team stakeholders						
	LO 3: Independently and responsibly search relevant literature for decision-making and conclusion in Croatian and foreign language						
	LO 5: Use planning, organizing, leading and controlling methods using case studies, and analyze the problem and propose appropriate solutions to problem situation	S					
2.3. Learning outcomes on the	LO 10: Develop team and interpersonal teamwork skills, master communication and presentation skills of assigned topics and tasks (case studies, projects, seminars) tools for document preparation, presentation and budget implementation	using advanced software					
study programme level	LO 12: Design and economically value entrepreneurial ideas, events, projects, products and services in the team and present the same						
	LO 13: Analyze the new roles of organizations, systems, processes, products and services and quality standards in the enterprise and propose the valorisation of new trends in enterprises and organizations						
	LO 15: Suggest and evaluate the importance of food and nutrition and hygienically correct production and preparation of food in the tourism industry						
	LO 16: Analyze supply and resources (in organization, enterprise, tourism, tourist destination) respecting the changing environment using key business indicators at and local levels, and develop development strategies to achieve competitiveness	global, national, regional					
	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 42. Recapture, 43. Understanding, 44. Application, 45. Analysis, 46. Evaluation, 47. Synthesis					
	1. Demonstrate knowledge and understanding of course content by defining and describing basic concepts about food, nutrition and functional foods	1, 2					
2.4. Expected learning outcomes	<ol><li>Analyze and comment on the specific diet of a particular population in relation to age (children, adolescents, adults and the elderly</li></ol>	4, 2					
on the course level	<ol> <li>Analyze and compare the specifics of traditional world-class food and apply that knowledge to specific menus</li> </ol>	4, 2, 5					
	4. Analyze and comment on the specifics of nutrition with regard to health status (especially for diseases caused by poor eating habits)	4, 2					
	5. Analyze and highlight the benefits of Croatian traditional gastronomy	4, 5,6					
	6. Analyze and comment on the labeling of Croatian products, authentic Croatian food and beverages	4, 2					
	48. Analyze, compare and plan nutrition for food allergies and intolerances	4, 2, 6					
	49. Analyze, compare and plan nutritional specifics depending on physical activity and body weight  50. Analyze and compare nutritional specifics depending on the religion and tradition of each population	4, 2, 6					
	<ul> <li>50. Analyze and compare nutritional specifics depending on the religion and tradition of each population</li> <li>51. Use materials and tools to search scientific and professional literature in their native and English languages</li> </ul>	3					
	51. Ose materiais and tools to search scientific and professional interature in their native and English languages  52. Present the acquired knowledge, ideas, problems and solutions independently and in a team	6					
-	22. Treem the dequired knowledge, facus, problems and solutions independently and in a team	1 0					

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

148.	Introduction to the course and detailed curriculum.  Parameters for creating a seminar paper and selecting a topic for the paper.	-	Listen to the lecture.	-	2 hours
	Digestion. Nutrition.	1, 10, 11	They listen to a lecture, watch multimedia, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define the basic concepts of nutrition science, describe the course of food digestion.	4 hours
149.	Macronutrients. Micronutrients.	1, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define and classify basic macronutrients, explain their primary role in the human body and evaluate the good nutritional sources of them; define and classify micronutrients, explain their primary role in the human body, and evaluate good nutritional sources. They know how to list, distinguish and give an example of essential nutrients.	10 hours
150.	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
151.	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
152.	Croatian traditional gastronomy.	1, 5, 6, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to explain also the specifics of Croatian gastronomy, the types of foodstuffs and the ways of their thermal processing.	10 hours
153.	Labeling of Croatian indigenous products at national and European level.	1, 5, 6, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define and classify the labeling of Croatian autochthonous products at national and European level, enumerate and describe Croatian autochthonous products.	10 hours
154.	Food allergies and intolerances. Alternative foods for lactose and gluten intolerance.	1, 4, 7, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or written and oral exam they know: define and describe food allergies and intolerances, list the most common food allergens, define and describe lactose intolerance and gluten intolerance, enumerate substitute functional foods for the same intolerances and analyze its specificities. its marking.	10 hours
155.	Food additives. GM Food vs. organic food.	1, 3, 10, 11	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: define to classify food additives, explain the use of E numbers, define GM foods and describe the negative effects of its consumption, define organic foods and explain the positive effects of its consumption, and describe their labeling.	4 hours

	156.	Standards of consumption of food and drink.  Means of supply of food and drink.	1, 3, 10, 11	They listen to a lecture, prese seminar paper, followed by a discussion, and read literature	know: to define drink consump preparation and well as the met particular food structure of the beverages and		6 hours
	157.	Central food preps. Food and tourism. Catering.	1, 10,11	They listen to a lecture, watch multimedia, present a semina followed by a discussion, and literature.	r paper, know: to define and their benef	um or the written and oral exam they e and explain the central food prep its, to analyze the role of food in a of tourism, to define catering.	6 hours
	158.	Nutritional characteristics by age group. Children's menu. Seniors menu.	1, 2, 8, 10, 11	They listen to a lecture, prese seminar paper, followed by a discussion, and read literature	know: to define	um or the written and oral exam they e, describe and analyze the specifics et and the diet of the elderly.	6 hours
	159.	Nutrition of athletes.	1, 8, 10, 11	They listen to a lecture, prese seminar paper, followed by a discussion, and read literature	nt a know: to define athletes and no athlete's hydrat	um or the written and oral exam they e and analyze the nutrition of n-athletes, the specificity of the ion and the timing of the f food and drink.	4 hours
	160.	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, prese seminar paper, followed by a discussion, and read literature	nt a know: to descri food safety, to	um or the written and oral exam they the and critically basic concepts of describe and analyze the conditions transport of food, to analyze the on of food.	6 hours
	161.	Religious restrictions on diet. Colloquium.	1, 3, 9, 10, 11	They listen to a lecture, prese seminar paper, followed by a discussion, and read literature	know: describe	um or the written and oral exam they the basic religious restrictions on substitute foods.	6 hours
	162.	Concluding Observations / Repeat and preparing for the exam.		They listen to a lecture and prindividually for the exam.	repare		30 hours
3. EVALUATION OF STUDEN	T WO	RK					
		ordance with the Book of Rules and the Rulebook and at least 50% of lectures. All students must crea				st 70% attendance. Part-time students	have the obligation
Students who have during the course achieved:  • From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;  • From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam per more than 50% ECTS credits - students have the right to access the final exam of the subject.							
	a) duri colloqu	ts can pass the final exam in two ways:  ng the course through continuous student attendar  tia);  ng the course (active participation in the lessons,					-
	1			en exam 2 (w			-

3.2. Monitoring student work	Experimental work		Research			Prac	tical work	
(enter the share of ECTS credits for each activity so that the total	Essay		Report			Con	tinuous examination	
number of ECTS points corresponds to the credit score	Colloquium	3 (without the written and oral exams)	Seminar paper		0, 5	Other (inscribe)		
of the course)	Class activities	0,25	Oral exam		1 (without colloquiums)	Othe	er (inscribe)	
3.3. Student workload	The student's workload on  Commitment  22. Attending classes 23. Creating and Presen 24. Preparation for the or				work per semester and is  Hours (estimate)  60 10 50	nd is estimated as:		
4. GRADING								
	Valuation Element	Poor		Satisfying		Above average		Ü
	Organization	The paper is not organize order and its structure is l			n, the main part of the text and the conclusions		e introduction, the nd the conclusions	
4.1. Seminar paper grading	Terminology, writing style	Words and phrases are lo with official terminology not appropriate, sentence modest vocabulary, and f repeated grammatical mis	Writing style is are too long, requent and	terminol appropri the voca	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 terminology and show their meaning. The wr excellent, the sentence concise, the vocabular are no grammatical err	an understanding of iting style is s are clear and y is rich and there
	Quoting and referencing	Sources are not specified references do not match t a superficial approach to	he topic and show	Sources are listed, but incomplete and errors. The references are appropriate the subject and show a satisfactory reattitude.		te for	te for consistent. The references are appropriate,	
	Poo	or		Satisfy	ving		Above avera	
4.2. Colloquium / exam grading	Give answer by memory, no Does not know and does no and concepts. Cannot apply of the course.	t apply the basic terms	new knowledge, understands		asic terms, without difficulty transfers ge, understands subject matter, explains and the notions that substantiate by		dge is at the level of ana on. It observes legitimate that the content of links and explains the transcription of the content	of the subject, and serms and concepts on that are not

	Active participation in the		70-75% of atte	endance	76-86	% of attendance	87-100% of attendance	Case studies resolved
	lessons		3 points	1	4 points		5 points	5 points
			2			3	4	5
4.3. Creating a final grade	Research paper		5 points	1		7 points	8 points	10 points
according to evaluation			2			3	4	5
elements	Colloquium / writte	en	50-64,9%	6	65-79,9%		80-89,9%	90-100%
	CAMII		25 points		35 points		40 points	50 points
			2		3		5	5
	Oral exam		15 point	S	20 points		25 points	30 points
4.4. Constitues of final and de			Percentage of adopted knowledge, skills and competences (teaching + final exam)  Numerous grade  ECTS grad		ECTS grade			
4.4. Creating a final grade			90 – 100%	5 (exce	ellent)	A		
according to absolute allocation			80 – 89,9%	4 (very		В		
			65 – 79,9%	3 (go		C		
			60 – 64,9%	2 (suffi		D		
			50 – 59,9%	2 (suffi	icient)	Е		

### 5. ADDITIONAL INFORMATION ABOUT THE COURSE

5.1. Compulsory literature	Title	Number of copies in the library	Availability via other media
(available in the library and through other media)	<ol> <li>Gacina, N. (2016). Nutrition and tourism. Internal script - handouts of the Polytechnic of Šibenik, Šibenik.</li> </ol>		e-learnigng VUŠ-a
unough oner mount	<ol> <li>Gacina, N. (2016). Nutrition and Tourism: Food and Tourism I. Textbook of the Polytechnic of Šibenik, Šibenik.</li> </ol>		e-learnigng v OS-a
	1 Krešić, G. (2012). Nutrition trends. Faculty of Tourism and Hospitality Management, Opatija.	4	
5.2. Additional literature (at	2. Vranešić, D., Alebić, I. (2006). Magnifying Glass: How to Understand and Apply Nutrition Science ?. Profile, Zagreb.	5	
the moment of changes and/or amended of study	3. Kažinić Kreho, L. (2009). 21st Century Nutrition. Profile, Zagreb.	1	
·	4. Mateljan, G. (2008). The healthiest foods in the world. Planetherapy, Zagreb.	3	
programme)	5. Mahan, K. L., Esoot Stumo, S. (2008). Krauses Food and Nutrition Therapy. SAUNDERS Elsevier 12e, St Luise, Missouri.	1	

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

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

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

	Apply and understand the importance of personal hygiene to all participants who have any contact with food							
2.2. Terms of course entry and required competences	None							
	LO 3: Independently and responsibly search relevant literature for decision-making and conclusion in Croatian and foreign language							
	LO 5: Use planning, organizing, leading and controlling methods using case studies, and analyze the problem and propose appropriate solutions to problem situations	S						
	LO 13: Analyze the new roles of organizations, systems, processes, products and services and quality standards in the enterprise and propose the valorisation of new trends in enterprise organizations							
	LO 15: Suggest and evaluate the importance of food and nutrition and hygienically correct production and preparation of food in the tourism industry							
2.4. Expected learning outcomes	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)	LO Level: 53. Recapture, 54. Understanding, 55. Application, 56. Analysis, 57. Evaluation, 58. Synthesis						
on the course level	1. Demonstrate knowledge and understanding of course content by defining and describing basic concepts about food and food safety	1, 2						
on the course level	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						

	Cons	tructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed	
	163.	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	
	164.	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	
	165.	Biological hazards in food: bacteria, viruses, parasites.	1, 2, 3, 4, 5	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium or the written and oral exam they know: to define and distinguish bacterial, viral and parasitic food hazards	4 hours	
2.5. Course content according to detailed curriculum schedule	166.	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	
	167. 168.	168.	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
			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
			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
	170.	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	
	171.	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	

			1				At the collection	um or the written and oral exam they	
	172.	Food traceability.		1, 2, 3, 4, 5, 5, 7, 8	They listen to a lecture seminar paper, followed discussion, and read li	ed by a	know: to explait traceability, to traceability by	n the importance of food describe ways of carrying out example.	6 hours
	173.	Personal hygiene of employee food.	nployees in contact with 1, 2, 3, 4, 5 6, 7, 8		seminar paper, follow	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.		um or the written and oral exam they hygiene of employees in contact	6 hours
	174.	Hygiene facilities, equipment		1, 2, 3, 4, 5, 5, 7, 8	They listen to a lecture seminar paper, followed discussion, and read li	ed by a	know: to descri	um or the written and oral exam they be and analyze the basic hygiene of nt and accessories.	4 hours
	175.	DDD - Disinfection, Disinsect		1, 2, 3, 4, 5, 5, 7, 8	They listen to a lecture seminar paper, followed discussion, and read li	ed by a terature.	know: to define analyze individ	um or the written and oral exam they basic concepts of DDD, and to ual procedures of DDD.	4 hours
	176.	Health safety of drinking water		1, 2, 3, 4, 5, 5, 7, 8	They listen to a lecture seminar paper, followed discussion, and read li	ed by a	know: define ba	um or the written and oral exam they asic terms and explain the ealth safety of drinking water.	6 hours
	177.	Concluding Observations / Re preparing for the exam.	epeat and		They listen to a lecture individually for the ex				20 hours
3. EVALUATION OF STUDEN	T WO	RK							
3.1. Students` obligations	to atter	In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.  Students who have during the course achieved:  • From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;  • From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period;							
	• More than 50% ECTS credits - students have the right to access the final exam of the subject.  Students can pass the final exam in two ways:  a) during the course through continuous student attendance (active participation in the lessons, solving case studies, making and presenting the seminar paper and project, passing two colloquia);  b) during the course (active participation in the lessons, solving case studies, creating and presenting the seminar paper and project) and passing the exam (written and oral exam).								
3.2. Monitoring student work	Attend	ance 0,25		Writt	en exam	1 (without coll-	oquiums)	Project	
(enter the share of ECTS credits	Experi	mental work		Research				Practical work	
for each activity so that the total number of ECTS points	Essay			Repo	rt			Continuous examination	
corresponds to the credit score	Collog	11111m	thout the written and exams)	Semi	nar paper	0,75		Other (inscribe)	
of the course)	Class	activities		Oral	exam	1 (without coll-	oquiums)	Other (inscribe)	
3.3. Student workload	The s	tudent's workload on all b	pases amounts to 1	1 ECTS p		work per seme Hours (estima		imated as:	
		Communica				man (esimu			

25. Attending classes	45
26. Creating and Presenting seminar paper	10
27. Preparation for the Colloquium / exam through self-study	35

## 4. GRADING

	Valuation Element	Poor		Satisfying		Above average
4.1. Seminar paper grading	Organization	The paper is not organize order and its structure is l		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 with official terminology. Various not appropriate, sentences a modest vocabulary, and fre repeated grammatical mistar		. Writing style is s are too long, requent and	Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.		Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.		Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.
	Poo	or		Satisfying		Above average
4.2. Colloquium / exam grading	exam grading Does not know and does not apply the basic terms new knowledg		new knowledge, u	e terms, without difficulty transfers anderstands subject matter, explains the notions that substantiate by evaluation that is original.		dge is at the level of analysis, synthesis and on. It observes legitimacy, accurately and hily explains the content of the subject, and y links and explains the terms and concepts acapsulates. Find solutions that are not ly given. There is a correlation with twe subjects.

	Active participation in the lessons		he 70% of attendance		71-80% of attendance		81-90% of attendance	91-100% of attendance
			2 points	1	3 points		4 points	5 points
	- ·		2		3		4	5
4.3. Creating a final grade	Research paper		8 points		10 points		12 points	15 points
according to evaluation			2		3		4	5
elements	Colloquium / writte	en	50-64,9%		65-79,9%		80-89,9%	90-100%
	CAdili		25 points		35 points		40 points	50 points
	Oral exam		2		3		5	5
			15 points		20 points		25 points	30 points
	1		Percentage of adopted knowledge, skills and petences (teaching + final exam)		us grade	ECTS grade		
4.4. Creating a final grade			90 – 100%	5 (exce	,	A		
according to absolute allocation			80 – 89,9%	4 (very		В		
			65 – 79,9% 60 – 64,9%	3 (go 2 (suffi		D		
			50 – 59,9%	2 (suffi		E E		

### 5. ADDITIONAL INFORMATION ABOUT THE COURSE

5.1. Compulsory literature	Title	Number of copies in the library	Availability via other media
(available in the library and through other media)	6. Havranek, J., Tudor Kalit, M. (Eds.) (2014). Food security from field to table. M.E.P., Zagreb. (selected chapters)	4	
	3. Krešić, G. (2012). Nutrition trends. Faculty of Tourism and Hospitality Management, Opatija.	4	
	4. Ordinance on the sanitary quality of drinking water (NN 47/08). <a href="https://narodne-novine.nn.hr/clanci/sluzbeni/2008">https://narodne-novine.nn.hr/clanci/sluzbeni/2008</a> 04 47 1593.html		On-line
5.2. Additional literature (at	1. Marinculic, A., Haburn, B., Barbic, Lj., Bech, R. (2009). Biological hazards in food. HAH, Osijek.		
the moment of changes and/or	https://www.hah.hr/pdf/Prirucnik%20bioloske%20opasnosti.pdf		On-line
amended of study			
programme)	7. Food safety. <a href="https://www.mingo.hr/public/documents/5-vodic-sigurnost-hrane-lowresfinalweb.pdf">https://www.mingo.hr/public/documents/5-vodic-sigurnost-hrane-lowresfinalweb.pdf</a>		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	yes 🗆 no			
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %			

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

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

	Cons	Constructive alignment									
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed				
2.5. Course content according to detailed curriculum schedule	178.	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				
	179.	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 A1and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	
180.	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
181.	Reiseziele	Präsens der Verben: sein, sprechen, lernen, können	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level Aland A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
182.	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
183.	Fremdenverkehr in Österreich	Präsens der Verben: haben und werden; Präteritum des Verbes sein	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level Aland A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
184.	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

185.	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
186.	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 A1and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
187.	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
188.	Dienstleisungen	Adjektivdeklination	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
189.	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
190.	Haushalt und Haushaltsarbeit	Präteritumvon des Verbes haben	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at	3

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

			nd language exercises or exams through inc		elz		45 45					
4. GRADING SYSTEM	29. Piepan	ing conoquia	or exams unough inc	iividuai woi	IK.		143					
4.1. Grading seminar papers	-											
		Unsatisf	actory				Satisfactory			Ab	ove average	
4.2. Grading colloquia/ written and oral exam	understanding. I and concepts. De	Ooes not kno	ory, without a deeper es not know or apply basic terms not know how to apply or explain course with examples.			Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			evaluati thorough logically concepts that wer	nowledge is at the level of analysis, synthesis and aluation. Observes the principles, accurately and proughly explains the content of the material, and gically connects and explains the terms and incepts supported with examples. Finds solutions at were not originally given. Notes correlations the related material.		, accurately and the material, and terms and Finds solutions
	Active participation lectures and langu		70-74,9% o	f attendanc	ce	75-7	9,9% of attendance	80-89	9,9% of at	tendance	90-100	% of attendance
	exercises	iage	2 points			5 points		10 poin	ts		20 points	
				2		3		4			5	
4.3. Final grade according to evaluation elements	Colloquia/Written exam		xam 50-64,9%			65-79,9%			80-89,9	%		90-100%
• • • • • • • • • • • • • • • • • • •			25 points		30 po		30 points	35 points		ts		40 points
	0.1		2		3		3		5			5
	Oral exam		25 points		30 points			35 poin	ts		40 points	
4.4 E'ad and an all and	know		Percentage of acquired knowledge, skills and competences (teaching + final exam)		Numerical grade ECTS grade							
4.4. Final grade according to absolute division			0 – 100% 0 – 89,9%		(very good)		A B					
40001400 42 (151011			5 – 79,9%		3 (good)		С					
			0 – 64,9% 0 – 59,9%		(satisfactory) (satisfactory)		D E					
5. ADDITIONAL COURSE IN	NFORMATION											
5.1. Compulsory literature				Т	Γitle					Number of the lil		Availability via other media

(available in the library and via other media)	1. Marčetić, T. (2005). Njemački u komunikaciji: uvod u jezik njemačke i austrijske svakodnevnice i u jezik medija. Zagreb: Školska knjiga.	10	
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. www.goethe.de		Availability via e- learning platform
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of student work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By ke classes and provided information on student progress through short colloquiums and homework, information for further guidance to studer work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state Alumni association.	ats will be provided to increase	the efficiency of their
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of clas on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at lea explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), wh five working days after receiving the e-mail).	st one hour per week), while f	or short questions and

3. GENERAL INFORMATION									
1.1. Course title	Business German 2	1.8. Course code in ISVU	129818						
1.2. Course lecturer	Goran Crnica, prof., pred. (lecturer)	1.9. Course code in MOZVAG							
1.3. Assistants and/or associates	-	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+15+0+0)						
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate professional study of management	1.11. Level of e-learning application (1st, 2nd, 3rd level), percentage of online course performance (max. 20%)	1st, course materials are on-line, %						
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	2						
1.6. Year of study	1st	1.13. Modernization	yes 🗆 no						
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %						

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

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

	Constructive alignment										
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed				
2.5. Course content according to detailed curriculum schedule	193.	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				

	194.	Sozialer Wohnungsbau in Wien	Präpositionen mit dem Dativ; Präsens von nehmen	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
	195.	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
	196.	Keine Autos in der Innenstadt	Präpositionen mit Dativ und Akkusativ	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
	197.	DasMobiltelefon verändert den Alltag	Komparativ und Superlativ	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam.  In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
	198.	Das mobile Fernsehen	Präteritum von Dürfen; Nebensätze	1,4,5,6	Students listen to the lecture and take an active part by asking questions and answering questions. In the lectures, students are encouraged to engage in dialogue and discussion, as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	3
	199.	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

200.	Essen früher und heute	Präsens von essen; Perfekt von sagen und kommen	2,3,4,6	certain topic and practice language structures by formulating their own examples.  Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.  Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam.  In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
201.	Lebensqualität und Lebensstandard Kolloquium 1	Verwendeung von Perfekt und Präteritum; Partizipformen	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A1 and A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
202.	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
203.	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
204.	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
205.	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

			W. L.		as well as to express opinions and points of view. The four language skills (listening, speaking, reading and writing) are used extensively	critically di and texts a skills at lev European F by presenti	part of the final exam, the students ascuss their views on the unit topics and use part of the general language rel Aland A2 of the Common Framework of Reference for Language and their ideas and findings.	es		
	206.	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 student exchange their own experiences of certain topic and practice language structures by formulating their own examples.	on a grammar and or in the war ge In the oral ge everyday e	oply grammar structures and solve and spelling problems at the colloquium ritten part of the final exam. part of the final exam, students use examples to explain how to use certain al structures.	3		
	207.	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 prepare individually for the exam Before the colloquium, students a asked to ask questions about cont or grammar.	grammar and or in the wind or in the oral everyday e	oply grammar structures and solve and spelling problems at the colloquium ritten part of the final exam. part of the final exam, students use examples to explain how to use certain al structures.	26		
3. EVALUATION OF STUDE	NTWC	)RK								
3.1. Student obligations	to atter The str in teac he/she Studen  Studen a) by p	Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises. The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam.  Students with 0 - 24.9% of ECTS credits - are graded with an F (unsuccessful) and cannot earn ECTS credits and must re-enrol the course in the next academic year;  • Students with 25 - 49.9% of ECTS credits - are graded FX (insufficient) and must pass the written exam (test). The written exam can be held in a regular or extraordinary exam period;  • Students with more than 50% of ECTS credits - students have the right to take the final exam.  Students can pass the final exam in two ways:  a) by passing two colloquia and an oral exam during the regular or extraordinary exam;  b) by passing the final exam consisting of a written and an oral exam during the regular or extraordinary exam.								
3.2. Monitoring student work	Attend	ance	0,5	Writ	en exam 1 (without	ut colloquia)	Project			
(enter the share of ECTS credits for each	Experi	mental work		Rese	arch		Practical work			
activity so that the total	Essay			Repo	ort		Continuous evaluation			
number of ECTS points corresponds to the credit score	Colloq	uium	1 (without written exam)	Sem	nar paper		(Homework for part-time students)	0,5		
of the course)	Active	participation	0,5	Oral	exam 1		(Other)			
3.3. Student workload	The v	vorkload of students o	n all bases is 1 ECTS o	credit point	(30 semester hours) and is est	imated as:	·			

	Oblig	ation					Hours (estima	ted)				
			l language exercises r exams through ind	ividual work			45 45					
4. GRADING SYSTEM	1											
4.1. Grading seminar papers	-											
		Unsatisfa	ctory			Satis	factory			Abo	ove average	
4.2. Grading colloquia/ written and oral exam	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.				Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.				evaluation thorough logically concepts that wer	edge is at the level of analysis, synthesis and ion. Observes the principles, accurately and ghly explains the content of the material, and ly connects and explains the terms and ts supported with examples. Finds solutions are not originally given. Notes correlations lated material.		
	Active participati		70-74,9% of attendance 75-79,9%		75-79,9%	of attendance 80-89,9% or		9,9% of attendance 90-100		% of attendance		
	lectures and languexercises	iage	2 points			5 points			10 poin	ts		20 points
				2			3		4			5
4.3. Final grade according to evaluation elements	Colloquia/Written exam		50-64,9%		65-79,9%			80-89,9	%		90-100%	
			25 points		30 points		35 points			40 points		
	Oral exam	Oral ayam		2	3		3	5			5	
	Grai Cauri		_	ooints		30 points		35 points		ts	40 points	
4.4. Final grade according to		knowled	ge of acquired lge, skills and s (teaching + final exam)	Numer	rical grade	ECTS grade						
absolute division			- 100% - 89,9%		ry good)		A B					
		80 – 89,9% 65 – 79,9% 60 – 64,9% 50 – 59,9%		3 (sati	good) isfactory)		C D E					
5. ADDITIONAL COURSE IN	NFORMATION											
5.1. Compulsory literature		lifle '									Availability via other media	

(available in the library and via other media)	Marčetić, T. (2005). Njemački u komunikaciji: uvod u jezik njemačke i austrijske svakodnevnice i u jezik medija. Zagreb: Školska knjiga.		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	www.goethe.de - an well-known official website about German		Availability via e- learning platform
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of student work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By ker classes and provided information on student progress through short colloquiums and homework, information for further guidance to student work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state Alumni association.	s will be provided to increase	the efficiency of their
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and classroom activities. All notices of class on the e-learning site of the course and the website of the Polytechnic. Students can contact teachers during the consultation period (at lea explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), whi five working days after receiving the e-mail).	st one hour per week), while f	or short questions and

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

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

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

	Cons	tructive alignment					
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed
2.5. Course content according to detailed curriculum schedule	208.	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
	209.	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.	
210	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
21	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
21:	DasMobiltelefon verändert den Alltag	Komparativ i superlativ	2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam.  In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
21:		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
21-	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
21:	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.	
2	216.	Prezent glagola essen; perfekt glagola sagen essen i kommen	1,2,4,5,6	The students listen to the lecture and prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.	At the colloquium or in the written part of the final exam, the pupils define and explain the most important terms of the learning units. They solve language exercises that demonstrate an understanding of the meaning of key terms. In the oral part of the final exam, the students critically discuss their views on the unit topics and texts and use part of the general language skills at level A2 of the Common European Framework of Reference for Languages by presenting their ideas and findings.	25
2	Lebensqualität und Lebensstandard		2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam.  In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
2	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
2	219.		2,3,4,6	Students listen to a lecture on grammar and spelling. The students exchange their own experiences on a certain topic and practice language structures by formulating their own examples.	Students apply grammar structures and solve grammar and spelling problems at the colloquium or in the written part of the final exam.  In the oral part of the final exam, students use everyday examples to explain how to use certain grammatical structures.	3
2:	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

	221.	Öffentliche Verkehrsmittel	Passiv: prezent i preterit 3. lica jednine	2,3,4,6	exchange their or certain topic and	a lecture on lling. The students wn experiences on a practice language nulating their own	grammar and or in the writt In the oral par	y grammar structures and solve spelling problems at the colloquiu ten part of the final exam. rt of the final exam, students use mples to explain how to use certain structures.	3
222.		Transrapid, die schnelle Magnetbahn	Rezent glagola sollen	1,2,4,5,6	prepare individually for the exam. Before the colloquium, students are asked to ask questions about content or grammar.		grammar and or in the writt In the oral par	y grammar structures and solve spelling problems at the colloquiu ten part of the final exam. It of the final exam, students use mples to explain how to use certain structures.	26
3. EVALUATION OF STUDE	NTWO	)RK							
3.1. Student obligations	to atter The stu in teach he/she Studen  Studen a) by p	and classes and teach at least adent's acquired knowledge hing and their presentation is exempted from the writted tachievements:  Students with 0 - 24.99 Students with 25 - 49.9 period; Students with more that can pass the final exam in assing two colloquia and ar	50%; they are also required is tested during the course of homework. Of particular is en part of the final exam and of of ECTS credits - are grade of ECTS credits - are grade on 50% of ECTS credits - sturns 50% of ECTS	to write homewontent. Students mportance for the isobliged to talled with an F (unded FX (insufficients have the interest or extraordinal to the interest of t	ork. Students are rest are evaluated durithe final grade are the the oral final examsuccessful) and carcient) and must pastright to take the final ary exam;	equired to bring writing the teaching procedure two written tests that m.  In the teaching procedure two written tests that m.  In the teaching procedure two written exam (to all exam.	ng materials (pay ss, with particul nat the student ta ts and must re-e	attendance is at least 70%. Part-tin per and pen/ballpoint pen) to the en ar attention being paid to the stude alkes during the semester. If the stude enrol the course in the next academ exam can be held in a regular or e	tercises.  nt's active participation lent passes both exams,  c year;
3.2. Monitoring student work	Attend	ance	0,5	Writte	Written exam		lloquia)	Project	
(enter the share of ECTS credits for each	Experi	mental work		Resea	rch			Practical work	
activity so that the total	Essay			Repor	t			Continuous evaluation	
number of ECTS points corresponds to the credit score	Colloq	uium	1 (without written exam)	Semir	nar paper			(Homework for part-time students)	0,5
of the course)	Active	participation	0,5	Oral e	exam	1		(Other)	
3.3. Student workload	The workload of students on all bases is 1 ECTS credit point (30 semester h  Obligation  32. Attending classes and language exercises  33. Preparing colloquia or exams through individual work					nours) and is estimated as:  Hours (estimated)  45 45			

4. GRADING SYSTEM											
4.1. Grading seminar papers	-										
		Unsatisfa	ctory		Satisfactory				Above average		
4.2. Grading colloquia/ written and oral exam	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.				Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			evaluation thorough logically concepts that wer	nowledge is at the level of analysis, synthesis and aluation. Observes the principles, accurately and proughly explains the content of the material, and gically connects and explains the terms and explains the terms and explains the terms and explains the terms and explains. Finds solutions at were not originally given. Notes correlations the related material.		
	Active participation lectures and langu		70-74,9% c	of attendance	e 75	-79,9% of attendance	80-8	9,9% of at	tendance	90-100	% of attendance
4.3. Final grade according to evaluation elements	exercises	iage	2 p	oints		5 points		10 poin	ts		20 points
			2			3		4			5
	Colloquia/Writter	Colloquia/Written exam		50-64,9%		65-79,9%		80-89,9	%		90-100%
				25 points		30 points		35 poin	ts		40 points
		0.1		2		3		5			5
	Oral exam		25 points			30 points		35 points			40 points
445		Percentage of acquired knowledge, skills and competences (teaching + final exam)		Nume	erical grade	ECTS grade					
4.4. Final grade according to absolute division		90	- 100%		excellent)	A					
dosorate division			- 89,9% - 79,9%		very good)	B C					
		60	- 64,9%	2 (sa	atisfactory)	D					
		50	- 59,9%	2 (sa	atisfactory)	E					
5. ADDITIONAL COURSE IN	NFORMATION										
5.1. Compulsory literature (available in the library and				Tit	tle				Number of copies in the library		Availability via other media
via other media)	1. Blaževio	ć, N. (19 <mark>9</mark> 8	). Deutsch in H	Hotellerie	und Tourism	us. Zagreb: Školska k	njiga.				
5.2. Additional literature (at the moment of changes				www.go	oethe.de						Availability via e- Learning platform

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

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	yes 🗆 no					
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20 %					

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

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

	Cons	tructive alignment					
	r.br.	Thematic topic of the lecture	Thematic topic of the language exercises	LO of the course	Content / teaching method	Evaluation	Hours needed
2.5. Course content according to detailed curriculum schedule	223.	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
	224.	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

	,				T		
					speaking, reading and writing) are	skills at level A2-B1 of the Common European	
					used extensively.	Framework of Reference for Languages by	
						presenting their ideas and findings.	
		Zagreb, die	Passiv		Students listen to a lecture on	Students apply grammar structures and solve	
			1 4551 (		grammar and spelling. The students	grammar and spelling problems at the colloquium	
	225	Hauptstadt		2246	exchange their own experiences on a	or in the written part of the final exam.	2
	225.	Kroatiens		2,3,4,6	certain topic and practice language	In the oral part of the final exam, students use	3
					structures by formulating their own	everyday examples to explain how to use certain	
					examples.	grammatical structures.	
		Opatija, die	Relativpronomen			At the colloquium or in the written part of the	
		1 0	Relativpronomen		Students listen to the lecture and	final exam, the pupils define and explain the most	
		Wiege des			take an active part by asking	important terms of the learning units. They solve	
		kroatischen			questions and answering questions.	language exercises that demonstrate an	
		Tourismus			In the lectures, students are	understanding of the meaning of key terms.	
	226.	Tourismus		1,4,5,6	encouraged to engage in dialogue	In the oral part of the final exam, the students	3
				1,1,0,0	and discussion, as well as to express	critically discuss their views on the unit topics	J
					opinions and points of view. The	and texts and use part of the general language	
					four language skills (listening,	skills at level A2 of the Common European	
					speaking, reading and writing) are	Framework of Reference for Languages by	
					used extensively.	presenting their ideas and findings.	
		Dukasanila	Tamananala#4=-		Students listen to a lecture on	Students apply grammar structures and solve	
		Dubrovnik	Temporalsätze		grammar and spelling. The students	grammar and spelling problems at the colloquium	
					exchange their own experiences on a	or in the written part of the final exam.	
	227.			2,3,4,6	certain topic and practice language	In the oral part of the final exam, students use	3
					structures by formulating their own examples.	everyday examples to explain how to use certain grammatical structures.	
		G 11:	77		examples.	At the colloquium or in the written part of the	
		Split	Komparativsätze		Students listen to the lecture and		
					take an active part by asking	final exam, the pupils define and explain the most	
					questions and answering questions.	important terms of the learning units. They solve	
					In the lectures, students are	language exercises that demonstrate an	
	220			1.456	encouraged to engage in dialogue	understanding of the meaning of key terms.	2
	228.			1,4,5,6	and discussion, as well as to express	In the oral part of the final exam, the students	3
					opinions and points of view. The	critically discuss their views on the unit topics	
					four language skills (listening,	and texts and use part of the general language	
					speaking, reading and writing) are	skills at level A2 of the Common European	
					used extensively.	Framework of Reference for Languages by	
					•	presenting their ideas and findings.	
		Zadar	Kausalsätze		Students listen to a lecture on	Students apply grammar structures and solve	
					grammar and spelling. The students	grammar and spelling problems at the colloquium	
	229.			2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
	227.			2,5,7,0	certain topic and practice language	In the oral part of the final exam, students use	3
					structures by formulating their own	everyday examples to explain how to use certain	
					examples.	grammatical structures.	
		Šibenik -			Students listen to a lecture on	Students apply grammar structures and solve	
	230.			2216	grammar and spelling. The students	grammar and spelling problems at the colloquium	3
	230.	Wiederholung		2,3,4,6	exchange their own experiences on a		J
					certain topic and practice language	or in the written part of the final exam.	

		ı		1		- 1 1 21 21	1
					structures by formulating their own	In the oral part of the final exam, students use	
					examples.	everyday examples to explain how to use certain	
•						grammatical structures.	
			Vergleichssätze			At the colloquium or in the written part of the	
						final exam, the pupils define and explain the most	
						important terms of the learning units. They solve	
					The students listen to the lecture and	language exercises that demonstrate an	
	221			12456	prepare individually for the exam.	understanding of the meaning of key terms.	25
	231.			1,2,4,5,6	Before the colloquium, students are	In the oral part of the final exam, the students	25
					asked to ask questions about content	critically discuss their views on the unit topics	
					or grammar.	and texts and use part of the general language skills at level A2-B1 of the Common European	
						Framework of Reference for Languages by	
						presenting their ideas and findings.	
		P 1			Students listen to a lecture on		
		Pula;			grammar and spelling. The students	Students apply grammar structures and solve grammar and spelling problems at the colloquium	
					exchange their own experiences on a	or in the written part of the final exam.	
	232.			2,3,4,6	certain topic and practice language	In the oral part of the final exam, students use	3
					structures by formulating their own	everyday examples to explain how to use certain	
					examples.	grammatical structures.	
•		Kolloquium 1	Infinitiv mit zu		•	At the colloquium or in the written part of the	
		Konoquium i	IIIIIIIIIIV IIIII Zu		Students listen to the lecture and	final exam, the pupils define and explain the most	
					take an active part by asking	important terms of the learning units. They solve	
					questions and answering questions.	language exercises that demonstrate an	
					In the lectures, students are	understanding of the meaning of key terms.	
	233.			1,4,5,6	encouraged to engage in dialogue	In the oral part of the final exam, the students	3
					and discussion, as well as to express	critically discuss their views on the unit topics	
					opinions and points of view. The	and texts and use part of the general language	
					four language skills (listening, speaking, reading and writing) are	skills at level A2-B1 of the Common European	
					used extensively.	Framework of Reference for Languages by	
					•	presenting their ideas and findings.	
					Students listen to a lecture on	Students apply grammar structures and solve	
					grammar and spelling. The students	grammar and spelling problems at the colloquium	
	234.			2,3,4,6	exchange their own experiences on a	or in the written part of the final exam.	3
	<i>2J</i> ∓.			2,3,7,0	certain topic and practice language	In the oral part of the final exam, students use	
					structures by formulating their own	everyday examples to explain how to use certain	
					examples.	grammatical structures.	
		Bestandteile des	Infinitiv ohne zu		Students listen to the lecture and	At the colloquium or in the written part of the	
		Geschäftsbriefs -			take an active part by asking	final exam, the pupils define and explain the most	
					questions and answering questions.	important terms of the learning units. They solve	
		Rundschreiben			In the lectures, students are	language exercises that demonstrate an	
	225			1 4 5 6	encouraged to engage in dialogue	understanding of the meaning of key terms.	,
	235.			1,4,5,6	and discussion, as well as to express	In the oral part of the final exam, the students critically discuss their views on the unit topics	3
					opinions and points of view. The	and texts and use part of the general language	
					four language skills (listening,	skills at level A2-B1 of the Common European	
					speaking, reading and writing) are	Framework of Reference for Languages by	
					used extensively.	presenting their ideas and findings.	
				l		presenting their ideas and findings.	

	236.	Anfrage Anfrage/Angebot	Wunschsätze  Temporalsätze	2,3,4,6	exchange their of certain topic and structures by for examples.  The students lists prepare individual Before the colloce	lling. The students we experiences on a practice language mulating their own	grammar and or in the writt In the oral pareveryday exargrammatical Students appl grammar and or in the writt In the oral pareveryday exargrammar and	y grammar structures and solve spelling problems at the colloquius en part of the final exam. It of the final exam, students use mples to explain how to use certain	3 m m 26
3. EVALUATION OF STUDE	NTWO	PRK					grammatical	structures.	
3.1. Student obligations	Following the Rulebook on Studying and the Rulebook on Student Assessment and Evaluation: for all full-time students, the required attendance is at least 70%. Part-time students are required to attend classes and teach at least 50%; they are also required to write homework. Students are required to bring writing materials (paper and pen/ballpoint pen) to the exercises.  The student's acquired knowledge is tested during the course content. Students are evaluated during the teaching process, with particular attention being paid to the student's active participation in teaching and their presentation of homework. Of particular importance for the final grade are the two written tests that the student takes during the semester. If the student passes both exams, he/she is exempted from the written part of the final exam and is obliged to take the oral final exam.  Student achievements:  • Students with 0 - 24.9% of ECTS credits - are graded with an F (unsuccessful) and cannot earn ECTS credits and must re-enrol the course in the next academic year;  • Students with 25 - 49.9% of ECTS credits - are graded FX (insufficient) and must pass the written exam (test). The written exam can be held in a regular or extraordinary exam period;  • Students with more than 50% of ECTS credits - students have the right to take the final exam.  Students can pass the final exam in two ways:  a) by passing two colloquia and an oral exam during the regular or extraordinary exam;  b) by passing the final exam consisting of a written and an oral exam during the regular or extraordinary exam.								
3.2. Monitoring student work	Attenda	ance	0,5	Writte	en exam	1 (without co.	lloquia)	Project	
(enter the share of ECTS credits for each	Experi	mental work		Resea	rch			Practical work	
activity so that the total	Essay			Repor	t			Continuous evaluation	
number of ECTS points corresponds to the credit score	Colloqu	uium	1 (without written exam)	Semir	ar paper			(Homework for part-time students)	0,5
of the course)	Active	participation	0,5	Oral e	xam	1		(Other)	
3.3. Student workload	The workload of students on all bases is 1 ECTS credit point (30 semester Obligation  34. Attending classes and language exercises 35. Preparing colloquia or exams through individual work					Hours (estimate  45 45			

4. GRADING SYSTEM											
4.1. Grading seminar papers	-										
		Unsatisfa	ctory			Satisfactory			Abo	ve average	
4.2. Grading colloquia/ written and oral exam	understanding. I and concepts. D	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.			Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.			evaluation thorough logically concepts that wer	nowledge is at the level of analysis, synthesis and aluation. Observes the principles, accurately and oroughly explains the content of the material, and gically connects and explains the terms and ncepts supported with examples. Finds solutions at were not originally given. Notes correlations th related material.		
	Active participation lectures and langu		70-74,9% c	of attendance	75-	79,9% of attendance	80-8	9,9% of at	tendance	90-100	% of attendance
	exercises	iage	2 p	oints		5 points		10 poin	ts		20 points
				2		3		4			5
4.3. Final grade according to evaluation elements	Colloquia/Written exam  Oral exam		50-64,9%			65-79,9%		80-89,9%			90-100%
evaluation elements			25 points			30 points		35 points			40 points
			2		3		5			5	
			25 points			30 points		35 poin	ts		40 points
445		Percenta knowled competences		Numer	rical grade	ECTS grade					
4.4. Final grade according to absolute division		90	exam) - 100%		xcellent)	A					
absolute division			- 89,9% - 79,9%		ery good) (good)	B C					
		60	- 64,9%	2 (sati	isfactory)	D					
		50	- 59,9%	2 (sati	isfactory)	Е					
5. ADDITIONAL COURSE II	NFORMATION										
5.1. Compulsory literature (available in the library and		Title							Number of the lib		Availability via other media
via other media)	<ol><li>Blaževio</li></ol>	ć, N. (1998	). Deutsch in H	Hotellerie u	ınd Tourismu	s. Zagreb: Školska k	njiga.				
5.2. Additional literature (at the moment of changes				www.goe	ethe.de						Availability via e- Learning platform

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

1. GENERAL COURSE INFORMATION								
1.1. Course title	Introduction into tourism	1.8. Course code in ISVU	201473					
1.2. Course lecturer	Dino Slavica, mag.oec, lec.	1.9. Course code in MOZVAG						
1.3. Suradnici		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(30+0+15)					
1.4. Study programme (specialist, undergraduate, graduate)	Undergraduate professional study Management: Tourism management	1.11. Level of e- learning application (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1.st level – materials available Online, 20%					
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	0					
1.6. Year of study	1st	1.15. Modernization	Yes					
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% X□ More than 20 % □					

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

		d a basis for understanding the economic aspects of equaint students with the bearers of development in		as with the consequences of tourism deve	elopment.					
2.2. Terms of course entry and required competences	Comp	pleted four years of high school education	n; possession	of a qualification at level 4.2 acc	ording to the CROQF.					
2.3 Learning outcomes on the study programme level	IU2: IU3: IU10 studio IU14	U1: Apply and connect economic terms in more complex written and oral communication in Croatian and foreign languages U2: Organize and lead team work, and critically judge the opinions and attitudes of team stakeholders U3: Independently and responsibly search relevant literature for decision making and conclusion in Croatian and foreign language U10: Develop team and interpersonal skills in team work, master communication skills and presentation skills of assigned topics and tasks (case udies, projects, seminars) using advanced software tools for document development, presentation and budget implementation U14: Evaluate the cause-and-effect relationships of the impact of the economic development process and the multiplicative impact of tourism on social lange and the state of the environment, and propose possibilities and strategies for their improvement and development								
2.4. Expected learning outcomes on the course level	Lear	Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO)  Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO)  Learning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO)  3- application, 4-analysis, 5-evaluation, 6-synthesis								
		plain the basic concepts in the field of to				2 4, 5				
	2. Identify resources in tourism and analyze space as a component of tourism development.									
	3. Interpret the interdependence of tourism and complementary activities.									
	4. Assess the place and coverage of tourism in the structure of the national economy.									
	5. Identify key stakeholders in tourism development planning.									
	Constructive allignement									
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time				
2.5. Course content according to detailed curriculum schedule	238.	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				
	239.	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				
	240.	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				

		1		T	, 1 5/ 11 1 1 1	
					concrete example, critically judge based on the	
					presented problem and propose a solution to the same problem.	
					At the colloquium or written exam, they define and	
					explain the terms that appear in this thematic unit,	
		Tourist destination		They listen to lectures, solve problem	then they should present and analyze the same on a	- 1
	241.		1, 2, 3	tasks, present a seminar paper followed by a discussion	concrete example, critically judge based on the	6 h
				followed by a discussion	presented problem and propose a solution to the	
					same problem.	
					At the colloquium or written exam, they define and	
		2. Tourist resources and attractions		They listen to lectures, solve problem	explain the terms that appear in this thematic unit,	
	242.		1, 2,	tasks, present a seminar paper	then they should present and analyze the same on a concrete example, critically judge based on the	8 h
				followed by a discussion	presented problem and propose a solution to the	
					same problem.	
					At the colloquium or written exam, they define and	
		Catering activity - accommodation and related services		They listen to lectures, solve problem	explain the terms that appear in this thematic unit,	
	243.		1, 2, 3	tasks, present a seminar paper	then they should present and analyze the same on a	10 h
	213.	and related services	1, 2, 3	followed by a discussion	concrete example, critically judge based on the	
				,	presented problem and propose a solution to the same problem.	
					At the colloquium or written exam, they define and	
		I. colloquium / summary of acquired knowledge 1,2,3			explain the terms that appear in this thematic unit,	
	244		1.0.2	They listen to lectures, solve problem	then they should present and analyze the same on a	10 h
	244.		1,2,3	tasks, present a seminar paper followed by a discussion	concrete example, critically judge based on the	10 11
				ionowed by a discussion	presented problem and propose a solution to the	
					same problem.	
				They listen to lectures, solve problem	At the colloquium or written exam, they define and explain the terms that appear in this thematic unit,	
		Interdependence of tourism and			then they should present and analyze the same on a	1
	245.	transport	1, 2, 3	tasks, present a seminar paper	concrete example, critically judge based on the	10 h
				followed by a discussion	presented problem and propose a solution to the	
					same problem.	
					At the colloquium or written exam, they define and	
		Tourist mediation - travel agencies		They listen to lectures, solve problem	explain the terms that appear in this thematic unit,	
	246.	and tour operators	1, 3	tasks, present a seminar paper	then they should present and analyze the same on a concrete example, critically judge based on the	10 h
				followed by a discussion	presented problem and propose a solution to the	
					same problem.	
					At the colloquium or written exam, they define and	
				They listen to lectures, solve problem	explain the terms that appear in this thematic unit,	
	247. Tourism	Tourism in the national economy	1, 4	tasks, present a seminar paper	then they should present and analyze the same on a	10 h
			,	followed by a discussion	concrete example, critically judge based on the	
				,	presented problem and propose a solution to the same problem.	
		F . C .: C.		They listen to lectures, solve problem	At the colloquium or written exam, they define and	
	248.	Economic functions of tourism	1, 4, 5	tasks, present a seminar paper	explain the terms that appear in this thematic unit,	10 h
				followed by a discussion	then they should present and analyze the same on a	

								ole, critically judge based on the lem and propose a solution to the	
	249.	Non-economic fur	actions of tourism	1	They listen to lectures, tasks, present a semina followed by a discussion	r paper	explain the terr then they shoul concrete exam	um or written exam, they define and institute that appear in this thematic unit, in the present and analyze the same on a cole, critically judge based on the lem and propose a solution to the	
		Planning and susta development	inable tourism	1, 2, 5	They listen to lectures, tasks, present a semina followed by a discussion	r paper	explain the terr then they shoul concrete exam	um or written exam, they define and ns that appear in this thematic unit, d present and analyze the same on a ble, critically judge based on the lem and propose a solution to the	
	251.	Tourism organizat of organization by	organization - organization nization by levels 1, 2		tasks, present a semina	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.	
	252.		uding remarks, signatures from urse, II. Colloquium		tasks, present a semina	They listen to lectures, solve problem tasks, present a seminar paper followed by a discussion			3 h
3. EVALUATION OF STUDEN	TS` W	ORK							
3.1. Students` obligations	least 7	0%. Part-time students at from 0 - 24,9% ECT from 25 - 49,9% - at more than 50% - stu tts can pass the final exar g case studies, making an	e required to attend classe S credits- are rated F (unsi- e assessed by FX (insuffic dents have the right to take in from the course in two w	s at least 509 uccessful) are sient) and mue the final expans: a) during per and two of	am.  ng classes through continuou colloquia); b) during classes	g the course achie its, and must re-est). Written exam as monitoring of s	eved: nroll in the next a (test) can be held students (active p		mental map and
3.2. Monitoring student work	Attend	lance	1,5	Wı	ritten exam	2 (without col	loqia)	Project	
(enter the share of ECTS credits	Experi	mental work		Re	search			Practical work	
for each activity so that the total number of ECTS points	Essay				port			Continuous examination	
corresponds to the credit score of the course))	Collog	uium	2 (without written and o exam)	ral Ser	minar paper	0,5		Other	
or die course))		activity		Or	al exam			Other	
3.3 Student workload	1	gation Hours (estimal). Class attendance 2. Preparation of so		on 10					

	3. Preparation	on for the colloquium / exam the	nrough independent learning 65	
4. GRADE FORMING				
	Evaluation Element	Unsatisfactory	Satisfactory	Above average
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion which are perfectly logically interconnected.
	Terminology, writing style	Unsatisfactory	Satisfactory	Above average
4.1. Grading seminar papers		Words and expressions are not aligned with official terminology. The writing style is not appropriate, the sentences are too long, of modest vocabulary and with frequent and repeated grammatical errors.	Words and expressions are in line with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and there are few grammatical errors. Words and expressions are aligned with official terminology and show an understanding of their meaning.	The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citing and listing References	Sources are not listed at all. References do not fit the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are relevant to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are appropriate, their list is "rich" and comprehensive and shows a detailed research approach.
4.2. Grading colloquia/ written and oral exam		Unsatisfactory	Satisfactory	Above average

	and concepts. Do	oes not k	ithout a deeper know or apply basic te know how to apply or ne course with example	erms i	mparts new know	ic concepts and without ledge, understands the sand concepts supp	ne material,	evalua thorou logica concep that w	tion. Observes the ghly explains the lly connects and	he principles e content of explains the th examples.	Finds solutions			
	Evansias assignmen	mto	2			3		4			5			
	Exercise assignment	iits	50-62,4%	%	62	2,5-74,9%		75-87,4	%	8	87,5-100%			
			15-18,72 pc	oints	18,75	5-22,47 points	22,	5-26,22	points	26,	25-30 points			
4.3. Final grade according to evaluation elements	Colloquium / Write part of the exam	ten	2			3		4			5			
evaluation elements	pure or time critical		50-62,4%	%	62	2,5-74,9%		75-87,4	%	8	7,5-100%			
			35-43,48 pc	oints	43,75	5-52,43 ponts	52,	5-61,18	points	61,	25-70 points			
4.4. Final grade according to		kno	centage of acquired owledge, skills and ences (teaching + final exam)		nerical grade	ECTS grade								
absolute division	<u> </u>		87,5 – 100% 75 – 87,4%		(excellent) (very good)	A B								
			62,5 – 74,8% 50 – 62,4%		3 (good) satisfactory)	C D								
			30 02,470	2 (.	suisiuciory)	D								
5. ADDITIONAL COURSE IN	NFORMATION													
5.1. Compulsory literature (available in the library and				Ti	tle		Number of copies in the library Availability via other media							
via other media)	1. Čavlek, N., Bartoluci ,M., Prebežac, D., i dr. (2011). *Turizam –ekonomske osnove i organizacijski sustav*. Školska knjiga, Zagreb													
5.2. Additional literature (at the moment of changes and/or amended of study			ove turizma*. Ekono ). *Teorija i organiza			oloužilišto u Čihomile	u Čihanila				Avaialble on the e- learning page of the			
nrogramme)	2.515a1a, J	. (2010	j. 1001ija 101gailiza	icija turiZi	iia . Ouzuciiik V	cicacinista u Siucilik	u, Diocilik				course			

programme)

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

2. GENERAL COURSE INFO	DRMATION		
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 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of on line course performance (max. 20%)	1.st level – materials available Online, 20%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2
1.6. Year of study	1st	1.16. Modernization	Yes
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% X□ More than 20 % □

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

	• Appl	y the learned content of this course in business practice.	ctice.							
2.2. Terms of course entry and required competences	Comp	pleted four years of high school educatio	n; possession	n of a qualification at level 4.2 acc	cording to the CROQF.					
2.3 Learning outcomes on the study programme level	IU3: IU6: IU10 projectiU12	U1: Use and connect professional terms related to selective forms of tourism in written and oral communication in Croatian and English. U3: Independently and responsibly search, interpret and integrate the relevant literature needed to draw conclusions. U6: Analyze and link the resource base with selective forms of tourism. U10: 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. U12: Design and apply a selective forms of tourism in a tourist destination. U16: Recognize contemporary trends in the tourism market by respecting the differentiation of motives for tourist travel.								
		arning outcomes accroding to the Bloom's taxonomy: (up to two verbs per LO)								
	1. demonstrate knowledge and understanding of the course content by defining and connecting basic concepts in the field of selective forms of tourism,									
2.4. Expected learning outcomes	2. describe and analyze the characteristics of selective forms of tourism,									
on the course level	3. choose an adequate selective form of tourism and adjust it to the resource base in the destination,									
	4. anticipate market trends in the tourism market and recommend the development of selective forms of tourism,									
	5. comment on and critically judge the relevance of the development of a particular selective form of tourism in the destination,									
	6. use materials and tools for searching scientific and professional literature in the mother tongue and English,									
	7	7. present the acquired knowledge, ideas, problems	and solutions in	dependently and in a team.		6				
	Cons	structive allignement								
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time				
2.5. Course content according to detailed curriculum schedule	253.	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				
	254.	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	concrete example, critically judge based on the	1
				in the seminar classes, they individually research the content of	presented problem and propose a solution to the	
				this thematic area by searching the	same problem.	
				database, and on the basis of it and the	same problem.	
				read literature, they make a seminar		
				workshop in which they present their		
				own ideas on the mentioned topic.		
		Definition, classification and		They listen to lectures and read literature. In the seminar classes, they individually research the content of	At the colloquium or written exam, they define and explain the terms that appear in this thematic unit,	
	255.	5. development of selective forms of tourism	1, 3, 6, 7	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.	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
	256.	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
	257.	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
	258.	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
	259.	Introduction to sports and recreational tourism	1, 2, 3, 4, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the	At the colloquium or written exam, they define and explain the terms that appear in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the	8h

			database, and on the basis of it and the read literature, they make a seminar workshop in which they present their	presented problem and propose a solution to the same problem.	
260.	Introduction to nautical tourism	1, 2, 3, 4, 5, 6, 7	own ideas on the mentioned topic.  They listen to lectures and read literature.  In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar workshop in which they present their own ideas on the mentioned topic.	At the colloquium or written exam, they define and explain the terms that appear in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	8h
261.	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
262.	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
263.	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
264.	Introduction to ecotourism	1, 2, 3, 4, 5, 6, 7	They listen to lectures and read literature. In the seminar classes, they individually research the content of this thematic area by searching the database, and on the basis of it and the read literature, they make a seminar	At the colloquium or written exam, they define and explain the terms that appear in this thematic unit, then they should present and analyze the same on a concrete example, critically judge based on the presented problem and propose a solution to the same problem.	8h

					workshop in which they own ideas on the menti-				
	265.	Introduction to cul	tural tourism	1, 2, 3, <sup>4</sup> 6, 7	They listen to lectures a literature. In the seminar classes, individually research th this thematic area by se database, and on the ba read literature, they ma workshop in which they own ideas on the menti-	they the content of the carching the sis of it and the ke a seminar y present their	explain the term then they should concrete example	um or written exam, they define and ns that appear in this thematic unit, d present and analyze the same on a ole, critically judge based on the em and propose a solution to the	8h
	266.	Introduction to re	ligious tourism	1, 2, 3, 4	They listen to lectures a literature. In the seminar classes, individually research th this thematic area by se database, and on the ba read literature, they ma workshop in which they own ideas on the menti-	they the content of the tarching the sis of it and the the a seminar to present their	explain the term then they should concrete example.	um or written exam, they define and ns that appear in this thematic unit, d present and analyze the same on a ole, critically judge based on the tem and propose a solution to the	8h
	267.	Concluding remark	ks, 2nd Colloquium	1, 2, 3, 4 6, 7			explain the term then they should concrete example	um or written exam, they define and ns that appear in this thematic unit, d present and analyze the same on a ble, critically judge based on the lem and propose a solution to the	20h
3. EVALUATION OF STUDEN	TS` W	ORK							
In accordance with the Regulations on Studying and the Regulations on Student Assessment and Evaluation: for all full-time students attendance of at least 70%. Part-time students are required to attend classes at least 50%. All students must have a minimum grade of 50% on exercises. Students who have during the course achieved:  • from 0 - 24,9% ECTS credits- are rated F (unsuccessful) and cannot obtain ECTS credits, and must re-enroll in the next academic year;  • from 25 - 49,9% - are assessed by FX (insufficient) and must pass the written exam (test). Written exam (test) can be held in a regular or extraordinary exam period;  • more than 50% - students have the right to take the final exam.  Students can pass the final exam from the course in two ways: a) during classes through continuous monitoring of students (active participation in classes and making a mental map and solving case studies, making and presenting a seminar paper and two colloquia); b) during classes (active participation in classes and making a mental map and solving case studies, making and presenting a seminar paper) and taking exams (written and oral part of the exam).									
3.2. Monitoring student work	Attend	ance		١	Written exam	2 (without coll	oqia)	Project	
(enter the share of ECTS credits for each activity so that the total number of ECTS points	Experi	mental work		F	Research			Practical work	
	Essay			F	Report			Continuous examination	
corresponds to the credit score of the course))	Colloq	uium	1 (without written and or exam)	ral S	Seminar paper	1		Other	
of the course))	Class a	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						
	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.		
4.1. Grading seminar papers	Terminology, Unsatisfactory writing style		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.		

	Unsatisfactory					Satisfactory			Ab	ove average	
4.2. Grading colloquia/ written and oral exam	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.			erms in	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%		7,5-100%
	Colloquium / Written		15-18,72 points		18,75-22,47 points		22,5-26,22 points		points	26,25-30 points	
			2		3		4			5	
	ran or an oran	part of the exam		6	62,5-74,9%		75-87,4%		87,5-100%		
			35-43,48 points		43,75-52,43 ponts		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)		Num	Numerical grade ECTS grade						
			87,5 – 100%		excellent)	A					
			75 – 87,4% 62.5-74.8%		4 (very good) B 3 good C						
			50-62.4%		atisfactory)	y) D					
5. ADDITIONAL COURSE IN	NFORMATION										
5.1. Compulsory literature (available in the library and	Title							Number of copies in the library		Availability via other media	
via other media)	1. 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	6. Pančić Kombol, T. (2000) Selektivni turizam, Matulji: TMCP Sagena d.o.o. 7. Kušen, E. (2002) Turistička atrakcijska osnova, Zagreb: Institut za turizam, 8. Geić, S. (2011) Menadžment selektivnih oblika turizma, Split: Sveučilište u Splitu, Sveučilišni studijski centar za stručne studije  Avaialble on the e-learning page of the course										

studije

programme)

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