

NAME OF THE COURSE		Regional Development Management					
Code	EUE208	Year of study	undergraduate				
Course teacher	Vinko Muštra, Silvia Golem	Credits (ECTS)	6				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			26		26		
Status of the course	-	Percentage of application of e-learning	35%				
COURSE DESCRIPTION							
Course objectives	To introduce the basic elements of the process of creating and implementing the regional policy						
Course enrolment requirements and entry competences required for the course	Course signature requirements: as determined by the Statute of the Faculty of Economics and Rules and Regulations for Studies and Study Programmes. Entry competencies: English language proficiency level B2-C1 (CEFR) and computer skills (Microsoft Office Package).						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student will be in position, by examining the connection between regional economic structure and regional policy instruments, to assess the adequacy of observed concepts from the perspective of regional development. 1.The student will identified the key elements of the regional system 2. The student will analyze the advantages and disadvantages of the basic concepts of regional development 3. The student will detect the key features of the regional policy instruments implementation 4. The student will compare the relationship between the effectiveness and efficiency of the regional policy implementation 5. The student will analyze the adequacy of the existing institutional framework of the regional policy for the regional Development						
Course content broken down in detail by weekly class schedule (syllabus)		1	Introduction: Context of the regional development management	2	Distribution of material for discussion in the coming weeks	2	
		2	Regional development and management. The components of the management process.	2	Determining the basic concepts and principles.	2	
		3	The system of regional development aspect –institutional framework	2	Determining the basic concepts and principles	2	
		4	Vision, goals, measures and instruments in the regional development managment	2	Determining the basic concepts and principles	2	
		5	Funding for regional development		Determining the basic concepts and principles	2	
		6	An integrated approach to regional development management in Croatia	2	Determining the basic concepts and principles	2	
		7	The model ling of the regional development development I.	2	Determining the basic concepts and principles	2	
		8	The regional development planning	2	Determining the basic concepts and principles – student seminars.	2	
		9	The regional development planning II	2	Determining the basic concepts and principles – student seminars.	2	
		10	Evaluation of the regional development plans	2	Determining the basic concepts and principles – student seminars.	2	
	11	Monitoring and control of the regional development plans	2	Determining the basic concepts and principles – student seminars.	2		

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		12	Coordination and regional development plans	2	Determining the basic concepts and principles – student seminars.	2
		13	Regional development management in specific areas.	2	Determining the basic concepts and principles – student seminars.	2
Format of instruction	<div> <div> x lectures X seminars and workshops x exercises <input type="checkbox"/> on line in entirety xpartial e-learning <input type="checkbox"/> field work </div> <div> X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other) </div> </div>					
Student responsibilities	Student is obliged to attend 50% of classes and regularly follow the classes and perform the assigned tasks. During the semester, student needs to write and present the seminar paper and this is a prerequisite to take the exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	2.	(Other)	
	Tests	3*	Oral exam		(Other)	
	Written exam	3*	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Preparation and presentation of the seminar. Two midterms are organized during the year, whereby the second one can be taken only under the condition that the first one is passed (50%). Two midterms are equivalent to the exam (50% grade). Preparation and presentation of a seminar (40% grade). Active participation at the class (10% grade). Appropriate Assessment for the Written Examinations (Midterms and Exams): 0-49 insufficient (1) 50-65 sufficient (2) 66-75 good (3) 76-85 very good (4) 86-100 excellent (5)					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Harvey Armstrong, Jim Taylor: <i>Regional economics and policy</i> , Third Edition, Blackwell - Publishing, 2000.					On-line
	Authorized lectures and presentations on course's web page					Moodle
	EUROPEAN COMMISSION. <i>The urban and regional dimension of the crisis: eighth progress report on economic, social and territorial cohesion</i> . Luxembourg: Publications Office, 2013.					On-line
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> Capello i Nijkamp (2009.): <i>Handbook of regional growth and development theories</i> P. McCann (2013.): <i>Modern urban and regional economics, second edition</i>, Oxford, Europa Websites-European Commission: Regional Policy (http://europa.eu.int/comm/regional_policy/intro/regions..en.htm) Muštra, V. (2017): Who cares about regional inequalities? Effects of fiscal consolidation, vol IX, n 1, pp. 135 – 144, Regional Science Inquiry Journal ISSN: 1791-5961 Print , ISSN: 1791-7735 On line , June 2017 Muštra, V, Šimundić, B and Kuliš, Z (2017): Effects of smart specialization on regional 					

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	economic resilience in EU, Regional Revista de Estudios Regionales , vol. 110, 2017, I.S.S.N.: 0213-7585
Quality assurance methods that ensure the acquisition of exit competences	<p>Registering students' attendance and success in carrying out of their duties (lecturer).</p> <p>Monitoring lectures and practice sessions (Vice Dean for Education).</p> <p>Students' Performance analysis in each course (Vice Dean for Education).</p> <p>Student questionnaire on the quality of lecturers and lessons for each course (University of Split, Quality Assurance Centre)</p> <p>Examination is used as an instrument to evaluate individual course outcomes by the course lecturer. The content of exam is reassessed periodically in order to assure compliance with the course outcomes.</p>
Other (as the proposer wishes to add)	The course is taught in Croatian and/or English.

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