

NAME OF THE COURSE		TOURISM DESTINATION MANAGEMENT					
Code	EUT203	Year of study	3				
Course teacher	Prof. Lidija Petrić, PhD Ass prof. Davorka Mikulić, PhD	Credits (ECTS)	5				
Associate teachers	Prof. Lidija Petrić, PhD	Type of instruction (number of hours)	L	S	E	F	
			26		26		
Status of the course	Fundamental/obligatory of the course	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Through this course, students will integrate / connect theoretical and empirical knowledge about the occurrence and manner of functioning and management of a tourist destination as a space where tourism is being developed. At the same time, they will get to know the basic functions of the integrated management process and master the design of the development plan of a tourist destination.						
Course enrolment requirements and entry competences required for the course	As indicated in the Statute of the Faculty of Economics, Business and Tourism, University of Split.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able to: - identify the reasons for understanding the tourist destination as a complex social system - distinguish the functions of the process of integrated management of micro and macro social systems - distinguish the basic phases and procedures of the planning procedure - identify planning techniques, models and measures / instruments, and smart technologies in the destination - formulate destination development plan with appropriate measures and instruments for managing a specific destination (levels 6 and 6/7)						
Course content broken down in detail by weekly class schedule (syllabus)		Theme	hours	Theme	hours		
	1	Application of the systems theory in tourism	2	Conversation on the mode of work goals and tasks to be delivered	2		
	2	Tourist destination as a system	2	Discussion on the content of the Law on the provision of services in tourism and accompanying documents from the position of destination management (based on previously read materials)	2		
	3	General settings of management theory. Partial and integral approach to management. Application of general principles to tourism systems	2	Elaboration of elements of the SWOT analysis on a concrete example based on previously read material.	2		

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	4	Planning as a function of tourist destination management	2	Forming a vision of destination development, and elaboration of development goals and measures	2	
	5	Levels and forms of destination's planning	2	Presentation of students' papers and discussions	2	
	6.	Local level of planning; tourism development planning with regard to the type of destination and the form (type) of tourism	2	Presentation of students' papers and discussions	2	
	7	Development planning at the level of tourist sites	2	Presentation of students' papers and discussions	2	
	8	Planning techniques and models	2	Presentation of students' papers and discussions	2	
	9	Planning measures and tools	2	Presentation of student' papers and discussions	2	
	10	Operational plans based on the carrying capacities of a destination;	2	Presentation of students' papers and discussions	2	
	11	Marketing implications of destination management	2	Presentation of students' papers and discussions	2	
	12	Organizational structure of a destination- management models; sources of funding	2	Presentation of students' papers and discussions	2	
	13	Application of information technologies in the destination/ smart destination	2	Presentation of students' papers and discussions		
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> guests from business (other)			
Student responsibilities	Students are obliged to realize 70% of attendance at lectures and exercises, and to write a seminar / research paper on a given topic (as an individual or a teamwork) and present it with the use of PPT presentation. A student has the opportunity to do another research task, and to read and discuss additional materials on the recommendation of the teacher in order to achieve learning outcomes.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the</i>	Class attendance	1 ECTS	Research		Practical training	
	Experimental work		Report		Reading material given by a teacher (Other)	0,75ECTS

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total number of ECTS credits is equal to the ECTS value of the course)	Individual task (Essay, case study, critical review)	0,75	Seminars/ essay	1ECTS	(Other)	
	Tests	1,5* ECTS	Oral exam		(Other)	
	Written exam	1,5 ,5* ECTS	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>Students will have an opportunity to take two tests*. Second test can be taken only if first test has been successfully passed. Test is considered to be successfully done if the minimum of 60 % is accomplished.</p> <p>Students who successfully pass both tests and make all the tasks required can get their final grade. If they wish to get a higher grade, they have an opportunity to do the oral exam, but they have to let the teacher know about their intention not later than 24 hours after final results are presented on the intranet.</p> <p>Final grade is formed by summing up points which a student can earn through 3 components: by two semestral tests or via final test at the end of a semester = 60 points; seminar =20 points (10 for the PPT contents and oral presentation and 10 for the written seminar), an essay and / or critical review = 10 points and student activity - 5 points.</p> <p>Grading scale is: &lt;60 points – fail; 60-69 points= pass; 70-79 =fair; 80-89 = good; 90-100 = excellent. In case a student scores the test or (mid-term tests) over 60 %, but the final score obtained with all the elements included doesn’t pass 60 points (between 55 and 60) may be called for an additional oral examination.</p> <p>*Alternatively, except via two semestral tests, students can get their grade via final test at the end of the semester. If a student is not satisfied with the results (only in case of the positive grade) he/she can have an oral examination, but has to let the teacher know about his/her intention not later than 24 hours after results are presented.</p>					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ryan, C. (2020). Advanced Introduction to Tourism Destination Management, Edward Elgar Publishing, Cheltenham, UK				Internet	
	Authorized presentation and material on the Moodle platform				Moodle	
	Morrison, A., (2019), Marketing and Managing Tourism Destinations, Routledge, Taylor and Francis Group			x		
Optional literature (at the time of submission of study programme proposal)	<p>Dwyer, L., Tomljenović, R., Čorak, S. eds. (2017) Evolution of Destination Planning and Strategy - The Rise of Tourism in Croatia, Palgrave McMillan</p> <p>Sharpley, R. (2020). Tourism, sustainable development and the theoretical divide: 20 years on. Journal of Sustainable Tourism, 0(0), 1–15.</p>					

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	<p><a href="https://doi.org/10.1080/09669582.2020.1779732">https://doi.org/10.1080/09669582.2020.1779732</a></p> <p>Önder, I., Wöber, K., Zekan, B. (2017). Towards a sustainable urban tourism development in Europe: The role of benchmarking and tourism management information systems - A partial model of destination competitiveness. <i>Tourism Economics</i>, 23(2), 243–259. <a href="https://doi.org/10.1177/1354816616656247">https://doi.org/10.1177/1354816616656247</a></p> <p>Vanessa GB Gowreesunkar, V. GB, Maingi, S. W., Roy, H., Micera, R. (2021). <i>Tourism Destination Management in a Post-Pandemic Context: Global Issues and Destination Management Solutions</i>, Emerald Publishing Limited</p> <p>Albrecht, J. N., editor (2016). <i>Visitor Management in Tourism Destinations</i>, CABI Series in Tourism Management Research</p> <p>Amore, A., Prayag, G., Hall, C. M. (2018). Conceptualizing destination resilience from a multilevel perspective. <i>Tourism Review International</i>, 22(3-4), 235–250. DOI: <a href="https://doi.org/10.3727/154427218X15369305779010">https://doi.org/10.3727/154427218X15369305779010</a></p> <p>Cheer, J. M., Milano, C., Novelli, M. (2019). Tourism and community resilience in the Anthropocene: accentuating temporal overtourism. <i>Journal of Sustainable Tourism</i>, 27 (4): SI, 554-572, <a href="https://doi.org/10.1080/09669582.2019.1578363">https://doi.org/10.1080/09669582.2019.1578363</a></p> <p>Cheng, L., Zhang, J. (2020) Is tourism development a catalyst of economic recovery following natural disaster? An analysis of economic resilience and spatial variability. <i>Current Issues in Tourism</i>, available at: <a href="https://doi.org/10.1080/13683500.2019.1711029">https://doi.org/10.1080/13683500.2019.1711029</a></p> <p>Cheung, K. S., &amp; Li, L. H. (2019). Understanding visitor–resident relations in overtourism: developing resilience for sustainable tourism. <i>Journal of Sustainable Tourism</i>, 27(8), 1197–1216. <a href="https://doi.org/10.1080/09669582.2019.1606815">https://doi.org/10.1080/09669582.2019.1606815</a></p> <p>Koens, K., Postma, A., &amp; Papp, B. (2018). Is Overtourism Overused? Understanding the Impact of Tourism in a City Context. <i>Sustainability</i>, 10(12), 4384. <a href="https://doi.org/10.3390/su10124384">https://doi.org/10.3390/su10124384</a></p> <p>Mandić, A. (2021). Optimisation of tourism development in destinations : an approach used to alleviate the impacts of overtourism in the Mediterranean region. In A. Spenceley (Ed.), <i>Handbook for Sustainable Tourism Practitioners: The Essential Toolbox</i> (Issue 2021, pp. 347–364). Edward Elgar Publishing.</p> <p>Australian Regional Tourism Network, The guide to best practice Destination Management file:///C:/Users/lipe/Downloads/DM_Guide.pdf</p> <p><b>Journals</b></p> <p><i>Annals of Tourism Research</i>, Elsevier; <a href="https://www.journals.elsevier.com/annals-of-tourism-research/">https://www.journals.elsevier.com/annals-of-tourism-research/</a></p> <p><i>Tourism Management</i>, Elsevier; <a href="https://www.journals.elsevier.com/tourism-management">https://www.journals.elsevier.com/tourism-management</a></p> <p><i>Sustainability</i>, MDPI, <a href="https://www.mdpi.com/journal/sustainability">https://www.mdpi.com/journal/sustainability</a></p>
Quality assurance methods that ensure the acquisition of exit competences	<ol style="list-style-type: none"> <li>1. Keeping up the record on, active participation and deliverables (to be done by the teacher)</li> <li>2. Monitoring of the teaching process (to be done by a vice dean)</li> <li>3. The analysis of the studying success (to be done by a vice dean)</li> <li>4. Student survey on quality of teachers and course deliverables (the University of Split, Centre for quality management)</li> <li>5. The learning outcomes are tested throughout the exam and student individual work.</li> </ol> <p>There is a regular review of the student tasks and tests to analyse if they are appropriate to evaluate the learning outcomes (vice dean for education)</p>

Other (as the proposer wishes to add)	Potentially, up to three lectures of the external experts in the field can be organised. Additionally, field trip and visit to different institutions and hospitality businesses can also be organised.
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