

# Statute of the FH Kufstein, Tirol

in accordance with the University of Applied Sciences Act (*FHStG*) §10(3)(10)



## **Chapter 1**

### **General Study and Examination Regulations**

Agreed on by the University Council of the FH Kufstein, Tirol and the University Board on  
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## Table of Contents

Chapter 1 .....	1
1 General Study Regulations .....	4
1.1 Accessability .....	4
1.2 Admission Procedures .....	4
1.3 Course Attendance .....	6
1.4 Allocation of Places for Degree Programs Abroad .....	6
1.5 Recognition of Courses .....	8
1.6 Repetition of an Academic Year .....	8
1.6.1 Request for the Repetition of an Academic Year .....	8
1.6.2 Recognition of Courses in case of a Repetition of an Academic Year .....	8
1.7 Interruption of Studies .....	8
2 General Examination Regulations .....	9
2.1 Types of Courses and Examination Modalities .....	9
2.2 Assessment and Organization of Examination Performance .....	10
2.3 Alternative Assessment Arrangements for Students with Disabilities .....	10
2.4 Examination Dates .....	11
2.5 Repetition of Examinations .....	11
2.6 Performance Deadlines .....	11
2.7 Certificates .....	11
2.8 Deception, Fraud, Regulatory Violation and Invalidity of Examinations .....	12
2.9 Absence and Withdrawal from Examination Dates .....	12
2.10 Appeal .....	12
3 Special Provisions for Bachelor's Degree Programs .....	13
3.1 Additional Examinations .....	13
3.2 Bachelor's Theses .....	13
3.3 Bachelor's Examination .....	14
3.4 Certificates .....	15
4 Special Provisions for the Master's Degree Programs .....	15
4.1 Master's Examinations .....	15
4.2 Master's Thesis .....	15
4.3 Master's Examination .....	16
4.4 Certificates .....	17
5 Special Regulations for Language Courses .....	17
5.1 Introduction: The FH Kufstein language teaching concept .....	17
5.2 Language training in part-time Bachelor's degree programs .....	18
5.3 Language training in full-time Bachelor's degree programs .....	19

5.4	Receiving internationally recognized certificates.....	21
5.4.1	UNICert® Certificates .....	21
5.4.2	UNICert® levels and equivalent language modules offered by the FH Kufstein Tirol .....	22
5.5	Language course exams.....	23
5.6	UNICert® Level III .....	24
5.6.2	Examination Board and Examination Committee .....	24
5.7	Exam Admission and Registration.....	25
5.7.2	Registration and admission to UNICert®III exams.....	25
5.8	Assessment of Examinations.....	26
5.8.1	Assessment of UNICert®-certification examinations.....	26
5.8.2	Assessment of UNICert®III-certification examinations .....	26
5.9	UNICert®-examination results and issuing of certificates .....	27
5.10	Absence, Withdrawal, Fraud, Regulatory Violation.....	27
5.11	Repeating UNICert®-examinations .....	27
5.11.1	Repeating final module examinations .....	27
5.11.2	Repeating UNICert® III-examinations.....	27
5.12	Tables .....	28
5.12.3	Languages, Levels, required number of lessons.....	38
5.12.4	Weighting of results of examination parts.....	38

The General Study and Examination Regulations (*Allgemeine Studien- und Prüfungsordnung - ASPO*) complement the University of Applied Sciences Act (*FHStG*) in general and sections 11 to 21 in particular.

Both the University of Applied Sciences Act and the General Study and Examination Regulations attribute discretionary responsibilities to the Director of Studies and the Head of the Teaching Board. The FH Kufstein has deputies to cover, if necessary, for both aforementioned positions. Herewith, it shall be declared that in case of the absence of the Director of Studies or the Head of the Teaching Board, any decisions usually made by them can be made by their deputies.

## **1 General Study Regulations**

### **1.1 Accessability**

Admission procedures and university courses must be organised and designed to the extent possible to enable and support the participation of students with disabilities. Concrete measures that can be used in this area can be found in particular in sections concerning admission procedures and alternative assessment arrangements for students with disabilities. Moreover, students with disabilities are allowed to use technical equipment and aids or be accompanied by caregivers when attending classes if this is necessary due to the nature of their disability.

### **1.2 Admission Procedures**

The admission applications for any of the FH Kufstein degree programs must be submitted by uploading the application documents to the FH Kufstein webpage. The application deadlines are made public in good time through general, accessible media.

The admission procedure for Bachelor's degree programs includes a written test followed by an interview and establishes the candidate's general and specific aptitudes for the chosen degree program. For the Master's degree programs, all students fulfilling the admission requirements only have to do an interview as their admission procedure. Both the written and the oral part can, if necessary, be taken via videoconferencing or other comparable communication media. However, both content and scope of the admission tests have to be equivalent to the onsite admission exams held at FH Kufstein.

If the orientation or organization of a degree program require it (e.g. due to emphasis on internationalization), the Director of Studies can determine, prior to the commencement of the admission procedure, a number of degree program places available to applicants whose participation in the admission process on-site may not be feasible (in particular due to visa problems). The admission procedure for this group of students may therefore exclude the written test. Information concerning the number of places to be allocated in this way has to be communicated, if applicable, prior to the commencement of the admission procedure to the Teaching Board via the Rectorate.

Applicants have the right to ask for an alternative application procedure if they can prove a disability that would not allow them to go through the standard application procedure. Any method used must not, however, differ in terms of content and requirements from the standard application procedure. Details about and regulations regarding the application for alternative admission procedure methods and the implementation thereof can be found in the relevant section of the Study and Examination Regulations. The written exam consists of parts of a standardized intelligence test to assess whether or not the examinee is suited to start a degree program. The results are included in the overall assessment and are used for

the examinee's positioning in the exam ranking. If the overall number of applicants exceeds a certain limit, an examinee's ranking determines whether or not they will be invited to the oral interview. However, at least three times as many applicants as final degree program places offered have to be invited to the interview.

The interview is recorded in a way where both the assessment criteria and the applicant's performance assessment are clearly evident. Through the interview, the degree program's interviewers can gain insight into the applicant's motivation and aptitude for the chosen degree program. In either German or English, the applicant gets the chance to, amongst other things, present themselves, explain their reason for starting a degree program, and talk about their future prospects.

The selection of applicants to be accepted into a degree program is based on a combination of the applicant's written exam results, their relevant job experience, and aspects of the interview which are relevant to the specific degree program. Present at the interview will be: two members of the full- or part-time teaching and research staff and people with degree-relevant professional experience. When selecting interviewers, a balanced ratio of men and women is aimed for.

The weighting of the individual parts of the admission procedure in the overall result are:

	Bachelor's degree program	Master's degree program
Written exam result	20 %	0 %
Professional experience relevant to a graduate of the degree	10 %	20 %
Degree-specific interview result	70 %	80 %

All results and partial results which make up evaluation and determine the acceptance or rejection of an applicant have to be documented in a verifiable and logic way and must be based purely on the assessment criteria. In the allocation of degree program places, priority must be given to the applicants with the best results. Results from admission exams of past years may not be considered in the selection process.

In order to promote the freedom of choice of educational paths, the FH Kufstein uses a method of aliquot reduction (explained below) of available degree program places for applicants who fulfill the entrance requirements and belong to one of two groups of education backgrounds:

Group 1 is composed of:

- people with a general university entrance qualification (*allgemeine Universitätsreife*),
- people without a general university entrance qualification but with a specific qualification to study a certain degree (*Studienberechtigungsprüfung*),
- people with vocational matriculation examinations (*Berufsreifeprüfung*), and

- people with the German qualification to study at universities of applied sciences (*deutsche Fachhochschulreife*).

Group 2 is composed of:

- people with professional qualifications relevant to the degree program.

In order to determine by how many degree program places each group is reduced by, a reduction factor is calculated by dividing the available degree program places by the total number of applicants who fulfill the admission requirements.

After the application deadline, the applicants are grouped according to their educational background as described above. The number of applications within each group is then multiplied by the reduction factor. The result is the number of degree program places available to applicants within one specific group. Finally, the available places of each group are filled with the respective applicants with the highest entrance examination results.

If more than one set of entrance exams is planned, it must be stated for each set how many degree program places are allocated. Candidates placed on a waiting list are to be included in the ranking for the second exam set.

### **1.3 Course Attendance**

In general, attendance is compulsory for all courses. Per course, 20 % of course units can be missed unexcused without facing any consequences (e.g. six 45 minute-units in a course with two units per course week (*SWS*)).

In certain cases, the Director of Studies may grant individual students leave from single course units or whole teaching days. An application for leave for professional purposes will only be accepted when it includes a confirmation from the employer.

An illness or an accident which prevents a student from attending their courses must be reported immediately, i.e. on the day of occurrence. Lack of course attendance due to illness can only be excused if a doctor's note is provided by the student within 3 working days.

These rules also apply to students with care obligations for their children or dependents in need of care. As long as the reasons for absence are credible, students may be excused from course units due to their child's or dependent's illness or other urgent and non-delayable obligations arising from their role as caregivers.

In the case where a student misses classes on a regular basis, the Director of Studies will define – in consultation with the relevant course teacher – the nature and scope of compensation work.

In the case of unexcused absences of over 20 %, the course is to be graded as failed and is counted as one of a limited number of attempts to pass the course.

### **1.4 Allocation of Places for Degree Programs Abroad**

The allocation of degree program places abroad (for degree programs with a compulsory semester abroad) is carried out on the basis of a ranking list created from the students' results of the first academic year. The ranking list is created using index values which are calculated according to the following principles:

- The percentage points (not the grades) stated on the course certificates are used to calculate the performance index.
- If it took a student multiple attempts to pass a certain course exam, the arithmetical mean of all the exams' results in percentage is calculated (e.g. an examination passed in the third attempt; exam attempt results: 20 %, 50 %, 80 % - the arithmetical mean calculation is  $(20+50+80)/3 \% = 50 \%$ .)
- If course credits were transferred for the recognition of a course, the percentage value from the original course certificate will be used. If only grades but no percentages are stated, the following percentage allocation will be used for grading systems using 5 grades (1-4 pass, 5 fail): 95 % for "very good", 85 % for "good", 75 % for "satisfactory" and 65 % for "sufficient". When a grading system with more or fewer grades than five was used, then the results between 65 % and 95 % will be analogously converted with the Director of Studies deciding on the allocation of percentage values.
- Courses which are only assessed with pass or fail cannot be included in the calculation of transferable credits (i.e. the relevant course is valued with zero ECTS).
- The value points (%-points) of each course are weighted according to the course's ECTS and added up to calculate the overall performance. This sum is then divided by the total number of ECTS, thus calculating the performance index used for the ranking.
- For students repeating an academic year, percentage values of courses which do not have to be repeated but were the initial grade was recognised will be treated the same as student's grades that did not repeat a year. A combination of grades from multiple course approaches is not applied to ensure the equal treatment of people repeating academic years and lateral entrants.
- In cases of resumption of study after an authorized interruption, students are treated as if no interruption had occurred with regard to the above calculation.

In a preliminary proceeding, the Director of Studies and the International Relations Office (IRO) assigns a pool of course-relevant study places to each degree program with a compulsory semester abroad. In due time before the allocation of study places abroad, students may submit a priority list of five desired study places. Within each degree program, the allocation of places abroad follows the order of the ranking list and, where possible, takes into account students' priorities.

When allocating study places abroad, the FH Kufstein considers the individual student's situation regarding

- pregnancy
- parental leave
- having children who are required to attend school
- having family members living at the student's main place of residence who require care
- Study places where sponsor dictate the specifics of semesters abroad (the Public Employment Service Austria [AMS], for example, has an initiative promoting women going into engineering careers [Frauen in die Technik])

If a student falls under any of the categories above, they can apply to the Director of Studies to be granted the following mitigating options as the Director of Studies sees fit:

- study place abroad in a German-speaking country
- study place in geographical proximity to the student's place of residence

- permission to do 30 ECTS worth of courses from various degree programs including the International Program at the FH Kufstein instead of doing the compulsory semester abroad.

### **1.5 Recognition of Courses**

The recognition of courses is based on the principles of §12 of the University of Applied Sciences Act. The process for a course recognition must be initiated by the student. An application must be submitted no later than seven days after the commencement of the course in question. The application form and copies of the supporting documents must be submitted to be inspected for authenticity. The form and the copy of the recognition documents will be passed on to the Director of Studies, who inspects the contents and decides whether or not to recognise a specific course as equivalent to a course within their degree program. Recognized courses are marked with the addition "ct" (credit transferred) on the relevant semester certificates and the Transcript of Records.

For the recognition of acquired knowledge through professional practice in accordance with §12 (2) of the University of Applied Sciences Act, evidence of the comparability of practically acquired knowledge and the content and scope taught in a certain course of a degree program has to be provided. Merely having worked in a field relevant to a course is not sufficient in order to have the professional experience recognised as equivalent of a course.

### **1.6 Repetition of an Academic Year**

In accordance with §18 (4) of the University of Applied Sciences Act, an academic year can be repeated once if necessary due to a failed exam taken by members of the Examination Committee.

#### **1.6.1 Request for the Repetition of an Academic Year**

An application for the repetition of an academic year must be submitted to the Director of Studies within six weeks after the negative exam result announcement.

#### **1.6.2 Recognition of Courses in case of a Repetition of an Academic Year**

In general, courses of the academic year that needs to be repeated which were assessed with the grade "very good" or "good", will be recognized as passed and therefore will not have to be repeated. All other courses must be repeated. If the reason for the repetition of an academic year is a failed exam from the summer semester, the Director of Studies can give permission to recognize all passed courses, regardless of passing grades, of the corresponding winter semester to allow a direct entry to the following summer semester.

### **1.7 Interruption of Studies**

In accordance with §14 of the University of Applied Sciences Act, an application for the interruption of studies can be submitted to the Director of Studies. In all cases where the interruption is due to reasons such as illness, pregnancy, military or civil service, permission must be granted. The duration of an interruption of the study is linked to the reason for interruption. If, during the time a student is off, their degree program is discontinued or the curriculum of their degree program is vastly changed, the student has no legal right to the continuation of their study. Admission to an alternatively established follow-up study may be granted by the Director of Studies. At re-entry after an interruption, the course grades from passed courses will be recognized. Courses, for which only partial grades or other parts of performance assessments exist, must be retaken, regardless of the result of the performance. The right to visit courses during an interruption can be applied for and may be granted by the Director of Studies.

### 1.8 Complaints about the Decisions made by the Director of Studies

Complaints about decisions made by the Director of Studies can be filed with the Teaching Board. The complaint must be submitted in writing to the FH Rector within two weeks after the announcement of the decision in question. Before dealing with the complaint, the Teaching Board grants the Rector the right to attempt conciliation. The Teaching Board makes the decision about the complaint and informs the person who made the complaint and the Director of Studies of its decision. Students may continue to attend their courses while waiting for the decision to be made. No other internal appeal within the FH Kufstein can be filed against this decision.

## 2 General Examination Regulations

### 2.1 Types of Courses and Examination Modalities

The courses offered by the FH Kufstein are grouped according to the pedagogical and didactic content in

- Lectures (*VO*),
- Exercises (*UE*),
- Seminars (*SE*),
- Projects (*PT*)
- Integrated Courses (*ILV*)

and according to the student's choice in

- Compulsory Subjects and
- Electives.

**Lectures (*VO*):** In this type of course, the lecturers take on the active role by mainly passing on theoretical knowledge and demonstrating practical applications. It is the lecturers task to transfer knowledge to the students. The assessment of the course is most commonly based on a final examinations.

**Exercises (*UE*):** As part of an exercise, the students are required to test and practice their acquired knowledge by carrying out practical tasks and working on cases provided by the lecturers. The lecturers guide the students in the problem solving processes. By using this method, the lecturers can determine the extent of the student's learning progress and, if necessary, adopt their teaching methods accordingly. The performance assessment takes place throughout the course (*LV-immanenter Prüfungscharakter*).

**Seminars (*SE*):** The students take the active roles in a seminar. Under the guidance of the lecturer, the students will work on a problem presented to them either independently or in a team to consolidate their knowledge in the relevant subject field. The students set out their problem solving processes, the applied methods, the solution of the problem etc. in written form and present this to the other students. In such seminars, the lecturers takes on the role of a coach. The performance assessment takes place throughout the course (*LV-immanenter Prüfungscharakter*).

**Projects (*PT*):** In a project, the students work in small groups (5-10 people) on a real-life task usually defined by external private or public sector clients (practical work project). The students carry out the project management and project organization. The project results are summarized in a report and presented as a final presentation. In this type of course, the lecturers takes on the role of the project coach. The performance assessment takes place throughout the course (*LV-immanenter Prüfungscharakter*).

**Integrated Courses (ILV):** The elements of the above-mentioned types of courses are combined based on case problems they share. These courses ensure a practical training and the completion of studies in the prescribed study time. In general, students' performance is assessed throughout the course (*LV-immanenter Prüfungscharakter*) as well as through a final examination.

The lecturers must take the specific requirements of a theory based and practical problem orientated training into consideration. The students must be able to continually follow the contents of the course.

## 2.2 Assessment and Organization of Examination Performance

The lecturers assess the examination performances. The following grades apply for formative evaluations (evaluations where points are awarded to several sections of an exam which are added up to calculate the overall examination grade). Examination results must be given both as percentage values and grades:

1 = Excellent	$\geq 90 \%$	Excellent performance
2 = Good	$\geq 80 \%$ and $<90 \%$	Clearly above average performance
3 = Satisfactory	$\geq 70 \%$ and $<80 \%$	Average performance
4 = Sufficient	$\geq 60 \%$ and $<70 \%$	A performance that meets the requirements despite deficiencies
5 = Fail	$< 60 \%$	A performance that does not meet the requirements

Where the addition of multiple grades results in a fractional percentage, this is to be rounded to the nearest whole percentage point.

An examination graded as sufficient (4) or above counts as a pass. Grades must only result from the total number of points achieved in an exam. The weighting of various tasks and performances (homework, group work, exams) in the calculation of the final course grade has to be made transparent at the beginning of each course. The assessment of all parts that influence the final course grade have to be recorded along with the method of assessment. Exams may be held during the course of the semester and two weeks before and after a course. Students will be informed of their course grades within four weeks after their last examination, at the latest. In case of exceptional circumstances, this period may be extended upon request and approval by the Director of Studies.

## 2.3 Alternative Assessment Arrangements for Students with Disabilities

(1) In accordance with §13 (2) of the University of Applied Sciences Act (FHStG), students have the right to alternative assessment arrangements if they have provided evidence of a disability which makes it impossible for them to sit a normal exam and if the content and the requirements of the exam are not affected by the alternative assessment arrangements. Examples of such alternative assessment arrangements include: a written exam instead of an oral exam (and vice versa), extra time, the use of sign language interpreters, the use of technical aids, a separate examination room.

(2) Applications for alternative assessment arrangements have to be submitted to the Director of Studies in good time before the exam to enable the processing of the application and the organisation of the alternative assessment arrangements.

(3) Applications have to be accompanied by a statement from a specialist (or an equivalent) providing the medical or psychological explanation and making recommendations for alternative assessment arrangements appropriate for the student in question. Reports must not be older than two years.

(4) Disabilities refer to both psychological and physical disabilities which do not have to be continuous. However, insufficient language skills in relation to the language of instruction are not considered to be a disability.

## **2.4 Examination Dates**

For courses which are assessed based on a final exam, exam dates have to be set within the following time periods: from after the last course unit to the end of the second week of recess, and at the beginning of the next semester including the last two weeks of recess before the start of the next semester. The examination dates have to be announced with a minimum of two weeks' notice.

## **2.5 Repetition of Examinations**

Repetition of passed examinations is not permitted. Failed exams can be repeated twice. When the overall grade of a course assessed by partial assessments is a "fail", in principle, there must be an opportunity to repeat all the component parts. However, the retake examination must not necessarily be in the same form as the original examination. The second repeat exam must be in the form of a board examination and be administered by an examination board, i.e. under the auspices of three representatives from the academic staff. In this case, the Director of Studies decides upon consultation with the directors of the area of study whether the examination is to be held orally, in written form, or entail a combination of both. Should the third and final examination attempt result in a failing grade, the student may not continue the program of studies. However, students are provided the option to submit a request to repeat an academic year once (see chapter 1.6).

## **2.6 Performance Deadlines**

Due to the way the FH Kufstein degree programs are organized and laid out by the corresponding curricula, the following examination and course paper deadlines have to be met:

- course exams and papers required for the completion of courses can be taken or handed in at the latest two semesters after the first examination date or the earliest submission date,
- exams overseen by three members of the examining committee can be taken at the latest three semesters after the first possible exam date,
- Master's theses can be handed in at the latest four semesters after the earliest submission date.

If any of the deadlines laid out above are missed, the student will be dropped from the degree program. If any of the deadlines can not be met due to extenuating circumstances, students can present their case to the Director of Studies and request permission to interrupt their studies.

## **2.7 Certificates**

All examination results and attendance of all courses within one semester are confirmed in form of a semester report after the successful completion of a semester. To students who discontinue their study, a confirmation stating the exams passed and courses attended will be issued.

## **2.8 Deception, Fraud, Regulatory Violation and Invalidity of Examinations**

During examinations, the student's identity must be proven by visibly placing on their table their student ID or an official photo identification card. Mobile phones must be turned off and placed out of reach. Personal belongings must be left in the cloakrooms. Temporary absence from the examination room is not permitted. The exam is considered completed as soon as the student leaves the room. If necessary interruptions have to be made during the examination due to medical reasons these must be justified through a doctor's note which needs to be handed to the examination supervisor prior to the start of the exam.

Attempts to influence one's own or another student's examination performance through deception, fraud, or carrying or using unauthorized means will result in the exam being declared as invalid. The invalid examination will be counted as one examination attempt.

The Director of Studies decides based on the responsible examiner's or supervisor's report in conjunction with the course lecturer whether or not a student made any of the above mentioned attempts. Before a decision is made, the student will also have an opportunity to comment on the situation.

If the fact that a candidate cheated in an examination only surfaces after the announcement of the examination grades or after the delivery of the course certificate, the Director of Studies can amend the grade for the relevant examination and declare it as invalid. Invalid certificates and documents will be withdrawn.

In severe fraud cases, (e.g. theft of examination papers or submission of a plagiarized seminar, Bachelor's or Master's theses), proceedings for the cancellation of a student's and the degree program providing body's education contract can be initiated through the Director of Studies.

## **2.9 Absence and Withdrawal from Examination Dates**

If the delivery deadline of an examination performance is missed without prior provision of a sufficient explanation or an exam is withdrawn from after the exam has started, it results in the loss of one of the available examination attempts.

The reasons for absence or withdrawal must be communicated to the Director of Studies before the examination starts. In the case of illness, a doctor's note must be presented stating the probable duration of the candidate's inability to participate in the exam. The Director of Studies will decide whether or not to accept the reasons for missing or withdrawing from an exam. If the reasons are accepted, the exam will not be graded as a fail and none of the available number of examination attempts are lost. If the reasons are not accepted, the student will be informed in writing.

These rules also apply to students with care obligations for their children or dependents in need of care, when their absence is due to the credible illness of a child or dependent, or other urgent and non-delayable obligations arising from their role as a caregivers.

## **2.10 Appeal**

In accordance with §21 of the [University of Applied Sciences Act](#), an appeal against the grading of an examination cannot be lodged. Complaints against course aspects not related to the assessment of examinations can be made to the Director of Studies and the Teaching Board. An appeal against the complaint-related decision made by the Director of Studies, can, if necessary, be lodged with the Teaching Board.

## 3 Special Provisions for Bachelor's Degree Programs

### 3.1 Additional Examinations

The following applicants are eligible to study at the FH Kufstein, Tirol, if additional examinations in German, English and Mathematics are taken and passed at the latest before starting the third semester at the FH Kufstein:

- people who have graduated from a three year vocational secondary school,
- people who have completed a dual education (vocational training + school leaving certificate), or
- people who have a German qualification to study at universities of applied sciences (deutsche Fachhochschulreife) relevant to the field of degree program they chose to enter.

Applicants who have a German qualification to study at universities of applied sciences, only need to take additional exams in the subjects which were graded in their German qualification as *Mangelhaft* or worse.

### 3.2 Bachelor's Theses

(1) The first Bachelor's thesis is thematically linked to the core competencies taught in the degree program and is an inherent part of the curriculum. Specific courses are dedicated to this first Bachelor's thesis. Ideally, it talks about a topic covered in previously offered modules or accompanying modules. The second thesis is written about a specific problem found in field practice. A course accompanies this second theses and offers the theoretical basis around the problem.

(2) The purpose of the Bachelor's theses is for the student to prove their ability to work independently, within a specified period, on a relevant problem, using scientific methods.

(3) Both Bachelor's theses are compulsory, have to be written by individual students (i.e. not by a team of students) and should be of 25-30 pages in length. This length can only be changed for special content-related reasons and only with the approval of the Director of Studies.

(4) The, ideally interdisciplinary, topics of Bachelor's theses can be proposed by the student themselves or by the teaching and research staff and have to be approved by the Director of Studies.

(5) The Director of Studies allocates the thesis supervisor. The student is given the opportunity to recommend a supervisor. Once a student has started to write about a topic but before having had their writing assessed, they may withdraw from the topic if the Director of Studies agrees to it after a consultation with the supervisor. Such a topic withdrawal can only be granted once.

(6) The time allocated for the Bachelor's thesis is determined by the Director of Studies in consultation with the supervisor. For reasons beyond the student's control, the due date can be extended by a maximum of two weeks by filing a written extension application with the Director of Studies. For students with care obligations for their children or dependents in need of care, delays caused by the credible illness of a child or dependent or other urgent and non-delayable obligations arising from their role as caregivers are all recognized as sufficient reasons for time extensions.

(7) Every student has the right to a written evaluation report on their Bachelor's thesis and to a grade notification and explanation by their supervisor.

(8) Students must submit a written declaration stating that their Bachelor's thesis was entirely written by themselves (without outside help) using only the listed sources and resources.

(9) Failed Bachelor's theses, analogous to the repetition of exams, can be repeated and submitted twice during the course. The student may agree with the Director of Studies and the thesis supervisor whether to edit their initial thesis or to choose and apply for a new thesis topic. If a new topic is chosen, above listed points (1) to (4) apply. If, however, the student decides to edit their existing thesis, the Director of Studies, the supervisor and the student have to agree on a new submission deadline. The editing time given to the student will depend on the scope and difficulty levels of the necessary changes. A third attempt of writing a Bachelor's thesis requires three reviewers to jointly assess the thesis. A final failing grade results in the loss of the right to examination (see chapter 1.6).

(10) The assessment period for the Bachelor's theses is 6 weeks from the submission of the theses.

### 3.3 Bachelor's Examination

(1) The Examining Committee refers to all full- or part-time lecturers of a given FH Bachelor's degree program who are deemed suitable as Bachelor's examiners. For a student's Bachelor's examination, an Examining Senate is formed by the Director of Studies choosing three examiners from the Examining Committee according to the focus of the Examination.

(2) The Bachelor's examination is an oral examination by the assembled Examining Senate, one member of which is usually the supervisor of the student's second Bachelor's thesis. A record is made of the examination.

(3) Only candidates that have passed all the relevant exams and have successfully completed both their Bachelor's theses are permitted to take the final Bachelor's examination. The candidates will be informed in due course of their admission to the examination.

(4) The Bachelor's examination consists of an oral examination of the Bachelor's theses and looks into the cross-references made by the theses to the relevant subjects of the curriculum.

1. Examination interview on the Bachelor's theses (30 % of the overall assessment)
2. Cross-references made by the Bachelor's theses to the relevant subjects of the curriculum (70 % of the overall assessment)

The whole examination must take at least 30 minutes.

(5) The following criteria is used for grading (results to be rounded to the nearest whole percentage point):

- 90 % and above: *Mit ausgezeichnetem Erfolg bestanden* (pass with distinction)
- 80 % - 89 %: *Mit gutem Erfolg bestanden*
- 60 % - 79 %: *Bestanden*
- Below 60 %: *Nicht bestanden* (fail)

(6) Failed board examinations at the Bachelor's level can be retaken twice (see chapter 1.6).

### **3.4 Certificates**

After a passed Bachelor's examination, a Bachelor's degree certificate is issued. The certificate contains

- The Bachelor's theses topics
- The Bachelor's examination grade

Additionally, students receive a Bachelor's deed with the date of the conference of the Bachelor's title and a Diploma Supplement to accompany the Bachelor's degree certificate.

## **4 Special Provisions for the Master's Degree Programs**

### **4.1 Master's Examinations**

The examination consists of the following sections:

1. Writing of a Master's thesis
2. Passing an oral Master's examination

### **4.2 Master's Thesis**

(1) The Master's thesis is a scientific, application-oriented piece of writing, based on current research questions within the field of the degree program.

(2) The Master's thesis must be written by individual students (i.e. not by a team of students) and must be at least 80 pages but no more than 100 pages long. This length can only be changed for special content-related reasons and only with the approval of the Director of Studies.

(3) Through the Master's thesis, the students must prove their ability to work independently on solving a problem through research and by applying suitable methods.

(4) The students are asked to write a proposal for their chosen topic of their Master's thesis. During the course of the third semester, the Director of Studies decides over the proposal. If no proposal was written or accepted, the student will be given a topic by the Director of Studies.

(5) The students have the right to propose a supervisor (and first reviewer) from the external lecturers or the internal full-time teaching or research staff. The Director of Studies then decides on the supervisor and the second reviewer.

(6) The time given from the point when the thesis topics is confirmed until the thesis has to be handed in is determined by the Director of Studies. Students can apply with the Director of Studies for an extension due to circumstances beyond their control. For students with care obligations for their children or dependents in need of care, delays caused by the credible illness of a child or dependents or other urgent and non-delayable obligations arising from their role as a caregiver are all recognized as sufficient reasons for time extensions.

(7) The thesis must be completed in due time before the oral part of the Master's examination. The exact due date is determined by the Director of Studies in consultation with the supervisor.

(8) Every student has a right to written statements by each of their reviewers about the evaluation (results and reasons for the assessment) of their Master's thesis. If one or both of the reviewers award the thesis with the grade "fail", the thesis is rejected and has to be

revised and resubmitted. A thesis can only be resubmitted twice. If, after the second resubmission, the thesis is awarded with the grade "fail", no more resubmission attempts are permitted and the degree program cannot be continued. However, an application to repeat the academic year can be filed (see chapter 1.6). If both evaluators award a passing grade, the arithmetic average of the individual assessments (percentage points) will be calculated. The thesis grade accounts for 40 % of the comprehensive Master's examination grade.

(9) The Master's thesis must be submitted by the due date, and in accordance with the FH Kufstein guidelines set down for Master's theses.

(10) Students must submit a written declaration stating that their Master's thesis was entirely written by themselves (without outside help) using only the listed sources and resources.

(11) Once a student has started to write about a topic but before any of their writing was assessed, they may withdraw from the topic if the Director of Studies agrees to it after consultation with the supervisor.

(12) The approval of the Master's thesis by the reviewers is one of the prerequisites for the admission to the oral Master's exam.

(13) Students have a right to request a thesis embargo.

(14) The assessment period for the Master's thesis is 6 weeks from the submission of the thesis.

### **4.3 Master's Examination**

(1) Candidates will receive timely written notification, generally at least two weeks prior to the board examination, that their admission to the board examination of the Master's examination has been approved.

(2) The oral part of the Master's examination is an interdisciplinary exam which is open to the public. The exam is held before the Examining Senate formed from members of the Examining Committee.

(3) The Examining Committee refers to all full- or part-time lecturers of a given FH Master's degree program who are deemed suitable as Master's examiners.

(4) The Examining Board is composed of at least three people chosen from the Examining Committee by the Director of Studies.

(5) ) The oral Master's exam lasts at least 45 minutes and includes

- the presentation and defense of the Master's thesis (weighted with 20 %),
- an examination looking into the cross-references made within the Master's thesis between the relevant subjects of the curriculum as well as an oral examination about other curriculum contents (weighted with a total of 40 %).

The Master's thesis and oral Master's examination are initially assessed using a point system common for the assessment of any exams. The Master's thesis will be weighted with 40 % and the oral exam with a total of 60 %. In a second step, the total resulting points will be converted into the grading system laid down for the assessment of the Master's examination.

(6) The Examining Senate's deliberations and discussions about the results of the oral examination are not open to the public.

(7) If a candidate fails the exam, the Senate must give the reasons for the negative assessment.

(8) The following criteria is used for grading (results to be rounded to the nearest whole percentage point):

- 90 % and above: *Mit ausgezeichnetem Erfolg bestanden* (pass with distinction)
- 80 % - 89 %: *Mit gutem Erfolg bestanden*
- 60 % - 79 %: *Bestanden*
- Below 60 %: *Nicht bestanden* (fail)

(9) The Master's examination is only considered as passed when both the Master's thesis and the oral exam have been passed.

(10) Failed board examinations at the Master's level can be retaken twice (see chapter 1.6).

#### **4.4 Certificates**

After a passed Master's examination, a Master's degree certificate is issued. The certificate contains

- The Master's thesis topic
- The Master's examination grade

Additionally, students receive a Master's deed with the date of the conference of the Master's title and a Diploma Supplement to accompany the Master's degree certificate.

## **5 Special Regulations for Language Courses**

### **5.1 Introduction: The FH Kufstein language teaching concept**

The FH Kufstein ensures its students' acquisition of foreign languages and intercultural skills by offering a language module as part of each Bachelor's program<sup>1</sup>. An exception is the full-time program in International Business Studies, which includes two language modules. The MA programs do not offer language modules, since their entrance requirements include proficiency in the languages relevant to the students' future occupational fields.

The language modules offered in the Bachelor's programs follow methodological principles for a communicative and application-oriented approach and fulfill the university-level criteria according to the UNICert®-system. The courses' content reflects the skill levels laid out by the Common European Framework for Languages (CEFR). For improvement from one skill level to the next, students have the duration of one module. Thus, if a first-year student enters a language module with a language level of B1, he or she is expected to achieve B2 by the end of the module. Each language module is composed of three language courses

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<sup>1</sup> Except Industrial Engineering & Management and Marketing & Communication Management in accordance with the current curriculum design.

equaling 4 ECTS and 3 lessons each teaching week. Therefore, a whole module is worth 12 ECTS and is taught through 9 lessons per week.

Because the modules are designed in accordance with the CEFR and work with internationally recognized assessment criteria, the students can, after completion of their language module, either receive by accumulation or sit a specific exam to receive an internationally recognized language certificate.

The three language courses adding up to one full module can be chosen by each student individually. This is the FH Kufstein's way of allowing every student to focus on the language fields most relevant to his or her future career plans

To support every student according to his or her needs, all first-year students will be assessed on their existing language skills of the languages they want to study at the beginning of the program. Based on this assessment and on the module courses available in a given academic year, the student is presented with the modules most adequate for him or her.

Linked to a student's entrance level and his or her future career plans is his or her choice of whether to study in a part- or full-time program. That is why the module course offerings differ between these two types of programs.

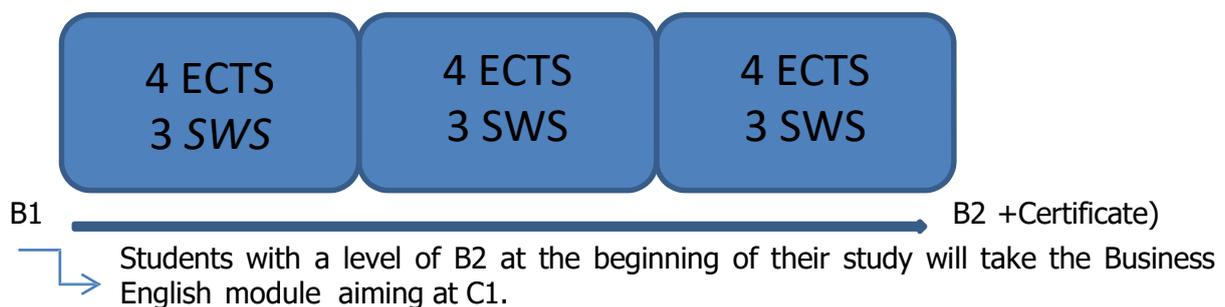
## 5.2 Language training in part-time Bachelor's degree programs

The main objective of the language training in the Bachelor's programs is to develop the students' English skills and expand them for use in their future career fields. This is why the language course offer for these programs is limited to two levels of Business English modules. One aims at the students achieving level B2 by the time they finish their language module, and the other results in language skills at the level C1.

The module offer can be depicted as follows:

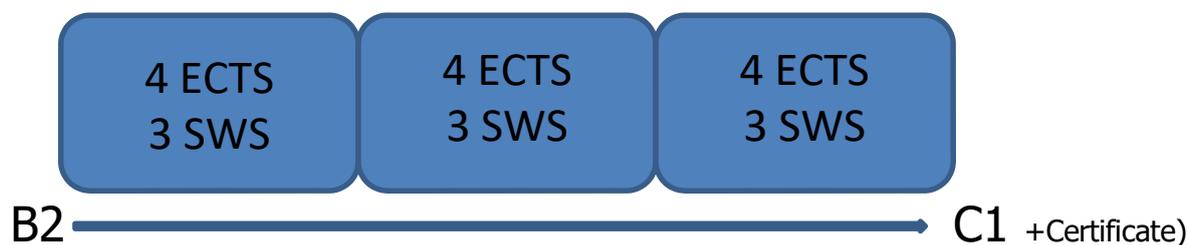
### Module Business English (target level B2)

*(Go to module description for information on the module content.)*



## Module Business English (target level C1)

*(Go to module description for information on the module content.)*



Everybody taking English courses is asked to do a CEFR-level assessment prior to starting their degree to be assigned to the module best matching their skill levels. Students with an entrance level of B1 are asked to take the module that aims at a final level of B2. Students with an entrance level of B2 take the module courses that aim at level C1.

### 5.3 Language training in full-time Bachelor's degree programs

Keeping in mind the students' future career plans, in the full-time program, the compulsory semester or year abroad also influences the language training offered. The following rules are applied by choosing language modules:

- (1) All students are asked to do a CEFR-level assessment for both languages they want to study prior to starting their degree.
- (2) A foreign language course for a language other than English can only be taken once an English level of at least B2 has been achieved.
- (3) Considering rule 2, in study programs with more than one language module, students can choose the language courses offered as they see fit as long as they already have a minimum CEFR-level of A2 in at least one of their chosen languages.
- (4) The module offer as well as the resulting CEFR-level are defined in the following figures:

**Module Business English (target level B2)**

*(Go to module description for information on the module content.)*



B1 B2 +Certificate)

Students with a level of B2 at the beginning of their study will take the Business English module aiming at C1.

**Module Business English (target level C1)**

*(Go to module description for information on the module content.)*



B2 C1 +Certificate)

**Module Business English (target level C2)**

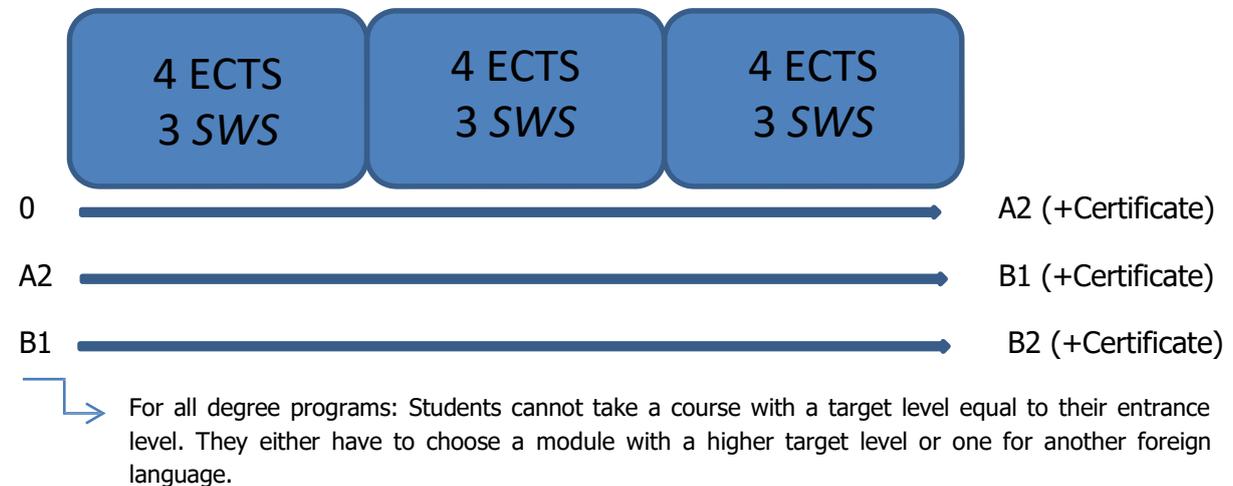
*(Go to module description for information on the module content.)*



C1 C2

## Modules Spanish/French/Italian/Russian/Chinese/Arabic

*(Go to module description for information on the module content.)*



### 5.4 Receiving internationally recognized certificates

The methodological and content-related design of our language modules, following university level quality criteria, and the use of internationally recognized assessment result in our students having an excellent opportunity after completion of a module. They can obtain an internationally recognized certificate through accumulation (UNICert® Basic (certifying a CEFR-level of A2) UNICert® I (B1), UNICert® II (B2)) or through sitting an internationally recognized certification exam at our university (UNICert®III, DELE) or in other institutions (DELTA, DALF, IELTS, CAE, TOEFL).

The students have to pay for the certificates themselves. However, the students are not required to obtain any of these certificates.

#### 5.4.1 UNICert® Certificates

(1) Once completed, the foreign language courses offered by the FH Kufstein as part of the degree programs can be transferred to a UNICert® Foreign Language Certificate (for CEFR levels A2 to C1).

(2) The foreign language training offered by the FH Kufstein is tailored to various university degree program fields. The language courses include general intercultural topics and field-specific content relevant to the specific degree programs. Field-specific language training follows an application-oriented learning approach and takes place in small groups of no more than 20 students.

(3) For FH Kufstein students to obtain a UNICert® certificate, they have to take a minimum number of lessons per teaching week (*SWS*) of the relevant language courses (see 5.12.3). If not enough lessons are offered by the University, additional UNICert® courses can be taken through the further education program Michelangelo for Students. This program is also offered by the FH Kufstein, but not as part of the regular curricula, i.e., students will have to take the additional courses in their free time.

(4) Each skill level corresponds to a minimum number of lessons per teaching week (*SWS*) as laid out in section 5.12.3. Any of the three certificates proving language skills on the levels A2 (Basic), B1 (I) and B2 (II) can be completed through accumulation and through the passing of a relevant module (see 5.5). A certificate proving a language level of C1 (III) requires a separate examination (see 5.6).

#### 5.4.2 UNICert® levels and equivalent language modules offered by the FH Kufstein Tirol

<b>MODULE FH KUFSTEI N</b>	<b>Module entrance requirements</b>	<b>Lessons per teaching week (SWS) / ECTS</b>	<b>UNICert® -Course</b>	<b>Certification</b>
Business English C1	Level B2	9/12	UNICert® III	Certificate UNICert® III (C1) after having taken the UNICert® III examination  (see 5.6)
Business English B2	Level B1	9/12	UNICert® II	Certificate UNICert® II (accumulative)
French B2	Level B1	9/12	UNICert® II	Certificate UNICert® II (accumulative)
Italian B2	Level B1	9/12	UNICert® II	Certificate UNICert® II (accumulative)
Spanish B2	Level B1	9/12	UNICert® II	Certificate UNICert® II (accumulative)
French B1	Level A2	9/12	UNICert® I	Certificate UNICert® I (accumulative)
Italian B1	Level A2	9/12	UNICert® I	Certificate UNICert® I (accumulative)
Spanish B1	Level A2	9/12	UNICert® I	Certificate UNICert® I (accumulative)
French A2	No previous knowledge	9/12	UNICert®	Certificate UNICert® Basic

	required		Basic	(accumulative)
Italian A2	No previous knowledge required	9/12	UNICert® Basic	Certificate UNICert® Basic (accumulative)
Spanish A2	No previous knowledge required	9/12	UNICert® Basic	Certificate UNICert® Basic (accumulative)
Chinese A2	No previous knowledge required	9/12	UNICert® Basic	Certificate UNICert® Basic (accumulative)
Russian A2	No previous knowledge required	9/12	UNICert® Basic	Certificate UNICert® Basic (accumulative)
Arabic A2	No previous knowledge required	9/12	UNICert® Basic	Certificate UNICert® Basic (accumulative)

\* The accumulative certificates can only be obtained once all the required lessons per teaching week (*SWS*) (see 5.12.3) were taken through additional programs (e.g., the Michelangelo program).

The assessment of students' language levels at the beginning of their studies may be part of their written and/or oral entrance exam to the degree program. If this is not the case, students' language level will be ascertained based on a separate assessment or on a certificate proving their language levels that they have acquired before coming to the FH Kufstein.

## 5.5 Language course exams

(1) The language course and examination regulations for all the degree program's foreign language training are subject to the General Study and Examination Regulations.

(2) The assessment of any level is based on students' listening and reading comprehension and written and oral ability to express themselves and interact with other people.

(3) Language courses included in a curriculum that enable students to receive an accumulative UNICert® certificate have to be completed through a final module exam.

(4) One combined final module exam is held for all parallel groups of a specific language and language skill level within a degree program. The exam is written by the teachers of the module.

(5) ) The final module exam replaces the exam of the last language course within a module.

(6) The final module exam consists of four parts: reading comprehension, written expression and interaction, listening comprehension and oral expression and interaction. The difficulty

level, duration (see 5.12.1) and weighting (see 5.12.4) of each part vary with the students' acquired skills and the CEFR-levels to be achieved.

(7) All parts of a final module exam are subject to the General Examination Regulations of the FH Kufstein.

(8) The board examination of any language course integral to a degree program is composed of two equally weighted parts:

- The written part takes a maximum of 60 minutes and is worth 50 % of the total board examination grade. This part includes communicative, action-oriented tasks testing the ability to combine reading and writing/interaction skills.
- The oral part takes a maximum of 20 minutes. Before the start of the oral exam, preparation time of a maximum of 15 minutes must be granted. This part is worth the other 50 % of the total board examination grade. It includes communicative, action-oriented tasks testing the ability to combine spoken expression/interaction and reading comprehension.

In order to pass the overall board examination, a total of at least 60 % must be achieved (see 2.2.).

## **5.6 UNIcert® Level III**

### **5.6.1 Scope and modality of exams**

(1) The UNIcert® level III certificate can follow the successful completion of the required number of lessons per teaching week of all relevant language courses and the passing of the additional UNIcert®III exam.

(2) Ideally, the students' written-receptive and written-productive skills are tested within one combined exam of a minimum duration of 140 minutes. The ideal application-oriented exam will include reading comprehension and writing tasks.

(3) The oral-receptive exam includes a listening task of at least 30 minutes and may, for the purpose of the application-oriented examination approach, be combined with the written exam.

(4) The oral-productive exam consists of a speaking part of at least 30 minutes and may, for the purpose of the application-oriented examination approach, be combined with the written and oral-receptive exam.

(5) ) The content depends on the focus of the student's degree program.

(6) Whether or not and which resources the students can use during the exam is up to the Examination Board.

### **5.6.2 Examination Board and Examination Committee**

(1) For the UNIcert ® III exams, the FH Kufstein may form an Examination Board to plan, organize and oversee the exam. The Examination Board has the revocable right to assign single menial or urgent tasks to the Examination Board Chair.

(2) The Examination Board is usually comprised of at least three full-time teachers from the relevant degree program. At least one, but preferably two, of the Examination Board members should be language teacher(s). One member of the Examination Board chairs the examination.

(3) The Examination Chair is chosen by the Examination Board. The chair's responsibilities are the running operations and the representation of the board to the public. A vice-chair is also chosen by the Examination Board.

(4) The Examination Board appoints examiners to make up the Examination Committee. The Examination Committee consists of at least two examiners. Examiners must be full-time teachers or contract teachers for foreign languages. The Examination Board can source its examiners from within the FH Kufstein or the pool of foreign language teachers of other universities.

(5) Examinations and the appointment of examiners, board and committee members are subject to the General Examination Regulations of the FH Kufstein.

## **5.7 Exam Admission and Registration**

### **5.7.1 UNICert®-exam admission requirements**

Examinees must fulfill the following requirements to be allowed to take any UNICert® exam.

(1) ) Examinees have to be enrolled at the FH Kufstein.

(2) They have to prove they have taken part in and passed the courses relevant to their chosen language, their skill level and their field of specialization by providing the relevant semester certificates.

(3) They must not have used up all the examination attempts for the exam they want to take.

(4) In certain cases, the Examination Board may grant exceptions to rules (1) through (3). Also, students such as lateral entrants may be allowed to sit after fulfilling at least 50 % of the skill requirements of a certain exam. They can prove they have the required skill levels by taking an oral and written level assessment exam covering the content and main focus points of FH Kufstein's courses that they have bypassed. The examination modalities are subject to the language-course relevant list of options provided in § 3(1) and (2) (listening, speaking, reading and writing).

### **5.7.2 Registration and admission to UNICert®III exams**

(1) Students can register for UNICert®III exams in written form (for further information and registration deadlines go to the Michelangelo program).

(2) The following documents have to be provided to successfully register for an UNICert®III exam: TBA

(3) Information from the student ID: last name, first name, personal ID (*Personenkennzeichen*), degree program, Bachelor's/Master's, year group, full-time/part-time

(4) Certificates proving the successful completion of relevant UNICert® courses or additional exams (for lateral entrants).

(5) A statement declaring whether an applicant has attempted and failed the exam before and that he or she has not already used all of his or her available examination attempts for the exam.

(6) The Examination Chair will announce an applicant's admission to or rejection from UNICert® III-exams. Rejections may result from an applicant not providing all requested documents or having used up all examination attempts already.

(7) Applicants will be told about their admission/rejection, their examiners and their summon to the written and oral exam by the FH Kufstein. Rejections are communicated in writing and include the reasons for the decision.

## **5.8 Assessment of Examinations**

### **5.8.1 Assessment of UNICert®-certification examinations**

Module examinations are assessed by the teacher of the relevant module course (see 2.2). The final grade of a module and the grade stated on the UNICert®-certificate is based on the arithmetic mean of the individual parts (listening, speaking, reading and writing) of the final module examination plus a student's continuous assessment grade (see 5.12.4). In addition to the overall grade, the certificate states the grades (1-5) for the single parts of the examination.

### **5.8.2 Assessment of UNICert®III-certification examinations**

(1) ) The oral exam is taken in front of the Examination Committee (of at least two examiners) appointed by the Examination Board. The Examination Committee consults and decides on the grade. The written exam is also assessed by two examiners.

(2) Should the examiners disagree on the grade, the arithmetic average of the single examiner's assessment is calculated and used for the grade.

(3) If time does not allow for finding a second examiner, a single examiner is allowed to assess an exam. Whether a situation calls for such an exceptions will be decided by the Examination Board.

(4) The unrounded results of all four parts of the exam are worth 25 % of the overall grade. Only the final grade is rounded to an integer.

(5) If students have taken foreign language exams in their field of specialization at universities other than the FH Kufstein, up to 50 % of their performance can be considered as replacing the UNICert®-courses (grades are recognized as usual). This option is also open to FH Kufstein students who have changed degree programs or who have already passed certain parts of some courses relevant to the UNICert®-certificate.

(6) The Examination Board decides what kind of proof students have to provide about their previously acquired skills. Usually, lateral entrants from different universities are asked to take an oral and written exam to test them on content and focus points of FH Kufstein courses that they did not take at the FH Kufstein. Alternatively, they may have to provide relevant university certificates. FH Kufstein students who have changed from one degree program to another only have to provide certificates proving the equivalence of the courses they have taken and want recognized by the new degree program.

(7) Students have to prove foreign language skills by orally communicating, presenting, and moderating and writing comments, letters, summaries, analyses, and academic

papers for the written assessment. Level III exam tasks related to a student's main subject (e.g., presentations) may contribute up to 30 % to the final grade if the student wants that. However, the students have to apply for this rule to come into effect when registering for the exam.

(8) Access to examination records and appeal: The current FH Kufstein Examination Regulations apply.

## **5.9 UNICert®-examination results and issuing of certificates**

(1) UNICert®-examinations are graded with the grades 1 to 5 using the Kufstein University of Applied Sciences' grading system (see 2.2.).

(2) In accordance with section 2.2. of the Kufstein University of Applied Sciences' General Study and Examination Regulations, a course or module is considered passed if the sum of all relevant partial grades of a semester's language module adds up to  $\geq 60$  %. In order to be awarded a UNICert®-language certificate for all levels, all individual partial grades for the examined skills (listening and reading comprehension, writing and speaking, and written and spoken interaction) of the final module exam or UNICert®-exam must be passed ( $\geq 60$  %).

(3) The certificate will be signed by the rectorate, the UNICert®-coordinator and, usually, also by the examiners.

## **5.10 Absence, Withdrawal, Fraud, Regulatory Violation**

The current provisions of the General Examination Regulations apply.

## **5.11 Repeating UNICert®-examinations**

### **5.11.1 Repeating final module examinations**

The current provisions of the General Examination Regulations apply.

### **5.11.2 Repeating UNICert® III-examinations**

(1) If a student fails a UNICert® III-examination, he or she can repeat it once at the next possible date. Students can apply to have parts of UNICert® III-exams that they have passed transferred to their second examination attempt. The date for the second attempt will be announced by the chair of the Examination Board.

(2) Repeating a UNICert®-exam a second time is only possible after filing an application with the chair of the Examination Board.

(3) ) The current provisions of the General Examination Regulations apply.

## 5.12 Tables

### 5.12.1 Composition of UNICert® examination parts

<b>Composition of UNICert® examinations parts:</b>				
<b>Parts of UNICert® exams</b>	<b>Reading Comprehension</b>	<b>Written expression and interaction</b>	<b>Listening Comprehension</b>	<b>Oral expression and interaction</b>
<b>UNICert® Basic (accumulative) *</b>	35 minutes	35 minutes	10 minutes	10 minutes
<b>UNICert® I (accumulative) *</b>	40 minutes	40 minutes	11 minutes	11 minutes
<b>UNICert® II (accumulative) *</b>	60 minutes	60 minutes	15 minutes	15 minutes
<b>UNICert® III (separate examination)</b>	70 minutes	70 minutes	30 minutes	30 minutes

\* If a student achieves less than 60 % in total, they fail the examination. Failed examinations can be repeated by only re-sitting the failed parts. Parts that were passed in the initial attempt do not have to be retaken. For organizational reasons, the FH Kufstein reserves the right to only offer the chance of re-sitting (parts of) UNICert®-examinations once per semester. If a student cannot attend an exam (thus not using any of their limited number of examination attempts), the FH Kufstein has the right to change the modality of their exam repetition (see 2.4). Such a changed exam modality eliminates the chance of the student getting a UNICert®-certificate through accumulation. If the repetition of an exam still does not lead to an accumulative average high enough for a positive grade, the exam can be retaken a 2<sup>nd</sup> time in the form of a written and oral exam in front of an Examination Committee. Such a Committee examination has to follow the criteria laid out above in order to be recognized as a UNICert® examination.

### 5.12.2 Overview Examinations

#### Overview: Oral examinations

Basic level - accumulative

Examination modality	Oral – accumulative
Skills	Oral - productive (speaking)

Examination duration	10 minutes
Examination tasks	Application-oriented approach Monologue Dialogue
Resources	None permitted
Assessment criteria	Content: knowledge about student's own subject field and independent contribution  Language: vocabulary, grammar, phonetics Communicative interaction: suited to the situation Style, fluency

Level I - accumulative

Examination modality	Oral - accumulative
Skills	Oral - productive (speaking)
Examination duration	11 minutes
Examination tasks	Application-oriented approach Monologue Dialogue
Resources	None permitted
Assessment criteria	Content: suited to the situation  Language: vocabulary, grammar, phonetics Communicative interaction: suited to the situation Style, fluency

Level II - accumulative

Examination	Oral - accumulative
-------------	---------------------

modality	
Skills	Oral - productive (speaking)
Examination duration	15 minutes
Examination tasks	Application-oriented approach Monologue Dialogue Presentation Speech acts in authentic situations
Resources	None permitted
Assessment criteria	Content: suited to the situation  Language: vocabulary, grammar, phonetics Communicative interaction: suited to the situation Style, fluency

### Level III - accumulative

Examination modality	Oral
Skills	Oral - productive (speaking)
Examination duration	30 minutes depending on complexity of examination modality which affect the necessary study time prior to the exam and the time in which a student is expected to finish certain tasks.  May, for the purpose of an application-oriented approach, be incorporated into other parts of the examination.
Examination tasks	Application-oriented approach Monologue Dialogue Presentation

	Speech acts in authentic situations
Resources	The Examination Board decides on whether or not the use of resources is permitted. The examinees will be told about the decision with the announcement of the examination date.
Assessment criteria	Content: suited to the situation  Language: vocabulary, grammar, phonetics Communicative interaction: suited to the situation Style, fluency

### Overview: Written examinations

Basic - accumulative

Examination modality	Written - accumulative
Skills	Oral – receptive (listening comprehension)
Examination duration	10 minutes
Examination tasks	Application-oriented approach Multiple-Choice Tasks Cloze tests  Answering questions in a student's mother tongue or a foreign language based on a listening comprehension task.  Foreign language True-false statements
Resources	None permitted
Assessment criteria	Content: Understanding an oral text and independent contribution

Examination modality	Written - accumulative
Skills	Written - receptive (reading comprehension)

Examination duration	35 minutes
Examination tasks	Application-oriented approach Multiple-Choice Tasks Cloze test (e.g. texts, dialogues...)  Modality-appropriate gap fill tasks (e.g. vocabulary, grammar)  Modality-appropriate gap fill tasks
Resources	None permitted
Assessment criteria	Content: suited to the situation

Examination modality	Written - accumulative
Skills	Written - productive (text production)
Examination duration	35 minutes
Examination tasks	Application-oriented approach Production of one or more texts
Resources	None permitted
Assessment criteria	Content: suited to the situation  Language: vocabulary, grammar, orthography Text organization: logical structure, clarity Style, fluency

Level I - accumulative

Examination modality	Written - accumulative
Skills	Oral – receptive (listening comprehension)

Examination duration	11 minutes
Examination tasks	<p>Application-oriented approach Multiple-Choice Tasks Cloze tests</p> <p>Answering questions in a student's mother tongue or a foreign language based on a listening comprehension task. Foreign language</p> <p>True-false statements</p>
Resources	None permitted
Assessment criteria	Content: understanding an oral text and independent contribution

Examination modality	Written - accumulative
Skills	Written - receptive (reading comprehension)
Examination duration	40 minutes
Examination tasks	<p>Application-oriented approach Multiple-Choice Tasks Cloze test (e.g. texts, dialogues...)</p> <p>Modality-appropriate gap-fill tasks (e.g. vocabulary, grammar)</p> <p>Modality-appropriate gap fill tasks</p>
Resources	None permitted
Assessment criteria	Content: suited to the situation

Examination modality	Written - accumulative
Skills	Written - productive (text production)

Examination duration	40 minutes
Examination tasks	Application-oriented approach Production of one or more texts
Resources	None permitted
Assessment criteria	Content: suited to the situation  Language: vocabulary, grammar, orthography Text organization: logical structure, clarity Style, fluency

#### Level II - accumulative

Examination modality	Written - accumulative
Skills	Oral – receptive (listening comprehension)
Examination duration	15 minutes
Examination tasks	Application-oriented approach Multiple-Choice Tasks Cloze tests  Answering questions in a student's mother tongue or a foreign language based on a listening comprehension task.  True-false statements  Summary of a spoken texts (objective report)  Analysis and interpretation of a topic covered in a spoken text
Resources	None permitted
Assessment criteria	Content: Understanding an oral text and independent contribution  Language: vocabulary, grammar, phonetics

	<p>Communicative interaction: suited to the situation</p> <p>Style, fluency</p>
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Examination modality	Written - accumulative
Skills	Written - receptive (reading comprehension)
Examination duration	60 minutes
Examination tasks	<p>Application-oriented approach</p> <p>Multiple-Choice Tasks</p> <p>Cloze tests</p> <p>Answering questions</p> <p>Summary of a written text</p> <p>Analysis and interpretation of a written text</p>
Resources	None permitted
Assessment criteria	Content: suited to the situation and maybe independent contribution

Examination modality	Written - accumulative
Skills	Written - productive (text production)
Examination duration	60 minutes
Examination tasks	<p>Application-oriented approach</p> <p>Production of one or more texts</p>
Resources	None permitted
Assessment criteria	<p>Content: suited to the situation and independent contribution</p> <p>Language: vocabulary, grammar, orthography</p>

	Text organization: logical structure, clarity  Style, fluency
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### Level III

Examination modality	Written
Skills	Oral – receptive (listening comprehension)
Examination duration	At least 30 minutes; depending on complexity of examination modality which affect the necessary study time prior to the exam and the time in which a student is expected to finish certain tasks.  May, for the purpose of an application-oriented approach, be incorporated into other parts of the examination.
Examination tasks	Application-oriented approach  Answering questions in the foreign language based on a listening comprehension task.  Summary of a spoken texts (objective report) Analysis of a topic covered in a spoken text Interpretation of the spoken text
Resources	The Examination Board decides on whether or not the use of resources is permitted. The examinees will be told about the decision with the declaration of the examination date.
Assessment criteria	Content: understanding an oral text and independent contribution

Examination modality	Written
Skills	Written - receptive (reading comprehension)
Examination duration	70 minutes; depending on complexity of examination modality which affect the necessary study time prior to the exam and the time in which a student is expected to finish certain tasks.  May, for the purpose of an application-oriented approach, be

	incorporated into other parts of the examination.
Examination tasks	<p>Application-oriented approach</p> <p>Answering questions in the foreign language based on a written text.</p> <p>Summary of a written text (objective report)  Analysis of a topic covered in a written text  Interpretation of the written text</p>
Resources	The Examination Board decides on whether or not the use of resources is permitted. The examinees will be told about the decision with the declaration of the examination date.
Assessment criteria	Content: related to a written text and maybe independent contribution
Examination modality	Written
Skills	Written - productive (text production)
Examination duration	<p>70 minutes; depending on complexity of examination modality which affect the necessary study time prior to the exam and the time in which a student is expected to finish certain tasks.</p> <p>May, for the purpose of an application-oriented approach, be incorporated into other parts of the examination.</p>
Examination tasks	Production of one or more texts
Resources	<p>Application-oriented approach</p> <p>The Examination Board decides on whether or not the use of resources is permitted. The examinees will be told about the decision with the declaration of the examination date.</p>
Assessment criteria	<p>Content: subject-specifically grounded and independent contribution</p> <p>Language: vocabulary, grammar, orthography  Text organization: logical structure, clarity  Style, fluency</p>

### 5.12.3 Languages, Levels, required number of lessons

In order to be able to reach a certain UNICert®-level, the number of lessons per teaching week (*SWS*) of the level below has to have been reached already (none for the level 'Basic').

	<b>UNICert® Basic</b>	<b>UNICert ® I</b>	<b>UNICert ® II</b>	<b>UNICert ® III</b>
<b>English</b>	--	--	8	8
<b>Spanish, Italian, French</b>	8	4	8	8
<b>Arabic, Chinese,</b>	12	--	--	--
<b>Polish, Russian,</b>	10	--	--	--

### 5.12.4 Weighting of results of examination parts

A1	A2 (3rd semester)	B1	B2
20 % continuous assessment and test during the semester	15 % continuous assessment and test during the semester	20 % continuous assessment and test during the semester	10 % continuous assessment and test during the semester
10 % listening comprehension	15 % listening comprehension	15 % listening comprehension	20 % listening comprehension
10 % speaking	15 % reading comprehension	15 % reading comprehension	20 % reading comprehension
60 % final exam (reading comprehension, grammar, vocabulary, writing)	15 % oral expression	20 % oral expression	20 % oral expression
	60 % written final exam (grammar,	30 % written final exam	30 % writing
<b>Business English B2.1</b>	<b>Business English B2.2</b>	<b>Business English B2.3</b>	
20 % continuous assessment and test during the semester	20 % continuous assessment and test during the semester	15 % continuous assessment and test during the semester	
10 % listening comprehension	10 % listening comprehension	15 % listening comprehension	

<p>10 % reading comprehension</p> <p>10 % oral expression</p> <p>50 % written final exam (grammar, vocabulary, writing)</p>	<p>10 % reading comprehension</p> <p>10 % oral expression</p> <p>50 % written final exam (grammar, vocabulary, writing)</p>	<p>15 % reading comprehension</p> <p>15 % oral expression</p> <p>40 % written final exam (grammar, vocabulary, writing)</p>
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