

University of Applied Sciences Kufstein Tirol Bildungs GmbH

Statute of the University of Applied Sciences Kufstein Tirol

In accordance with the University of Applied Sciences Act (FHG) § 10 (3) (10)



Chapter 1

General Study and Examination Regulations

Agreed upon by the Faculty Council of the University of Applied Sciences Kufstein Tirol
and the University Board on December 12, 2012

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The present General Study and Examination Regulations (*Allgemeine Studien- und Prüfungsordnung ASPO*) complement the University of Applied Sciences Act (*FHG*).

Both the University of Applied Sciences Act and the General Study and Examination Regulations attribute discretionary responsibilities to the Director of Studies and the Academic Director („Akademischer Leitung“). The University of Applied Sciences Kufstein Tirol (FH Kufstein Tirol) has deputies to cover, if necessary, for both aforementioned positions. Herewith it is established that in case of the absence of the Director of Studies or the Academic Director, any decisions usually made by them can be made by their deputies.

1 General Study Regulations

1.1 Accessibility

To the extent possible, admission procedures and university courses must be organized and designed in a way that enables and supports 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 University of Applied Sciences Kufstein Tirol degree programs must be submitted by uploading the application documents to the University of Applied Sciences Kufstein Tirol webpage. The application deadlines are made public in good time through general, accessible media.

The selection procedure for degree programs is organized as follows:

- By a Faculty Council decision, degree programs can be authorized to include a written component in the admission procedure. The admission procedure in such cases shall consist of a written component followed by an oral one, both of which shall serve to assess the general and specific aptitude of applicants for the respective degree program. In the written component, which can be conducted online, applicants complete elements of a standardized intelligence test to assess their basic aptitude for higher education. The results of this intelligence test are included in overall assessment and – if necessary – used to create a priority list to select those applicants who are invited to the oral component.
- For all other degree programs, the selection procedure only contains an oral component that is conducted with all applicants who fulfill the admission requirements.

The oral component of the admission procedure may also be conducted outside of the University of Applied Sciences Kufstein Tirol or by using video conferencing or comparable communications media if conditions require this or the applicant desires it, provided that steps are taken to ensure that the content and scope of the interview are equivalent.

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 Faculty Council via the Rectorate.

The oral component of the admission procedure consists of an interview. A record of the interview must be kept, and this record must be written in a way that ensures both the assessment criteria and the assessment of the individual applicant's performance are clearly identified. In the interview, the degree program's interviewers gain insights into the applicant's motivation and aptitude for the chosen degree program. In either German or English, the applicants get the opportunity to, amongst

other things, present themselves, explain their reasons for applying for a place in the degree program, and talk about their goals and ambitions in further detail.

Applicants have the right to different methods for the admission procedure if a disability is documented that makes participation in the admission procedure in the standard form impossible, and the content and the requirements of the procedure are not affected by this different method. This provision is to be applied and implemented with reference to the relevant guidelines in the general examination regulations section of this document.

Candidates applying for a degree program place are selected by a combined assessment based on the written admission test (in degree programs that include this component), the field-specific admission interview, and taking into account relevant practical experience. The University of Applied Sciences Kufstein Tirol appoints two members for this admission interview, including at least one member of the corresponding degree program's full-time or part-time teaching and research staff. If possible, interview teams should be formed in a way that ensures gender balance.

The following weighting determines the final results of the admission procedure:

| | Bachelor degree programs with written admission test | All other bachelor degree programs |
|---|--|------------------------------------|
| Outcome of the written admission test | 15% | 0% |
| Relevant professional experience within the field | 10% | 10% |
| Result of the field-specific admission interview | 75% | 90% |

| | Master degree programs ft | Master degree programs pt |
|---|---------------------------|---------------------------|
| Relevant professional experience within the field | 10% | 20% |
| Result of the field-specific admission interview | 90% | 80% |

The number of candidates invited to the admission interview should be at least three times the number of first-year degree program places. This group of interview candidates is derived from the rankings resulting from the written admission test for those degree programs that have this component. In degree programs that do not have a written admission test, all applicants who fulfill the admission requirements are invited to an admission interview.

The assessments that lead to the final ranking of candidates based on these admission regulations must be documented in a way that is accountable and transparent. Performance-based criteria are the sole basis of selection. Applicants with the best overall result must be granted priority. It is not permissible to consider results of admission procedures from previous years.

In order to promote permeability of the educational system, a method of aliquot reduction is used. It guarantees that for the necessary selection of applicants for bachelor degree programs a proportional (aliquot) reduction of the number of the degree program applications that fulfill the entrance requirements takes place from the following groups of educational backgrounds.

Group 1 is composed of:

- Candidates with a general university entrance qualification (*allgemeine Universitätsreife*)
- Candidates without a general university entrance qualification but with a specific qualification to study a certain degree (*Studienberechtigungsprüfung*)
- Candidates with vocational matriculation examinations (*Berufsreifeprüfung*)
- Candidates with the German qualification to study at universities of applied sciences (*deutsche Fachhochschulreife*)

Group 2 is composed of:

- Candidates with professional qualifications relevant to the degree program

In order to determine how degree program places are allocated, 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 being allocated. Candidates placed on a waiting list must be included in the ranking for the following round.

1.3 Course Attendance

In general, attendance is compulsory for all courses. However, the Director of Studies – in consultation with the course lecturer – has the right to grant a needs-based attendance exemption on a course-by-course basis.

Regulations for courses requiring attendance:

Per course, 20 % of course units can be missed unexcused without the student in question facing any consequences (e.g. six 45-minute units in a course with two such units per course week).

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 if 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 it occurred or began. 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 the 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 cases where a student is absent from classes on a regular basis, the Director of Studies will define – in consultation with the relevant course lecturer – the nature and scope of compensation work.

In the case of unexcused absences of more than 20 % of course units, the course is graded as a fail and is counted as one of the limited number of attempts to pass the course.

Regulations for courses with needs-based attendance exemption:

It is possible to suspend the attendance obligation for parts of a course or an entire course. The exact regulation must be documented in the syllabus. For these courses, it is not necessary to apply for exemptions. If only parts of a course are exempt from the attendance requirement, the other parts are logged in the usual way; the regulations for courses requiring attendance in these cases apply to the non-exempt parts of the course.

1.4 Allocation of Study Abroad Places

The allocation of study abroad places (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 calculation of the performance index is based upon the percentage points in the transcripts (rather than the simple number grades).
- The calculation is based on the following formula: $\frac{\sum_{i=1}^n ai}{n}$, where n indicates the number of courses taken at FH Kufstein Tirol and a represents the percentage achieved on the i th course.
- Courses that do not have a grade (e.g. ct, p, etc.) are not included in the calculation.
- The key date for the creation of the ranking list is December 1.

If no grade entries have been entered as of December 1, a ranking list will be drawn up by lottery.

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

When allocating study abroad places, the University of Applied Sciences Kufstein Tirol 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
- Limitations resulting from sponsor specifications, for example the initiative promoting women going into engineering careers by the Public Employment Service Austria (AMS).

If any of the criteria above apply, students can apply to the Director of Studies to be granted the following mitigating options at the discretion of the Director of Studies:

- Study abroad place in a German-speaking country
- Study abroad place in geographical proximity to the student's place of residence
- Permission to complete 30 ECTS points worth of courses from various degree programs including the International Program at the University of Applied Sciences Kufstein Tirol instead of completing 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 (FHG).

The process of recognizing proven knowledge in the sense of course-related recognition is initiated by the students. A corresponding application can be submitted no later than six weeks before the start of the semester. First-semester students who enroll after this date or achievements that can be proven to have been completed later will be considered separately. The application form and copies of the supporting documents must be submitted and will be inspected for authenticity. The application form and the copy of the supporting documents are passed on to the Director of Studies, who inspects the contents and makes a decision regarding the recognition of courses. Recognized courses are marked with the addition "ct" (credit transferred) on the relevant semester transcript and the Transcript of Records.

For recognition of special knowledge or experience acquired through professional practice in accordance with the University of Applied Sciences Act §12 (2), evidence of the comparability of such practically acquired knowledge to the content and scope of a specific course of a degree program has to be provided. The corresponding required competencies are specified in the respective program-specific study regulations. Professional experience in the subject area of the course alone is not sufficient.

In accordance with the University of Applied Sciences Act §12 (4), the procedure for validating learning outcomes is divided into the following process steps (see Figure 1). The definition of competencies for individual courses is included in the respective program-specific regulations.

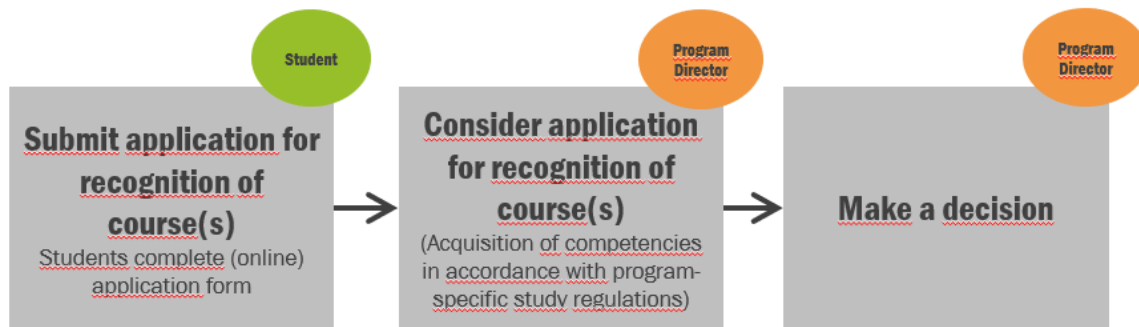


Figure 1: Procedure for validating learning outcomes

The following internal standards are defined for this procedure:

- (1) The learning outcomes and qualifications specified in the curricula of the University of Applied Sciences Kufstein Tirol.
- (2) Formal standards to be met by the applicants in order to enable a standardized and direct comparison with the learning outcomes regulated in the curricula.

The process steps of the procedure are defined in Figure 1. The competence-oriented requirements for each course are defined in the respective curricula.

The application is made by the students using a pre-established form. Different supporting documentation is required depending on the type of previous knowledge or experience:

- (1) Formal competencies (e.g., studies, school, vocational training): Transcripts with individual grades, including a description of the detailed course content and corresponding learning outcomes
- (2) Non-formal skills (e.g., further education courses): Transcript or certificate with individual grade(s) or confirmation of completion; detailed course content description with corresponding learning outcomes, including the duration of the course; contact information of the person responsible at the respective educational institution (optional); portfolio and samples of student work (the latter is optional)
- (3) Informal skills (e.g., practical or professional experience): Portfolio; confirmation of work or practice, including the duration of the experience; work samples (optional)

Upon submission of the application for recognition by the student, the degree program director is to consider the application, document the results in a standardized way with justification, and inform the student. More detailed regulations are established in a guideline prepared by the degree program management.

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 examination in front of an examination board.

1.6.1 Decisions Regarding the Repetition of an Academic Year

A written decision regarding the repetition of an academic year must be submitted by the student to the Director of Studies within a month from the date of a failed examination in front of an examination board.

1.6.2 Recognition of Courses When Repeating an Academic Year

Students may decide which passing grades they want recognized and which (of the passed) courses they want to repeat. If the reason for the repetition of an academic year is a failed board exam of a

course from the summer semester, the Director of Studies shall recognize all passed courses of the corresponding winter semester, regardless of grades, to allow the direct entry into the following summer semester.

1.7 Leave of Absence from Studies

In accordance with § 14 of the University of Applied Sciences Act, an application for leave of absence can be submitted to the Director of Studies. In all cases where the leave of absence is requested because of illness, pregnancy, or military or social service (*Zivildienst*), permission must be granted. The duration of leave is linked to the reason for the interruption. If, during the time a student is on leave, their degree program is discontinued or the curriculum of their degree program is altered significantly, the student has no legal right to the continuation of their studies. Admission to a potentially established successor degree program may be granted at the discretion of the Director of Studies. At re-entry after a leave of absence, the course grades from previously passed courses shall be recognized. Courses for which only partial grades or other partial assessments exist must be retaken, regardless of the result of these partial grades or assessments. No exams may be taken by the student while they are on leave.

1.8 Complaints Against Decisions Taken by the Director of Studies

Complaints against decisions taken by the Director of Studies can be filed with the Faculty Council. The complaint must be submitted in writing to the Academic Director of the University of Applied Sciences within two weeks after the announcement of the decision in question. Before dealing with the complaint, the Faculty Council shall grant the Academic Director the right to attempt conciliation. If conciliation is unsuccessful, the Faculty Council takes a decision regarding 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 the decision is pending. No other internal appeal within the University of Applied Sciences Kufstein Tirol can be filed against such a decision.

2 General Examination Regulations

2.1 Types of Courses and Examination Modalities

The courses offered by the University of Applied Sciences Kufstein are grouped, according to their pedagogical and didactic content, into the following types:

- lectures (VO),
- exercises (UE),
- seminars (SE),
- projects (PT),
- and integrated courses (ILV)

In accordance with the level of student choice, the same courses are divided into **compulsory subjects** on the one hand, and **electives** on the other.

Lecture (VO): In this type of course, the lecturers take on the active role by mainly passing on theoretical knowledge and demonstrating practical applications. The lecturers assume the responsibility for the transfer of knowledge. The assessment of the course is most commonly based on a final examination.

Exercise (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 (immanent type of assessment).

Seminar (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 consoli-

date 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 take on the role of a coach. The performance assessment takes place throughout the course (immanent type of assessment).

Project (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 take on the role of the project coach. The performance assessment takes place throughout the course (immanent type of assessment).

Integrated Course (ILV): In this type of course, the elements of the above-mentioned types of courses are combined based on case problems they share. This form of education is in particular geared toward facilitating practical training and the completion of studies in the prescribed time. In general, students' performance is assessed throughout the course (immanent type of assessment), as well as through a final examination.

Lecturers must ensure that their teaching is firmly grounded in a theoretical framework, yet is oriented towards the solving of practical problems. Furthermore, courses must be structured in such a way that students are able to continually follow the content of the course.

2.2 Assessment Procedures and Organization of Assessment

Individual course lecturers are responsible for the assessment of students within the courses taught by them. The following assessment scale applies for formative assessment, i.e. any form of assessment where points are awarded on several tasks that are added up to calculate the overall course grade. Final course grades must be expressed as both a percentage value and a number (i.e. category) grade:

| | | |
|------------------|-------------------|--|
| 1 = Excellent | ≥ 90 % | An outstanding performance. |
| 2 = Good | ≥ 80 % and < 90 % | A performance that is clearly above average. |
| 3 = Satisfactory | ≥ 70 % and < 80 % | A performance that is average. |
| 4 = Sufficient | ≥ 60 % and < 70 % | A performance that meets the requirements despite some deficiencies. |
| 5 = Fail | < 60 % | A performance that does not meet the requirements. |

Where the addition of multiple grades results in a fractional percentage, the grade is to be rounded to the nearest whole percentage point. For board examinations, the final grade is determined by calculating the average if there are several partial grades.

An examination performance is considered successful if it is evaluated as sufficient (4) or above. Grades must only result from the total number of points achieved. The weighting of various tasks and assessments (final exam, mid-term exam, group work, etc.) in the calculation of the final course grade has to be made transparent at the latest at the beginning of each course. The assessment of all parts that influence the final course grade have to be recorded and made available to students before or right at the beginning of the course along with the method of assessment. Students will be informed of their course grades within four weeks of their last examination or assessment (within a given course) at the latest.

Modules are large-volume (in the sense of SWS/ECTS) curricular blocks which can extend over several semesters. Module grades can be constituted through partial assessments (see above) or through a final examination for the module if all (partial) assessments take place within one semester.

2.3 Alternative Assessment Arrangements for Students with Disabilities

- (1) In accordance with § 13 (2) of the University of Applied Sciences Act (FHG), students have the right to alternative assessment arrangements if they have provided evidence of a disability that 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, or 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 organization 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. These statements must not be older than two years.
- (4) Disabilities refer to both psychological and physical disabilities and do not have to be permanent. However, insufficient language skills in relation to the language of instruction are not considered to constitute 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 or courses is not permitted. Failed final exams or failed courses 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 such a case, the Director of Studies decides in consultation with the course lecturer whether the examination is to be held orally, in written form, or is to entail a combination of both. Should the third and final examination attempt result in a failing grade, the student may not continue their studies. However, students are provided the option to submit a request to repeat an academic year once (see section 1.6).

2.6 Examination and Course Paper Deadlines

Due to the way the FH Kufstein's 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 an examination board 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 deadline.

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

2.7 Transcripts

Upon successful completion of a semester, examination results and courses attended are confirmed in the form of a semester transcript (cumulative transcript). Students who discontinue their studies will be issued a confirmation stating all exams passed and courses attended.

2.8 Deception, Fraud, Regulatory Violations and Invalidation 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 that 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 and assessed with the grade 'fail'.

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 transcript, the Director of Studies can correct the corresponding grades and declare the examination as invalid. Invalid transcripts and documents will be confiscated.

In severe cases of fraud, (e.g. theft of examination papers or submission of a plagiarized seminar, Bachelor's or Master's thesis), proceedings for the revocation of the student's educational contract can be initiated through the Director of Studies.

2.9 Absence and Withdrawal from Examinations

If a student misses an exam or the deadline for any assessed component of a course without providing a sufficient explanation beforehand, or if a student withdraws from an exam after the exam has started, this 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 caregivers.

2.10 Appeal

In accordance with § 21 of the University of Applied Sciences Act, no appeals can be lodged against the evaluation of an examination. Complaints regarding aspects not related to the assessment of the content of an examination can be lodged with the Director of Studies or the Faculty Council. An appeal against a complaint-related decision by the Director of Studies can in turn be lodged with the Faculty Council.

3 Special Provisions for Bachelor's Degree Programs

3.1 Supplementary examinations

The following applicants are eligible to study at the University of Applied Sciences Kufstein Tirol if supplementary examinations in German, English and Mathematics are taken and passed at the latest before starting their third semester at the University of Applied Sciences Kufstein Tirol. This deadline can be extended to the end of the third semester for students pursuing a part-time degree program:

- Applicants who have graduated from a three-year vocational secondary school
- Applicants who have completed a dual education (vocational training + secondary school diploma)
- Applicants 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 supplementary exams in any of the three subjects in which they received grades of insufficient (*Mangelhaft*) or worse.

3.2 Bachelor's Thesis

- (1) The Bachelor's thesis is written in relation to a relevant problem from the student's field. It is created in the context of a course by dealing with a current problem in a scientific way.
- (2) The purpose of the Bachelor's thesis is for a student to demonstrate their ability to work independently, within a specified period, on a relevant problem, using scientific methods.
- (3) At FH Kufstein Tirol, one independent scientific paper has to be submitted as a Bachelor's thesis. A Bachelor's thesis is written by an individual student and should be 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 topic of the Bachelor's thesis can be proposed by the students themselves or by the teaching and research staff and has to be approved by the Director of Studies.
- (5) The Director of Studies assigns a thesis supervisor. Student are provided 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 this in consultation with the thesis 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 thesis 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 with their Bachelor's thesis stating that their thesis was entirely written by themselves (i.e. independently and without outside help) using only the listed sources and resources.
- (9) The Bachelor's thesis must be submitted by the due date, and in accordance with the guidelines set down for Bachelor's theses established by the University of Applied Sciences Kufstein Tirol.
- (10) A failed Bachelor's thesis, analogous to the repetition of exams, can be repeated and re-submitted twice within the scope of a course. The student may agree with the Director of Studies and the thesis supervisor whether to edit their initial thesis or whether to choose and apply for a new thesis topic. If a new topic is chosen, all above-listed points starting with point (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 corresponding deadline given to the student will depend on the scope and level of difficulty of the necessary changes. A second repeat needs to take the form of a board examination. This means that the thesis submitted for this attempt must be reviewed by three members of an examination board. A final failing grade results in the loss of the right to examination (see chapter 1.6).

- (11) The assessment period for the Bachelor's thesis is four weeks from the submission deadline of the thesis.
- (12) For the review of Bachelor's theses, an evaluation report form is determined by the Faculty Council, which includes both content and methodological aspects as well as formal aspects. For a positive overall result, both aspects must be assessed with at least 60 %.

3.3 Final Comprehensive Bachelor Examination

In accordance with § 3 (2) (6) of the University of Applied Sciences Act (FHG), the final examination leading to the successful completion of a bachelor degree program has to take the form of an examination in front of an examination committee made up of members with field-specific qualifications.

- (1) The examination board shall be composed of all full- or part-time lecturers of a given bachelor degree program who are deemed suitable to serve as examiners on bachelor examinations. The examination committee for individual examinations shall be selected from among that group.
- (2) The final examination of the bachelor's degree program consists of an oral examination in front of a field-specific examination committee. The examination committee shall consist of three members of the examination board, one of whom is usually the supervisor of the student's Bachelor's thesis. The members of the examination committee are chosen by the Director of Studies. A record of the examination procedure shall be kept.
- (3) Only candidates who have passed all the relevant exams and have successfully completed the Bachelor's thesis of the degree program are permitted to take the Final Comprehensive Bachelor Examination. The candidates receive timely written notification of their admission to this examination
- (4) The examination in front of the examination committee takes the form of an oral examination about the Bachelor's thesis written by the student and its cross-references to relevant subjects of the curriculum.
 1. Examination interview on the Bachelor's thesis written by the student (30 % of the overall grade)
 2. Cross-references drawn by the student between the Bachelor's thesis and relevant subjects of the curriculum (70 % of the overall grade)

The examination must last at least 20 minutes.

- (5) The following scale is used for grading, with results being rounded to the nearest whole percentage point:
 - 90 % and above: Pass with distinction ("*Mit ausgezeichnetem Erfolg bestanden*")
 - 80 % – 89 %: Pass with merit ("*Mit gutem Erfolg bestanden*")
 - 60 % – 79 %: Pass ("*Bestanden*")
 - Below 60 %: Fail ("*Nicht bestanden*")
- (6) Failed board examinations at the bachelor's level can be retaken twice (see chapter 1.6).

3.4 Transcripts

Once the Final Comprehensive Bachelor Examination has been passed, a Bachelor's degree transcript is issued. The transcript shall contain:

- The topic of the Bachelor's thesis
- The grade of the Final Comprehensive Bachelor Examination

Additionally, students receive a Bachelor's diploma with the date the Bachelor's degree was issued. This diploma will be accompanied by a "Diploma Supplement".

4 Special Provisions for Master's Degree Programs

4.1 Master's Examinations

The examination consists of the following components:

1. Completion of a Master's thesis
2. Completion of an examination in front of an examination committee

4.2 Master's Thesis

- (1) The Master's thesis is a scientific, application-oriented piece of writing and should be based on a current research questions within the field of the degree program.
- (2) The Master's thesis must be written by an individual student (i.e. not by a team of students) and must be at least 80 pages, but no more than 100 pages in length. 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 demonstrate their ability to work independently on solving a problem through research and by applying suitable methods.
- (4) Students are urged to write a proposal for the topic they would like to choose for their Master's thesis. During the course of the third semester, the Director of Studies decides whether the proposal is accepted. If no proposal was written or accepted, the student will be assigned a topic by the Director of Studies.
- (5) Students have the right to propose a supervisor (who simultaneously serves as first reviewer) from among the external lecturers or the internal full-time teaching and research staff. The Director of Studies makes the final decision regarding the supervisor and the second reviewer.
- (6) The time allowed to complete the master's thesis is determined by the Director of Studies. The time period starts on the day that the thesis topic is confirmed by the Director of Studies. Upon a request by the student and at the discretion of the Director of Studies, the time period can be extended once to allow for delays that are beyond the control of the student. For students with care obligations for their children or dependents in need of care, delays caused by a credibly documented illness of a child or dependent or other urgent and non-delayable obligations arising from their role as a caregiver are all recognized as sufficient reasons for time extensions.
- (7) 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 mean of the individual assessments (percentage points) will be calculated. The thesis grade accounts for 40 % of the comprehensive Master's examination grade.
- (8) The Master's thesis must be submitted by the due date, and in accordance with the guidelines set down for Master's theses established by the University of Applied Sciences Kufstein Tirol.
- (9) Students must submit a written declaration stating that their Master's thesis was entirely written by themselves (i.e. independently and without outside help) using only the listed sources and resources.
- (10) Once a student has started to write about a topic but before any of their writing has been assessed, they may withdraw from the topic if the Director of Studies agrees to this after consultation with the supervisor.
- (11) The approval of the Master's thesis by the reviewers is one of the prerequisites for the admission to the final comprehensive master examination.
- (12) Students have a right to request a thesis embargo.
- (13) The assessment period for the Master's thesis is 6 weeks from the submission of the thesis.

- (14) For the review of Master's theses, an evaluation report form is determined by the Faculty Council, which includes both content and methodological aspects as well as formal aspects. For a positive overall result, both aspects must be assessed with at least 60 %.

4.3 Final Comprehensive Master Examination

In accordance with § 3 (2) (6) of the University of Applied Sciences Act (FHG), the final examination leading to the successful completion of a master degree program has to take the form of an examination in front of an examination committee made up of members with field-specific qualifications

- (1) Only candidates who have passed all the relevant exams of their degree program and who have successfully completed their Master's thesis are permitted to take the examination in front of the examination committee. The candidates receive timely written notification (generally at least two weeks prior to the examination) that their admission to the Final Comprehensive Master Examination has been approved.
- (2) The Final Comprehensive Master Examination is an oral, interdisciplinary examination and is open to the public. The examination is held before a field-specific, competent examination committee formed from members of the examination board.
- (3) The examination board consists of all eligible full- or part-time lecturers of the corresponding Master's degree program who are deemed suitable to serve as examiners on the examination board.
- (4) The examination committee is composed of at least three people from the examination board. The members of the examination committee are chosen by the Director of Studies.
- (5) The examination in front of the examination committee lasts at least 45 minutes and includes:
 - A presentation and defense of the Master's thesis (20 % of the final grade)
 - An oral examination interview on the cross-references made in the Master's thesis with relevant subjects of the curriculum, as well as an oral examination interview about other curriculum contents (in sum 40 % of the final grade)

The Master's thesis and the examination in front of the examination committee are initially assessed using the points system established for these components. The Master's thesis will be weighted with 40 % and the examination in front of the examination committee with a total of 60 %. In a second step, the total resulting points will be converted into the grading system established for the assessment of the Final Comprehensive Master Examination.

- (6) The examination committee'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 examination committee must justify the failing grade.
- (8) The following scale is used for grading, with results being rounded to the nearest whole percentage point:
 - 90 % and above: Pass with distinction ("*Mit ausgezeichnetem Erfolg bestanden*")
 - 80 % – 89 %: Pass with merit ("*Mit gutem Erfolg bestanden*")
 - 60 % – 79 %: Pass ("*Bestanden*")
 - Below 60 %: Fail ("*Nicht bestanden*")
- (9) The Final Comprehensive Master Examination only counts as passed if both the Master's thesis and the examination in front of the examination committee were each awarded a passing grade.
- (10) Failed examinations in front of an examination committee at the Master's level can be retaken twice (see chapter 1.6).

4.4 Transcripts

Upon passing the Final Comprehensive Master Examination, a Master's degree transcript is issued. The transcript shall contain:

- The topic of the Master's thesis
- The grade of the Final Comprehensive Master Examination.

Additionally, students receive a Master's diploma with the date of the conference of the Master's degree. The diploma will be accompanied by a "Diploma Supplement".

5 Special Regulations for Language Courses

5.1 Introduction: The Language Education Concept at FH Kufstein

The acquisition of foreign language skills as well as intercultural competence is ensured at the University of Applied Sciences Kufstein Tirol by the completion of study-integrated language modules in all Bachelor's programs¹. In principle, such a module offering is not intended within the framework of the Master's programs, since the foreign language or intercultural competences relevant for the respective occupational field are considered prerequisite for admission to the Master's programs.

The study-integrated language modules offered are designed in accordance with the methodological principles of a communicative, action-oriented approach. As far as their content is concerned, they are structured in line with the competence levels of the Common European Framework of Reference for Languages (CEFR). Thus, the completion of a module corresponds to the acquisition of one of the competence levels of the CEFR (example: first-year students with a level of B2 in English are expected to achieve a level of C1 by the end of the module). A language module comprises 12 ECTS / 9 SWS, divided into 3 semester courses.

The specificity of each degree program and the needs of its future graduates in the desired field of professional practice are reflected in the module policy, which is determined separately by each degree program. Furthermore, the present language education concept aims to support the students as adequately as possible, taking into account their individual situation. Consequently, in their selection of language and course levels, students are encouraged to take into account the outcome of the placement test in English, which they take during the admission procedure, as well as prior knowledge of other languages.

As a result of the two main criteria already mentioned that determine this concept - taking into account the future needs as well as the individual situation of the students – the language education offering in the full-time and part-time format differs in design.

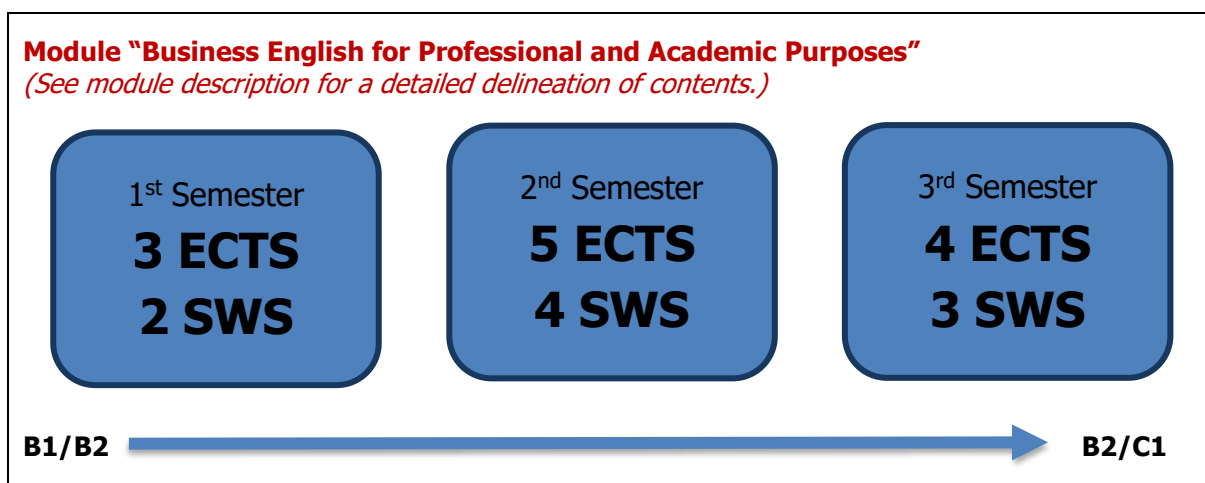
5.2 Language Education in Part-Time Bachelor's Degree Programs

The design of language education in the part-time Bachelor's programs is characterized by the needs of the students' current and intended future professional practice, the heterogeneity of the students' language skills and their preparation for future academic application as part of continuing education.

The language education offering can be represented as follows:

| |
|---|
| Module "Business English for Professional and Academic Purposes" |
| <p>Prerequisite</p> <p>Placement Test English at B1/B2 Level or English Bridge Workshop**</p> |
| <p>Learning Outcome</p> <p>Competency Level (CEFR) B2/C1</p> <p>and</p> <p>preparation for the application of the English language in professional practice</p> <p>as well as</p> <p>preparation for the application of the English language in the current program of studies and continued education</p> |

** The English Bridge Workshop is an extracurricular offering by the International Business School of the University of Applied Sciences Kufstein Tirol. The English Bridge Workshop involves intensive language training, takes place prior to the start of classes of the first semester, and is associated with separate costs.



5.3 Language Education in Full-Time Bachelor's Degree Programs

The design of language education in the context of the full-time Bachelor's degree programs is characterized by the needs of future graduates in the desired field of professional practice and the preparation for compulsory study abroad. The students are able to select their language(s) of preference as long as prerequisites are met.

The language education offering can be represented as follows:

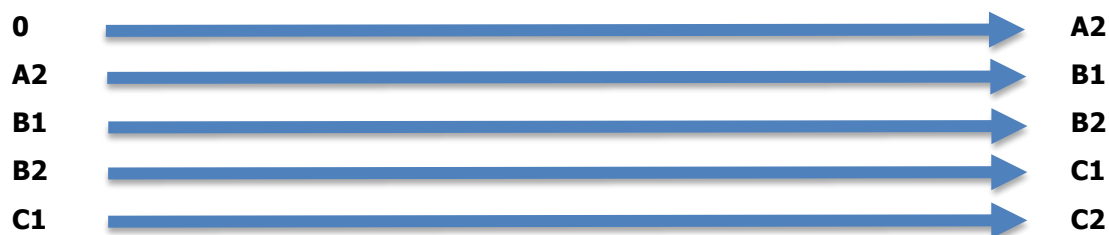
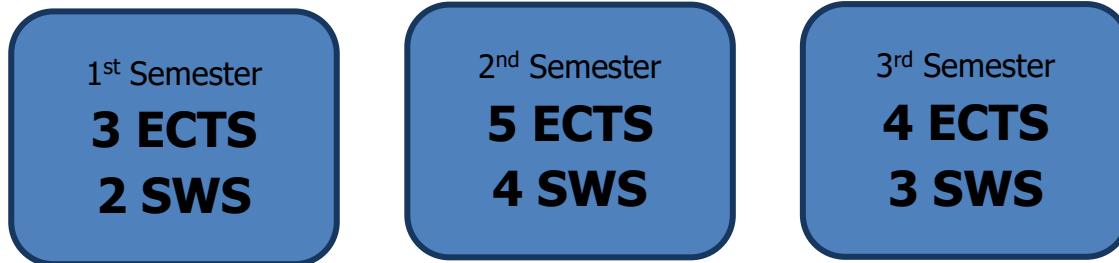
| | | | | |
|--|--|--|---|--|
| <p>Business English for Professional and Academic Purposes C2*</p> | <p>Business English for Professional and Academic Purposes C1</p> | <p>Business English for Professional and Academic Purposes B2</p> | <p>Chinese A1/A2* French A1/A2 Italian A1/A2 Russian A1/A2* Spanish A1/A2</p> | <p>French B1/B2* Italian B1/B2* Spanish B1/B2</p> |
| <p>Prerequisite English Placement Test at C1 Level</p> | <p>Prerequisite English Placement Test at B2 Level</p> | <p>Prerequisite English Placement Test at B1 Level Or English Bridge Workshop**</p> | <p>Prerequisite No previous skills in the language selected based on secondary school transcript</p> | <p>Prerequisite Previous skills in the language selected based on secondary school transcript</p> |
| <p>Learning Outcome Competency Level (CEFR) C2 and preparation for study abroad in the English language as well as preparation for the application of the English language in professional practice in addition to preparation for the application of the English language in the current degree program as well as in continued education</p> | <p>Learning Outcome Competency Level (CEFR) C1 and preparation for study abroad in the English language as well as preparation for the application of the English language in professional practice in addition to preparation for the application of the English language in the current degree program as well as in continued education</p> | <p>Learning Outcome Competency Level (CEFR) B2 and preparation for study abroad in the English language as well as preparation for the application of the English language in professional practice in addition to preparation for the application of the English language in the current degree program as well as in continued education</p> | <p>Learning Outcome Competency Level (CEFR) A2 and preparation for study abroad in the English language in a Chinese or Russian region, or for study abroad in the English language in a Spanish, French, or Italian region (only very limited opportunities) as well as preparation for the application of the language in professional practice in addition to preparation for the application of the language in continued education</p> | <p>Learning Outcome Competency Level (CEFR) B2 and preparation for study abroad in the language selected in a Spanish, French, or Italian region as well as preparation for the application of the language in professional practice in addition to preparation for the application of the language in continued education</p> |

* Offer is based on demand.

** The English Bridge Workshop is an extracurricular offer of the International Business School of the University of Applied Sciences Kufstein Tirol. The English Bridge Workshop involves intensive language training, takes place before the beginning of the first semester, and is associated with separate costs.

Modules “Chinese / French / Italian / Russian / Spanish” and module “Business English for Professional and Academic Purposes”

(See module description for a detailed delineation of contents.)



5.4 Achieving Internationally Recognized Certificates

After completing the language education module, students have the opportunity to take part in an internationally recognized certificate examination in-house or externally.

The issuance or examination for obtaining such a certificate is associated with additional costs. The pursuit of certification is optional and subject to the voluntary decision of the students. The current offer of certificates and associated examinations or preparatory courses is administered by the International Business School of the University of Applied Sciences Kufstein Tirol.

6 Special Provisions for the Implementation of Online Teaching and Learning

The University of Applied Sciences Kufstein Tirol is committed to electronically supported teaching as an important component of modern teaching. At the same time, face-to-face teaching and learning in the lecture hall should remain a central component of the university experience in Kufstein.

6.1 Definition and Concepts

eLearning means teaching and learning with electronic aids. This includes different forms of teaching and learning, which differ in particular with regard to (a) the spatial situation of the lecturers and students and, derived from this, (b) the degree of supervision the lecturers provide the students (see Figure 2).

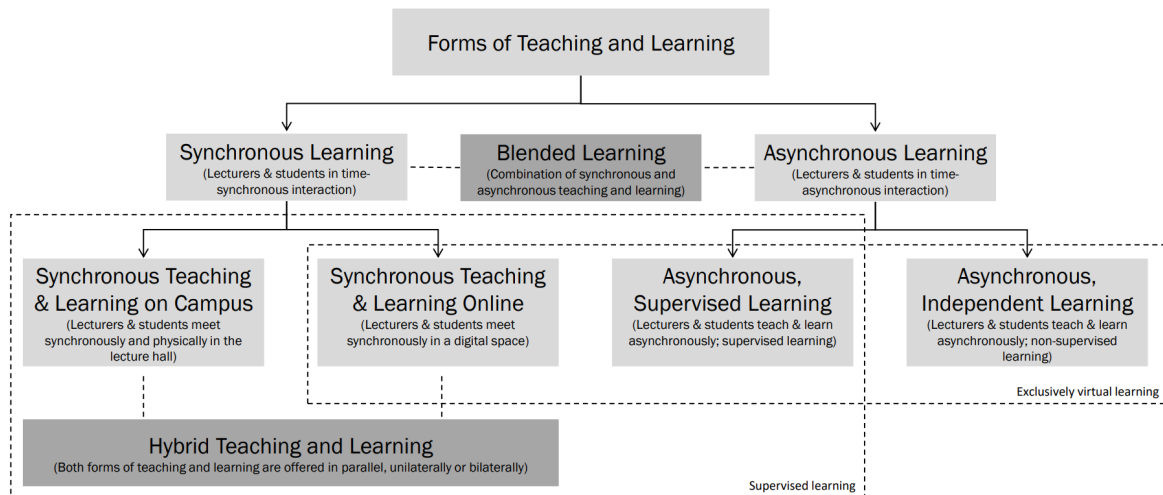


Figure 2: Classification of forms of teaching and learning

The figure depicts a continuum that extends from fully supervised, face-to-face teaching and learning on campus (on the left) to unsupervised, independent learning (on the right). Furthermore, a distinction can be made between exclusively virtual learning (without physical presence) and face-to-face teaching and learning in the lecture hall. Hybrid teaching and learning represents a mixed form, in which courses are held in parallel in the lecture hall and via a virtual channel. However, this form of teaching and learning does not apply to asynchronous teaching and learning.

6.2 Integration of eLearning

In order to ensure the acquisition of skills, lecturers must always reflect on the advantages and disadvantages of the forms of teaching and learning described in Figure 2 against the background of the content to be conveyed and the resources available. A blanket assessment of the forms of teaching and learning is not appropriate here.

The University of Applied Sciences Kufstein Tirol is a face-to-face university. Degree programs include both synchronous and asynchronous forms of teaching and learning. The proportion of exclusively virtual teaching and learning is limited to 50% in part-time degree programs and 30% in full-time degree programs based on the average weekly semester hours (SWS) over the entire degree program. Excluded from this are degree programs that have been explicitly accredited as online study programs.