

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 (FHStG) § 10 (3) (10)



Chapter 1

General Study and Examination Regulations

Agreed upon by the University 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 (*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 College Board. The University of Applied Sciences Kufstein, Tirol 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 College Board, any decisions usually made by them can be made by their deputies.

1 General Study Regulations

1.1 Accessibility

Admission procedures and university courses must be organized 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 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 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 University of Applied Sciences Kufstein, Tirol.

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 College 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 University of Applied Sciences Kufstein, Tirol 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 (*SW/S*)).

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 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 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 Study Abroad

The allocation of places for study 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 transcript 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 assessed only 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 that do not have to be repeated but where the initial grade was recognized will be treated the same as the grades of student who did not repeat a year. A combination of grades from multiple course attempts is not applied to ensure the equal treatment of students 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) assign 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 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 sponsored study places in accordance with 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 place abroad in a German-speaking country
- study place in geographical proximity to the student's place of residence
- permission to complete 30 ECTS 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. 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 recognize 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 transcript 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 recognized as equivalent to 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 that 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 board exam of a course from the summer semester, the Director of Studies should recognize all passed courses of the corresponding winter semester, regardless of grades, to allow a direct entry into 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 attend 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 College Board. The complaint must be submitted in writing to the University of Applied Sciences Rector within two weeks after the announcement of the decision in question. Before dealing with the complaint, the College Board grants the Rector the right to attempt conciliation. The College 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 University of Applied Sciences Kufstein, Tirol can be filed against this 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 the pedagogical and didactic content in

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

in accordance with the student's choice in

- compulsory subjects and
- electives.

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 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 take on the role of a 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 study

time. In general, students' performance is assessed throughout the course (immanent type of assessment), as well as through a final examination.

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).

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

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	≥ 90 %	Excellent performance
2 = Good	≥ 80 % and < 90 %	Clearly above average performance
3 = Satisfactory	≥ 70 % and < 80 %	Average performance
4 = Sufficient	≥ 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, the grade is to be rounded to the nearest whole percentage point.

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 in an exam. The weighting of various tasks and performances (exam, partial assessments, group work, etc.) 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. 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.

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 performances (see above) or through a final examination for the module when all (partial) performances 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 (FHStG), 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 continuous. 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 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 University of Applied Sciences Kufstein, Tirol 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 cannot 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 Transcripts

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

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 transcript, the Director of Studies can correct the corresponding grades and declare the examination as invalid. Invalid transcripts 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 the student's educational 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 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](#), an appeal against the evaluation 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 College Board. An appeal against the complaint-related decision made by the Director of Studies, can, if necessary, be lodged with the College Board.

3 Special Provisions for Bachelor's Degree Programs

3.1 Additional Examinations

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

- people who have graduated from a three-year vocational secondary school,
- people who have completed a dual education (vocational training + secondary school transcript), 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 any of the three subjects, in which they received grades of insufficient (*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 thesis and provides support regarding the theoretical aspects of the problem.
- (2) The purpose of the Bachelor's theses is for students to demonstrate 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 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 topics of Bachelor's theses can be proposed by the students themselves or by the teaching and research staff and have to be approved by the Director of Studies. Themes should generally be interdisciplinary in nature.
- (5) The Director of Studies assigns the 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 it 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 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 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 difficulty levels of the necessary changes. A second repeat requires a Board examination. This means that the thesis submitted for this attempt must be reviewed by three Board members. 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 thesis is 6 weeks from the submission of the thesis.

3.3 Bachelor's Board Examination

- (1) The Board Examining Commission is composed of full- or part-time lecturers of a given Bachelor's degree program who are deemed suitable to serve as examiners on Bachelor's Board examinations. The Examining Senate will be selected out of that group.
- (2) The final examination of the Bachelor's degree program consists in an oral examination in front of a field-specific Examining Senate. The Examining Senate consists of three persons from the

Board Examination Commission, one member of which is usually the supervisor of the student's second Bachelor's thesis. The members of the Examining Senate are chosen by the Director of Studies. A record of the examination procedure is logged.

- (3) Only candidates who have passed all the relevant exams and have successfully completed both their Bachelor's theses are permitted to take the final Bachelor's Board examination. The candidates receive timely written notification of their admission to the Board Examination.
- (4) The Bachelor's Board examination consists of an oral examination about the Bachelor's theses and cross-references 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 relevant subjects of the curriculum (70 % of the overall assessment)

The examination must take at least 30 minutes.

- (5) The following criteria 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 %: Passed successfully ("*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

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

- the topics of the Bachelor's theses and
- the Bachelor's examination grade.

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

4 Special Provisions for the Master's Degree Programs

4.1 Master's Examinations

The examination consists of the following sections:

1. Completion of a Master's thesis and
2. Completion of a Board 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 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 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 assigned a topic by the Director of Studies.

- (5) Students have the right to propose a supervisor (simultaneously serves as first reviewer) from the external lecturers or the internal full-time teaching or research staff. The Director of Studies makes the final decision regarding 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 Master's Board 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 guidelines set down for Master's theses established by the University of Applied Sciences Kufstein, Tirol.
- (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 Master's Board examination.
- (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 Board Examination

- (1) Only candidates who have passed all the relevant exams for their program of study and who have successfully completed their Master's thesis are permitted to take the final Master's Board examination. The candidates receive timely written notification, generally at least two weeks prior to the board examination, that their admission to the Master's Board examination has been approved.
- (2) The Master's Board examination is an oral, interdisciplinary examination and is open to the public. The board examination is held before a field-specific, competent Examining Senate formed from members of the Examining Commission.
- (3) The Examining Commission 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 Master's Board examination.
- (4) The Examining Senate is composed of at least three people from the Examining Commission. The members of the Examining Senate are chosen by the Director of Studies.
- (5) The Master's Board examination lasts at least 45 minutes and includes
 - the presentation and defense of the Master's thesis (weighted with 20 %),
 - an oral examination interview on the cross-references made within the Master's thesis and relevant subjects of the curriculum as well as an oral examination interview about other curriculum contents (weighted with a total of 40 %).

The Master's thesis and Master's Board 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 Board examination 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 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, with results being rounded to the nearest whole percentage point:
 - 90 % and above: Pass with distinction ("*Mit ausgezeichnetem Erfolg bestanden*")
 - 80 % – 89 %: Passed successfully ("*Mit gutem Erfolg bestanden*")
 - 60 % – 79 %: Pass ("*Bestanden*")
 - Below 60 %: Fail ("*Nicht bestanden*")
- (9) The Master's examination is only considered as passed when both the Master's thesis and the Master's Board examination were each awarded passing grades.
- (10) Failed board examinations at the Master's level can be retaken twice (see chapter 1.6).

4.4 Transcripts

Upon passing the Master's Board examination, a Master's degree transcript is issued. The transcript contains

- the Master's thesis topic and
- the Master's examination grade.

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 the University of Applied Sciences Kufstein, Tirol

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

¹ Except Marketing & Communication Management in accordance with the current curriculum design.

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.

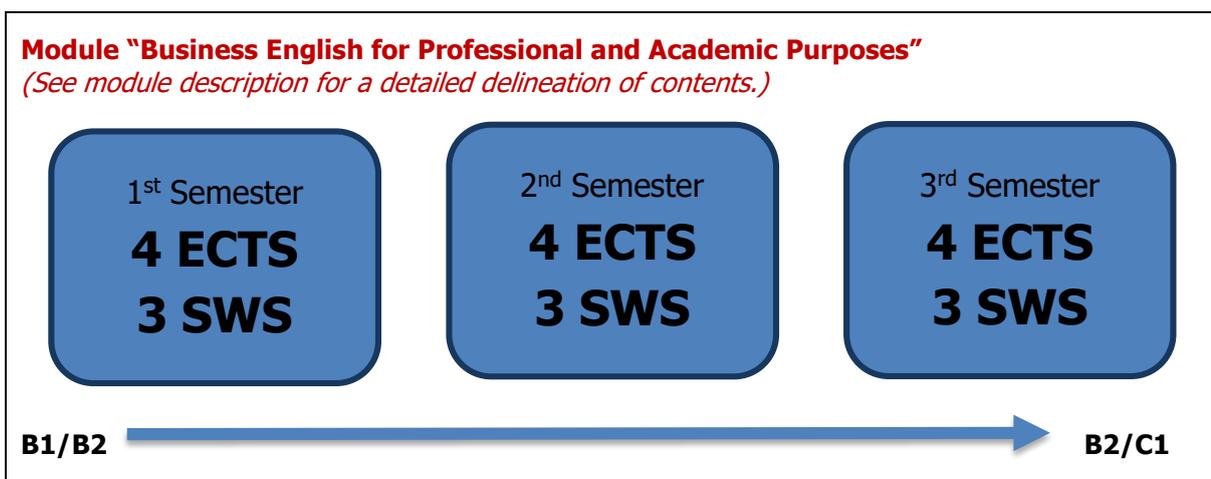
5.2 Language Education in Part-Time Bachelor's Degree Programs

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"
Prerequisite Placement Test English at B1/B2 Level or English Bridge Seminar**
Learning Outcome Competency Level (CEFR) B2/C1 and preparation for the application of the English language in professional practice as well as preparation for the application of the English language in the current program of studies and continued education

** The English Bridge Seminar is an extracurricular offering by the [Qualification Center](#) of the University of Applied Sciences Kufstein, Tirol. The English Bridge Seminar 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:

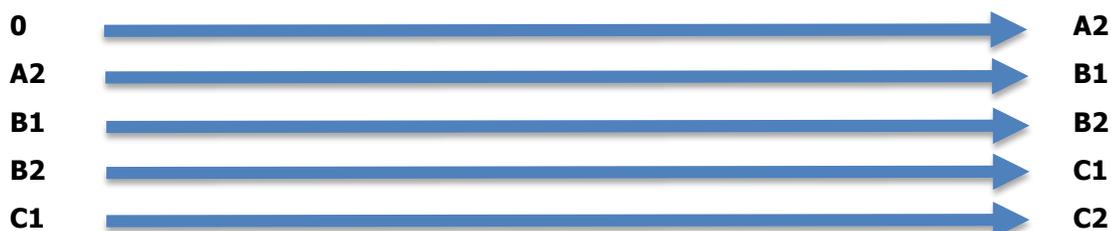
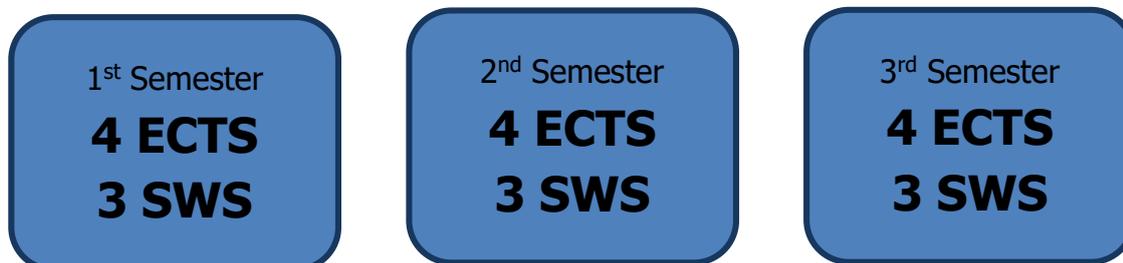
Business English for Professional and Academic Purposes C2*	Business English for Professional and Academic Purposes C1	Business English for Professional and Academic Purposes B2	Chinese A1/A2* French A1/A2 Italian A1/A2 Russian A1/A2* Spanish A1/A2	French B1/B2* Italian B1/B2* Spanish B1/B2
Prerequisite English Placement Test at C1 Level	Prerequisite English Placement Test at B2 Level	Prerequisite English Placement Test at B1 Level Or English Bridge Seminar**	Prerequisite No previous skills in the language selected based on secondary school transcript	Prerequisite Previous skills in the language selected based on secondary school transcript
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 study program as well as in continued education	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 study program as well as in continued education	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 study program as well as in continued education	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	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

* Offer is based on demand.

** The English Bridge Seminar is an extracurricular offer of the [Qualification Center](#) of the University of Applied Sciences Kufstein, Tirol. The English Bridge Seminar 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 [Qualification Center](#) of the University of Applied Sciences Kufstein, Tirol.