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 12th, 2012.
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Table of Contents

1. General study regulations 4
1.1. Accessibility 4
1.2. Admission procedures 4
1.3. Attendance in courses 6
1.4. Allocation of study-abroad places 6
1.5. Recognition of proven knowledge and substitution of ECTS due to activity as a student representative 7
1.6. Repetition of an academic year 8
1.6.1. Announcement of the repetition of an academic year 8
1.6.2. Recognition of courses when repeating an academic year 8
1.7. Leave of absence from studies 9
1.8. Complaints against decisions taken by the Director of Studies 9
2. General examination regulations 9
2.1. Types of courses and examination modalities 9
2.2. Assessment Procedures and Organization of Assessment 10
2.3. Alternative assessment arrangements for students with disabilities 10
2.4. Examination dates 11
2.5. Repetition of examinations 11
2.6. Time period for completing performance assessments 11
2.7. Transcripts 12
2.8. Deception, fraud, regulatory violations, and invalidation of examinations 12
2.9. Absence and withdrawal from examinations 12
2.10. Legal remedies 12
3. Special provisions for Bachelor's degree programs 13
3.1. Supplementary examinations 13
3.2. Bachelor's thesis 13
3.3. Final comprehensive Bachelor's examination 14
3.4. Transcripts 14
4. Special provisions for Master's degree programs 15
4.1. Completion of Master's Degree Programs 15
4.2. Master's thesis 15
4.3. Final comprehensive Master's examination 16
4.4. Transcripts 17
5. Advancement of communicative skills and international competencies 17
5.1. Acquisition of foreign language skills and intercultural competencies in the Bachelor's degree programs 17
5.2. Achievement of internationally recognized language certificates 18

5.3. Integrated professional internship 18
6. Special provisions for the implementation of online teaching and learning 18
6.1. Definition and concepts 18
6.2. Integration of eLearning in instruction 19

These General Study and Examination Regulations (ASPO) serve to supplement and concretize the corresponding study law provisions of the University of Applied Sciences Act *(FHG)*.

In the FHG and in this ASPO, different competencies and decision-making powers are assigned, particularly to the holders of the functions of "Director of Studies" and "Academic Director." As the University of Applied Sciences (FH) Kufstein Tirol generally has deputies for both functions, it is hereby stated that in the event of an incapacity, a decision within the decision-making competence of the respective role can also be made bindingly by the respective deputy.

1. General study regulations

1.1. Accessibility

The organization and design of the admission procedures and the course of study must be designed in such a way that studying with a disability is made possible and supported. Specific measures in this area can be found in particular in the sections on the admission procedure and on different examination methods for students with disabilities. In addition, the use of technical equipment and aids or the assistance of caregivers is permitted when attending courses if necessary due to the nature of the disability.

1.2. Admission procedures

Applications for admission to the University of Applied Sciences Kufstein Tirol degree programs must be submitted by uploading the application documents to the University 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 the overall assessment and – if necessary – used to create a priority list to select applicants 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 means of video conferencing or comparable communications media if organizational conditions make this necessary or if the applicant so wishes, provided that equivalence in content and scope can be ensured.

If the orientation or organization of a degree program makes it necessary (e.g., desired international mix), the Director of Studies can determine the number of study places for applicants who cannot reasonably be expected to participate in the admission procedure on-site (in particular due to visa problems) before the start of the admission procedure. An admission procedure without a written part is subsequently permitted for this contingent. The quota determined in this sense must be communicated to the Faculty Council via the Rectorate before the start of the admission procedure.

The oral part of the admission procedure consists of an interview, for which a transcript is to be written, from which the assessment criteria and the individual assessment of the candidates can be seen. During the admissions interview, the degree program team gains an impression of the applicant's motivation and suitability for the degree program. In German and English, applicants are given the opportunity to present themselves and discuss their reasons for studying (motivation), personal future plans, etc., in more detail.

Applicants have the right to deviating methods for the framework of the admission procedure if a disability is proven that makes participation in the admission procedure in the otherwise usual form

impossible and the content and requirements of the procedure are not impaired by a deviating method. With regard to the application and implementation, please refer to the relevant guidelines in the Examination Regulations section.

Candidates applying for a study place are selected by means of a combined assessment based on the written entrance examination (in the degree programs concerned), the admission interview with subject orientation, and consideration of relevant professional experience. Two members are appointed by the University of Applied Sciences Kufstein Tirol for this admission interview, at least one of whom must be a member of the relevant program's full-time or part-time teaching and research staff. If possible, a balanced gender ratio should be ensured when putting together the interview teams.

The following weighting is applied:

	Bachelor's degree programs with written entrance examination	All other Bachelor's degree programs
Result of the written entrance examination	15%	0%
Relevant professional experience for the professional fields	10%	10%
Result of the admission interview with professional orientation	75%	90%

	Master's degree programs ft	Master's degree programs pt
Relevant professional experience for the professional fields	10%	20%
Result of the admission interview with professional orientation	90%	80%

The number of applicants admitted to the admission interview must be at least three times the number of places for first-year students. This admitted group is determined according to the rankings of the results of the written entrance examination in the degree programs concerned. In degree programs without a written entrance examination, all applicants who meet the admission requirements are invited to an admission interview.

The assessments leading to the ranking of applicants in accordance with these admission regulations must be documented in a verifiable and comprehensible manner. Each selection shall be based exclusively on performance-related criteria. Applicants with the best overall result shall be given preference. The results of an admission procedure from previous years may not be considered.

The method of aliquot reduction is used to promote the permeability of the education system. It ensures that the necessary selection of applicants for bachelor's degree programs results in a proportionally equal (aliquot) reduction in the number of applicants from the following colleges with

different educational backgrounds who meet the admission requirements. Group 1 is made up of the following persons:

- Persons with a general university entrance qualification
- Persons without a school-leaving certificate with a relevant university entrance examination
- Persons who have passed the vocational school examinations *(Berufsreifeprüfung)*
- Persons with a German entrance qualification for universities of applied sciences

Group 2 is made up of the following persons:

- Persons with relevant professional qualifications

The aliquot reduction method is carried out by first determining a reduction factor. This reduction factor is calculated by dividing the available study places by the total number of applicants who meet the admission requirements.

After the application deadline, the applicants are allocated to the abovementioned groups. The number of applications in a group is multiplied by the reduction factor, which results in the number of study places allocated to a group of certain educational backgrounds. According to this number, the best-qualified applications from the respective groups of certain educational backgrounds are admitted to the University of Applied Sciences degree program.

If more than one admission date is planned, it must be determined how many study places are confirmed in each case for each date. Applicants who have been placed on a waiting list for one date must be included in the ranking for subsequent dates.

1.3. Attendance in courses

In principle, attendance is compulsory in courses. In addition, it is possible for courses to be exempted from attendance requirements by the Director of Studies with the lecturers.

Regulations for courses with compulsory attendance:
20% of the teaching units per course can be missed without consequences (e.g., six units of 45 minutes each for a course with 2 SWS).

For important reasons, a leave of absence for individual teaching days or course units may be granted by the director of studies in individual cases. An application for a leave of absence for professional reasons will only be accepted with confirmation from the employer.

In the event of illness or accident, this must be reported without delay, i.e., generally on the day on which the incapacity occurs. Sickness-related cases will only be excused with a doctor's certificate, which must be received within three working days.

For students with care obligations for children or relatives in need of care, the regulations described above also apply if an absence is necessary due to credibly proven illness of the child or the person in need of care or other urgent and unpostponable obligations arising from the care obligation.

In the event of frequent absences, the Director of Studies (in consultation with the lecturers of the course concerned) determines the type and scope of the compensatory work.

In the case of unexcused absences of more than 20%, the course will be assessed negatively; this is considered the first examination attempt.

Regulations for courses with demand-oriented attendance exemption:
It is possible to suspend the attendance requirement for parts or the 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 attendance, they are recorded in the usual way; the regulations for courses with compulsory attendance apply to the non-exempt part.

1.4. Allocation of study-abroad places

Study abroad places in degree programs with compulsory semester(s) abroad are allocated on the basis of a ranking list calculated from the academic achievements of the first year of study. The calculation of the ranking list, or the index values from which it is generated, is based on the following principles:

- The performance index is calculated using the percentage points (i.e., not the Austrian number grades) achieved by the student in all examination attempts that have been necessary to pass courses within the respective program (i.e., first examination attempt, second examination attempt, board examination).
- The calculation is based on the following formula: $\frac{\sum_{i=1}^{n} ai}{n}$, where *n* indicates the total number of examination attempts that have been necessary to pass courses at the FH Kufstein Tirol, and *a* represents the percentage achieved on the *i*-th attempt to pass a course. Only final course grades are used in this calculation, not partial grades achieved within a course.
- Courses that are not assigned a grade (e.g., ct, p, etc.) are not included in the calculation.
- The deadline date for compiling the ranking list is December 1st.

If no grade entries have been recorded by the deadline as of December 1st, a ranking list will be drawn using a lottery procedure.

In a preliminary coordination process involving the heads of degree programs and the International Relations Office (IRO), each degree program with mandatory semester(s) abroad is allocated a pool of study places relevant to the degree program. Students can submit a priority list of five desired study places by the deadline before the allocation process (if they do not submit a list, a place abroad will be allocated by the director of studies. The allocation within each degree program is carried out in the order of the ranking list and consideration of the selected priorities, insofar as this is possible.

In the allocation of study abroad places, the University of Applied Sciences Kufstein Tirol takes the following personal situations into account where applicable:

- Pregnancy
- Parental leave
- Presence of school-age children
- Presence of relatives in need of care in their own household at the student's primary place of residence
- Restrictions resulting from the requirements of the funding body (e.g., the Public Employment Service Austria (AMS) as part of the "Women in Technology" initiative) for funded study places.

If at least one of these requirements is met, the following exemptions may be granted upon the student's request at the discretion of the Director of Studies:

- Allocation of a study place in a German-speaking country
- Allocation of a study place in a geographically favorable location to the place of residence
- Approval of the completion of 30 ECTS at the University of Applied Sciences Kufstein Tirol in various degree programs and the IP program instead of the mandatory semester abroad

1.5. Recognition of proven knowledge and substitution of ECTS due to activity as a student representative

The recognition of proven knowledge is based on the principles of § 12 FHG.

The process of recognition of proven knowledge in the sense of course-related recognition is initiated by the students. Applications for recognition for the upcoming winter semester can be submitted up to and including August 14th of the year, whereas applications for the first semester can be submitted up to and including October 15th of the year. Applications for the upcoming summer semester can be submitted up to and including January 15th of the year. Substitution applications (for student representative activities according to § 31 HSG 2014) can be submitted by October 31st of the year (or March 31st of the year) at the latest. (Exceptions are replacements for functions)

The form and copies of the recognition documents are submitted electronically and internally checked for authenticity. The director of studies examines the application for content equivalencies and makes a decision on recognition. Courses for which proven knowledge has been recognized are marked with "ct" (credit transferred) in the corresponding semester transcripts and the transcript of records.

For recognition of special knowledge or experience from professional practice in accordance with §12 (2) FHG, documented proof of the equivalence to the planned skills acquisition of the course in question must be provided. The relevant competencies required can be found in the respective study regulations. Professional experience in the subject area of the course alone is not sufficient.

According to §12 (4) FHG, the procedure for validating learning outcomes is divided into the following process steps (see Figure 1). Competencies are defined in the individual courses of the respective study regulations.

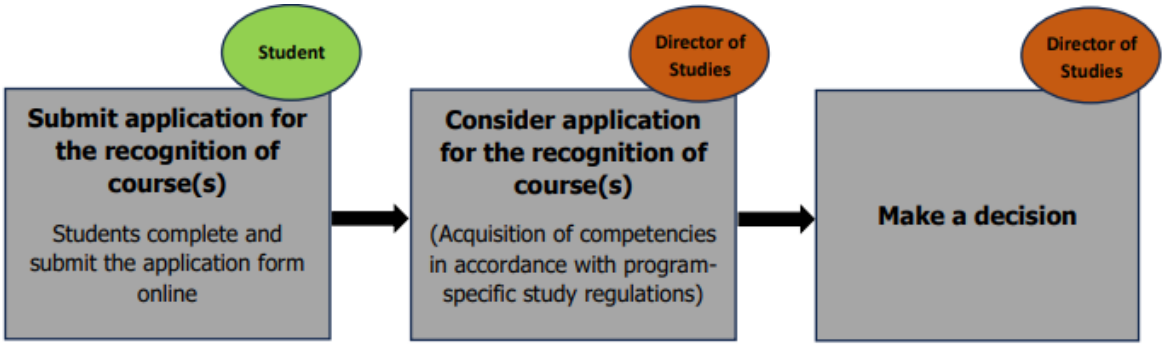

Figure 1: Process steps of the validation procedure

The following internal standards are defined for this procedure:

(1) The learning outcomes and qualifications are defined in the curricula of the University of Applied Sciences Kufstein Tirol.

(2) The applicants must meet formal standards to enable a standardized and direct comparison with the learning outcomes regulated in the curricula.

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

The application is submitted by the students using a predefined form. The submission of additional information for the examination is to be differentiated between the different prior knowledge:

(1) Formal competencies (e.g., studies, school, vocational training): Transcripts with partial grades, including a description of the detailed course content with itemized skills acquisition

(2) Non-formal competencies (e.g., continuing education courses): Transcripts with partial grade(s) or confirmation of participation; detailed course content with competence acquisition details, incl. duration of the course; contact person of the respective educational institution, if applicable; portfolio and samples of work, if applicable

(3) Informal skills (e.g., practical or professional experience): Portfolio; confirmation of work or practical experience, incl. duration; possibly work samples

The Director of Studies must review the application, and the result must be documented in a standardized manner with reasons and communicated to the students. More detailed regulations are set out in a guideline issued by the degree program management.

The recognition of Bachelor's or Master's theses is not permissible.

1.6. Repetition of an academic year

In accordance with § 18 (4) FHG, it is possible to repeat an academic year once following a failed board examination.

1.6.1. Announcement of 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 board examination.

1.6.2. Recognition of courses when repeating an academic year

Students may decide which passing grades they want to be 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 examination 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 direct entry into the following summer semester.

1.7. Leave of absence from studies

In accordance with § 14 FHG, an application for leave of absence can be submitted to the Director of Studies. Permission must be granted in all cases where the leave of absence is requested because of illness, pregnancy, or military or social service (*Zivildienst*). 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. Students may take no exams 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 Tirol are grouped according to their pedagogical and didactic content:

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

And whether or not the course selection provides students with choices:

- compulsory subjects
- electives

Lecture (VO): In this type of course, the lecturers take on an active role mainly by 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 must 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, adapt their teaching methods accordingly. The performance assessment takes place throughout the course (immanent type of assessment).

Seminar (SE): In a seminar, students are assigned an active role. Under the guidance of the lecturers, the students work on a problem presented to them either independently or in a team to consolidate their knowledge in the relevant subject field. In written form, the students set out their problem-solving processes, the applied methods, the solution of the problem, etc., 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 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 occurs throughout the course (immanent type of assessment).

Integrated Course (ILV): In this type of course, the elements of the abovementioned types of courses are combined based on the case problems they share. This form of education is particularly 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) and through a final examination.

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

2.2. Assessment Procedures and Organization of Assessment

Individual course lecturers are responsible for assessing students within the courses they teach. 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.

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.) applied in calculating the final course grade has to be made transparent at the latest at the beginning of each course using the syllabus document. The assessment of all parts that influence the final course grade has to be recorded and made available to students before or right at the beginning of the course, along with the assessment method. At the latest, students will be informed of their course grades within four weeks of their last examination or assessment (within a given course).

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

2.3. Alternative assessment arrangements for students with disabilities

(1) In accordance with § 13 (2) 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 alternative assessment arrangements include a written exam instead of an oral one (and vice versa), extra time, sign language interpreters, 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 must be accompanied by a statement from a specialist (or an equivalent) providing the medical or psychological explanation and recommending alternative assessment arrangements appropriate for the student in question. These statements must not be older than two years.

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

2.4. Examination dates

For courses in which the performance assessment takes the form of a final written examination, examination dates are offered at the end (including 2 weeks after the beginning of the lecture-free period) and at the beginning (including 2 weeks before the end of the lecture-free period) of each semester from the end of the course if required. If a course ends during the current semester, an examination date may also be offered before the end of the semester. The respective examination dates must be announced in good time, at least 2 weeks before the respective examination date.

2.5. Repetition of examinations

Repetition of passed examinations or courses is not permitted. Failed examinations can be repeated twice. If the overall grade of a course assessed by partial performance is negative, it must always be possible to repeat all performance assessment components. However, the substitute performance does not have to be in the same form as the original examination performance. The exact format of repeat examinations (1st repeat examination and board examination) is to be recorded in the syllabus document. If applicable, course instructors need to specify whether partial examination grades achieved during the semester can be counted towards repeat examination grades. However, students have the right to object to their partial examination grades being taken into account. The second repeat examination - with three representatives of the academic staff - is conducted in the form of a board examination. The board examination can be oral, written, or in a combined form; a decision on this is made by the Director of Studies in consultation with the course instructor. Continuation of the degree program is excluded if an examination has been definitively failed. However, it is possible to apply to repeat an academic year once (see Chapter 1.6).

2.6. Time period for completing performance assessments

Due to the way the degree programs are organized in the University of Applied Sciences and given their curricula structure, 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 examination 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 dismissed 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 with 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

To verify identity, the student card or an official photo ID must be placed visibly on the table during the examinations. Cell phones must be switched off and must not be kept within reach during examinations. Personal belongings must be handed in at the checkroom. Temporarily leaving the examination rooms is not permitted. The examination is deemed to have ended as soon as the room is vacated. Medical reasons for necessary interruptions to the examination must be documented by a medical certificate. The certificate must be handed to the examination invigilator in advance.

In the event of an attempt to influence the result of one's own examination performance or that of another student through cheating, fraud, or the carrying or use of unauthorized aids, the examination performance in question will be declared invalid. The examination whose assessment has been declared invalid will be counted towards the number of retakes and assessed as a "fail."

The decision is made by the Director of Studies based on the report of the responsible examiner or supervisor in consultation with the lecturer. Before a decision is made, the student shall be allowed to comment.

If a student has cheated in an examination and this fact only becomes apparent after the grade has been announced or the degree certificate has been issued, the Director of Studies may subsequently correct the relevant grades accordingly and declare the examination invalid. Incorrect transcripts of records and diplomas will be confiscated.

In the event of serious fraud, such as the theft of examination documents, plagiarism, or the fraudulent use of AI in a way that violates the principles of academic integrity, the Director of Studies may initiate proceedings with the University Board to terminate the educational contract. The University of Applied Sciences is entitled to revoke the award of the academic degree in the event of plagiarism within ten years of the assessment of the Bachelor's or Master's thesis.

2.9. Absence and withdrawal from examinations

If a deadline set for the completion or submission of an examination is missed without a sufficiently justified excuse or if a student withdraws after the examination has begun, this will result in the loss of the opportunity to sit the examination.

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 will be lost. The student will be informed in writing if the reasons are not accepted.

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. Legal remedies

§ 21 of the University of Applied Sciences Act (FHG) applies.

3. Special provisions for Bachelor's degree programs

3.1. Supplementary examinations

Applicants who have attended a 3-year vocational secondary school, completed an apprenticeship in the dual system, or completed a relevant German entrance qualification for universities of applied sciences are eligible to study at the FH Kufstein Tirol by taking additional examinations in German, English, and mathematics. In the case of the German Fachhochschulreife, the additional examination must only be taken in those of the three subjects in which the certificate grade is "insufficient" or worse. All additional examinations must be successfully completed before the start of the third semester. In part-time study programs, this deadline can be extended until the end of the third semester at the latest.

3.2. Bachelor's thesis

(1) The Bachelor's thesis is written in the context of a relevant problem from the respective subject area. It is developed within the framework of a course through the scientific examination of a current problem.

(2) The aim of the Bachelor's thesis is to demonstrate the ability to work independently on a problem relevant to the course using scientific methods within a specified period of time.

(3) At the University of Applied Sciences Kufstein Tirol, students are required to write an independent academic term paper as a Bachelor's thesis. The Bachelor's thesis is an individual piece of work and has a length of 4000 to 7000 words (a deviation of +/- 10% is permitted). In individual cases where the content is justified, it is possible to deviate from this length with the approval of the Director of Studies.

(4) The topic of the Bachelor's thesis may be proposed by the students themselves or by members of the teaching and research staff. Approval is granted by the Director of Studies.

(5) Supervision is assigned by the Director of Studies. Students are given the opportunity to suggest a supervisor. One-time approval to return a topic that has already been started but has not yet been assessed can only be granted by the Director of Studies in consultation with the person supervising the thesis.

(6) The completion time for the Bachelor's thesis shall be set by the Director of Studies in consultation with the supervisor. The submission deadline may be extended by a maximum of two weeks at the student's request for reasons for which they are not responsible. The decision on the extension is made by the Director of Studies. For students with care obligations for children or relatives in need of care, delays due to credible illness of a child or a person in need of care, or other urgent obligations arising from the care obligation are also to be recognized as reasons in the above sense.

(7) Every student is entitled to a written statement (expert opinion) on the Bachelor's thesis and a resulting and justified grade from the supervisor.

(8) In their Bachelor's thesis, students must affirm in writing that they have written the thesis independently without outside help and have only used the sources and aids specified.

(9) The Bachelor's thesis must be submitted on time and in accordance with the guidelines set out in the guidelines for the preparation of the Bachelor's thesis.

(10) A Bachelor's thesis that has been assessed negatively can be repeated and submitted twice in the same way as examinations in courses. In consultation with the Director of Studies and the supervisor, students can choose whether to rework the previously submitted thesis or apply for a new topic to be worked on. The regulations from point (4) apply analogously if a new topic is chosen. In the event of a revision, an appropriate submission deadline must be set by the Director of Studies in consultation with the student and the supervisor, whereby the time frame is based on the scope and difficulty of the necessary improvements. A second repetition must take the form of a board examination. This means that the Bachelor's thesis submitted as part of the second repetition is assessed by three reviewers and that they carry out a joint grading.

A final negative assessment leads to the loss of the right to an examination (see section 1.6).

(11) The assessment period for the Bachelor's thesis is 4 weeks from the submission deadline for the Bachelor's thesis.

(12) For the assessment of Bachelor's theses, a review form is defined by the faculty, which includes content and methodological aspects as well as formal aspects. For a positive overall result, both aspects must be assessed with at least 60% each.

3.3. Final comprehensive Bachelor's 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's degree program has to take the form of a board examination in front of an examination committee made up of members with field-specific qualifications.

(1) The Examination Board is made up of all persons eligible to conduct the board examination from among the full-time and part-time teaching staff of the degree program. The examination senate is formed from this committee.

(2) The final examination of the Bachelor's degree program consists of an oral examination before a relevant examination board. The examination senate is made up of three persons from the examination board, one of whom is usually the supervisor or the reviewer of the Bachelor's thesis. The members of the examination senate are selected by the Director of Studies. Minutes are kept of the examination.

(3) Only those students who have successfully completed all examinations and the Bachelor's thesis of the degree program will be admitted to the final comprehensive examination. Candidates will be informed in writing in good time of their admission to the final examination.

(4) The board examination consists of an examination discussion on the Bachelor's thesis and its links to relevant subjects in the curriculum.

1) Examination discussion on the Bachelor's thesis (share of the overall assessment: 50%)
2) Cross-references of the Bachelor's thesis to relevant subjects of the curriculum (share of the overall assessment: 50%)

The exam lasts at least 20 minutes in total.

(5) The following scheme is used for grading, whereby whole percentages are to be rounded up or down commercially.

- 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) In the event of failure, the board examination can be repeated twice (see Chapter 1.6).

3.4. Transcripts

After passing the Bachelor's examination, a Bachelor's transcript is issued. The Bachelor's transcript contains

- the topic of the Bachelor thesis
- the Bachelor's examination grade

On the basis of the Bachelor's transcript, students are issued a Bachelor's certificate with the date on which the Bachelor's degree was awarded. This certificate is accompanied by a "Diploma Supplement".

4. Special provisions for Master's degree programs

4.1. Completion of Master's Degree Programs

Graduation from a University of Applied Sciences Kufstein Tirol master's program requires a passing master's thesis and passing the final comprehensive examination.

4.2. Master's thesis

(1) The Master's thesis is a scientific, application-oriented, written work from the content spectrum of the University of Applied Sciences degree program, which is oriented towards current research questions.

(2) The Master's thesis is an individual piece of work and is between 10,000 and 15,000 words in length (a deviation of +/-10% is permitted). In individual cases where the content is justified, it is possible to deviate from this length with the approval of the Director of Studies.

(3) By working independently on a topic, students must demonstrate their ability to work on a problem on a scientific basis and with appropriate methodological competence.

(4) Students are required to submit an exposé for their Master's thesis. The decision on the approval of the exposé is made by the Director of Studies during the third semester at the latest. If an exposé is not approved or not submitted within this period, students will be assigned a topic by the Director of Studies.

(5) Students have the right to propose a supervisor (who is also the first assessor) for the Master's thesis from among the full-time teaching and research staff or external lecturers. The assignment of the supervisor and the assignment of a second assessor is carried out by the Director of Studies.

(6a) The completion time and the last possible submission date for a Master's thesis shall be set by the Director of Studies. The processing time begins with the confirmation of the topic by the Director of Studies and the assignment of the supervisor. The total processing time (from approval of the exposé and assignment of the supervisor) is at least 6 months, of which at least 10 weeks are in the fourth semester.

(6b) The processing time may be extended at the request of the student for reasons for which they are not responsible, as determined by the Director of Studies. For students with care obligations for children or relatives in need of care, delays due to the credible illness of a child or a person in need of care or other urgent and unpostponable obligations arising from the care obligation shall also be recognized as reasons in the above sense.

(7) Each student is entitled to two written statements on the content of the Master's thesis (reviews) and a resulting and justified grade from the first and second assessors. If at least one of the two assessors evaluates the thesis as "Not sufficient," the Master's thesis must be rejected for correction. Rejection for correction and resubmission is possible twice. A Master's thesis that is not positively assessed by the assessors after the second resubmission is deemed to have definitively failed and leads to the loss of the opportunity to continue the degree program. However, an application to repeat the academic year is permitted (see Chapter 1.6). If both assessors arrive at a positive assessment, the arithmetic mean of the individual assessments (percentage points) is calculated.

(8) The Master's thesis must be submitted on time and in accordance with the guidelines set out in the guidelines for the preparation of the Master's thesis.

(9) Students must affirm in writing in the Master's thesis that the thesis was written independently without outside help and that only the specified sources and aids were used.

(10) One-time approval to return a topic that has already been started and has not yet been assessed can only be granted by the Director of Studies in consultation with the first assessor of the thesis.

(11) Approval of the Master's thesis by both examiners is a prerequisite for admission to the final board examination.

(12) The Master's thesis can be blocked at the student's request.

(13) The assessment period for Master's theses is determined by the Director of Studies and is a maximum of 6 weeks from the end of the processing period.

(14) For the assessment of Master's theses, a review form is defined by the faculty, which includes content, methodological, and formal aspects. Both aspects must be assessed with at least 60% each for a positive overall result.

4.3. Final comprehensive Master's 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's degree program has to take the form of a board examination in front of an examination committee made up of members with field-specific qualifications.

(1) Only those candidates who have passed all relevant examinations of the degree program and whose Master's thesis has been positively assessed by both assessors shall be admitted to the board part of the Master's examination. Candidates must be informed in writing in good time, generally at least two weeks before the Master's examination by the committee, of their admission to the Master's examination by the committee.

(2) The board part of the Master's examination is an oral, interdisciplinary examination. It is open to the public. The board examination is held by a competent examination panel from the examination board.

(3) The examination board is made up of all persons eligible to conduct the board examination from among the full-time and part-time lecturers of the teaching staff of the respective University of Applied Sciences Master's degree program. The examination senate is formed from this committee.

(4) The examination senate shall consist of at least three persons. The members of the examination senate shall be selected by the Director of Studies.

(5) The comprehensive board examination takes at least 45 minutes and comprises

	Percentage
The presentation	10 %
The defense of the master's thesis	50 %
An oral examination that addresses cross-connections between the topic and content of the master's thesis and the relevant subjects of the curriculum, as well as an oral examination on other curriculum-relevant content.	40 %

The aim of the defense is, in particular, to validate the independent development of the master's thesis.

(6) The discussion and vote on the result of the board part of the Master's examination must take place in a closed session of the examination senate.

(7) If the examination is not passed, the candidate must be informed of the reasons for this.

(8) The following scheme is used for grading, with whole percentages being rounded up or down.

- 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) Failed board Master's examinations can be repeated twice (see Chapter 1.6).

4.4. Transcripts

A Master's transcript is issued after passing the Master's examination. This transcript contains

- the topic of the Master's thesis
- the Master's examination grade

On the basis of the Master's transcript, students are issued a Master's certificate with the date on which the Master's degree was awarded. This certificate is accompanied by a "Diploma Supplement".

5. Advancement of communicative skills and international competencies

5.1. Acquisition of foreign language skills and intercultural competencies in the Bachelor's degree programs

The acquisition of foreign language skills and intercultural competencies is ensured at the University of Applied Sciences Kufstein Tirol, among others, through the completion of study-integrated language modules in all bachelor's programs. A language module comprises 12 ECTS/9SWS, divided into two consecutive semester subjects.

The study-integrated language modules offered are designed in accordance with the methodological principles of a communicative, action-oriented approach. The competency levels of the modules are based on the Common European Framework of Reference for Languages (CEFR), and a central objective is for students to increase their communication skills by at least one level. In addition, there is a clear focus on acquiring academic and business-oriented skills in the target language.

Another principle is that the language modules are adapted to the needs of the students (previous knowledge, goals regarding study abroad, individual academic/professional goals) and the organizational form of the degree program as far as possible. It is intended that students will take a placement test in English and, if necessary, in other languages before the start of the language module and that the results will be taken into account in the selection or allocation of the language and level of the courses as well as in the recommendation of support measures. For programs with German as the language instruction, the Englisch language will be prioritized in the language assignment for students with low competency levels in English; for programs with English as the language of instruction, the German language will be prioritized in the language assignment for students with low competency in German. In the part-time organizational format, the module offering is limited to the English language and the levels B2-C1+.

Prerequisites for the Language Module Assignment per Level			
A1-A2	**B1-B2**	**B2-C1**	**C1-C2**
Foreign Language 1 No previous skills in the target language AND A secured B2 level in English / A secured B2 level in German (for programs with English as the language of instruction) **Foreign Language 2*:** No previous skills in the target language AND	**Foreign Language 1** A secured A2 level in the target language or recommendation of support measures AND A secured B2 level in English / A secured B2 level in German (for programs with English as the language of instruction) **Foreign Language 2*:** A secured A2 level in the target language or	**Foreign Language 1** A secured B1 level in English or recommendation of support measures	**Foreign Language 1** A secured B2 level in English

No language module at level A1-A2 as Foreign Language 1	recommendation of support measures		

*Applies only to International Business Studies

5.2. Achievement of internationally recognized language certificates

The International Business School of the University of Applied Sciences Kufstein Tirol offers various internationally recognized certification exams for language skills. The issuance, or the examination to obtain such a certificate, is associated with costs, and the use is subject to the voluntary decision of the students. The International Business School of the University of Applied Sciences Kufstein Tirol administers the current range of certificates and the associated examinations and preparatory courses.

5.3. Integrated professional internship

The professional internship ensures that students are able to orient themselves successfully when entering professional life and, relying on the practical experience gained, can develop greater confidence in applying the knowledge they have acquired.

The prescribed duration of the integrated professional internship, as defined in the Study Regulations, must be completed in one or several organizations offering such internships. The integrated professional internship may also be carried out in several parts during a course of study, but all required documentation must be submitted collectively by the deadline set by the degree program.

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).

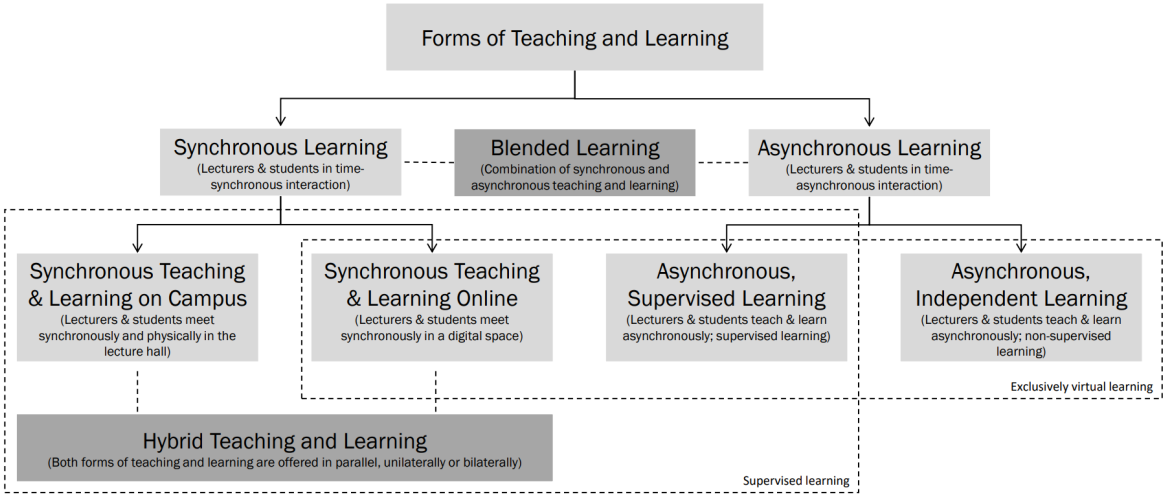

Figure 2: Classification of forms of teaching and learning

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 represent 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 instruction

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.