
Guidelines of the Fachhochschule Council for the Accreditation of Bachelor's, Master's and Diploma Degree Programmes

(Accreditation Guidelines, AR 2010, Version 1.1)

Pursuant to section 6 sub-section 1 of the Fachhochschule
Studies Act (Fachhochschul-Studiengesetz; FHStG), Federal
Legal Gazette 1993/340 as amended

Resolution passed by the FH Council on 18 March 2011

Table of contents

I.	Accreditation principles	4
II.	General provisions	7
	A. Application	7
	B. Development team.....	7
	C. Admission requirements.....	7
	D. Admission regulations.....	8
	E. Examination regulations.....	10
III.	Special provisions	14
	A. Application	14
	B. Demand and acceptance	14
	C. Development team.....	15
	D. Students	16
	E. Vocational fields of activity and qualification profile	16
	F. Curriculum and examination regulations	16
	G. Didactic concept	18
	H. Admission requirements.....	19
	I. Entrance regulations	19
	J. Teaching and research staff and applied R&D	20
	K. Rooms and technical facilities	21
	L. Costing and financing	21
IV.	Appendices	22
	Appendix 1: Degree programme profiles.....	23
	Appendix 2: Demand and acceptance analysis.....	24
	Appendix 3: E-learning	26
	Appendix 4: Application data.....	27
	Appendix 5: Curriculum vitae development team	29
	Appendix 6: Curricular data	31
	Appendix 7: Curriculum matrix.....	33
	Appendix 8: Module description	35
	Appendix 9: Contribution of modules to achieving objectives.....	37
	Appendix 10: ECTS conversion	38
	Appendix 11: Data on student places	39
	Appendix 12: Teaching staff – number of courses	40
	Appendix 13: Costing and financing	41

Abbreviations52

I. Accreditation principles

The *Fachhochschule* Council (FH Council) is the authority responsible for the accreditation of FH degree programmes. Pursuant to section 6 sub-section 1 of the *Fachhochschule Studies Act (Fachhochschul-Studiengesetz; FHStG)*, Federal Legal Gazette 1993/340 as amended by Federal Legal Gazette I 2003/110, the FH Council has adopted these "Guidelines for the Accreditation of Bachelor's, Master's and Diploma Degree Programmes".

The provisions stipulated under chapter "II. General provisions" are aimed directly at the course-providing body and have to be applied when drawing up the applications as well as when executing and organising the study programmes (cf. "III. Special provisions", chapter A, no. 6). They need not be explained in the application and have to be made available to the students in a suitable manner. Only the provisions stipulated under chapter "III. Special provisions" need to be explained in the applications for accreditation as FH degree programme.

The FH degree programmes offer scientifically sound vocational training at higher-education level. The curricula are to be designed in such a way that the graduates will stand a reasonable chance of finding a job that matches their qualifications. With reference to this educational mandate, the basic concept for an FH degree programme has to describe the connection between the vocational fields of activity, the related qualification profile and the curriculum, which is a reflection of the qualification profile, and these connections have to be demonstrated in the teaching concept as well. When drawing up the concepts for the degree programmes, the degree programme profiles listed in **Appendix 1**, which have been defined on the basis of the Dublin Descriptors (cf. www.jointquality.org) and describe the characteristics of practice-oriented Bachelor's, Master's and diploma degree programmes, shall be taken into account.

In order to decide on accreditation, the presented concepts for study programmes are examined as to whether they implement the educational mandate of FH institutions in a logical, conclusive and valid way. In the Austrian FH sector, accreditation is a procedure designed to verify compliance with given requirements that ends with a positive or negative decision. The accreditation procedure, the purpose of which is quality improvement, ends – in positive cases – with the FH Council accrediting the programme by issuing an administrative decision, thereby guaranteeing students, sponsors, the business community and society that the courses offered have been through a positive quality assurance procedure prior to their approval.

FH degree programmes will be accredited for a limited period of time not exceeding five years. Extension of accreditation requires the submission of an

evaluation report. In the Evaluation Regulation (cf. www.fhr.ac.at) the FH Council has set out the objectives, the evaluation methods and principles, the procedures to be carried out (institutional and degree programme-related evaluation), the publication of the evaluation results and the follow-up procedure.

Principally, three different models of a tiered higher education system are conceivable within the framework of the establishment of Bachelor's and Master's degree programmes. However, not every Bachelor's degree programme has to be followed by a Master's degree programme and not every Master's degree programme requires a corresponding Bachelor's degree programme in the same FH institution as a prerequisite:

- Basic: the degree programme is "only" offered as a Bachelor's degree programme at the FH institution.
- Consecutive: A Bachelor's degree programme is combined with one (or more) Master's degree programme(s) that build(s) on it, with both parts being formally independent of each other but with their contents being harmonised.
- Non-consecutive: A Master's degree programme can also be established if the FH institution does not offer the relevant preceding Bachelor's degree programme. The establishment of such Master's degree programmes is possible if the available resources guarantee that the curriculum offered can be provided.

Both the consecutive and non-consecutive Master's degree programmes are generally characterised by undertaking to deepen and specialise ("genuine" type) or extend ("hybrid" type: another professional perspective is added to an existing professional basis) some of the focal points of the qualifications acquired in a Bachelor's degree programme.

Applications should be short and concise; redundancy should be avoided. Unless otherwise stated, the sections mentioned in this paper solely refer to the Fachhochschule Studies Act, Federal Legal Gazette 1993/340 as amended.

Version 1.0 of the Accreditation Guidelines 2010 was adopted on 8 October 2010 and entered into force on 21 October 2010. The new student place regulations contained in section II.D.1 shall apply to existing degree programmes, to already submitted and future applications as of the date they entered into force. The amended Appendix 11 shall be relevant only for those applications which were filed for the first time after it entered into force.

Version 1.1 of the Accreditation Guidelines 2010 was adopted on 18 March 2011 and entered into force on 29 March 2011. It shall also apply to existing degree programmes, to already submitted and future applications as of the date it entered into force.

Vienna, March 2011

Leopold März

President of the FH Council

II. General provisions

A. Application

1. Taking into account common gender mainstreaming guidelines, special care shall be taken that gender-fair language is used, in particular with regard to the description of functions, job titles and academic titles.
2. Changes in the legal form or changes of the persons holding executive functions in the course-providing body shall be announced to the FH Council and the corrected extracts shall be supplied subsequently.
3. The relevant parts of the application shall be disclosed to the groups of persons in question in a suitable manner.
4. Complaints with regard to the contents of the application recognised by administrative decision shall be directed to the FH Council in its capacity as the authority rendering the administrative decision.

B. Development team

1. Being a member of the development team is not compatible with holding functions at the course-providing body. A deficiency in the statutory make-up of the development team may not be remedied by subsequently appointing persons with appropriate qualifications.
2. If members of the development team are required to have a post-doctoral lecturing qualification (*Habilitation*) or equal, it may be documented in one of the following three ways:
 - a. An expert's opinion issued by a relevant faculty or university.
 - b. In the case of persons who in the past have been short-listed for the appointment to a university professorship, the corresponding confirmation of the office of the dean of the respective faculty or university.
 - c. The FH Council will determine in individual cases whether a Ph.D. or an artistic or practical qualification equal to a licence to teach may be considered an equivalent to a post-doctoral lecturing qualification (*Habilitation*).
3. The professionally qualified members of the development team (cf. section 12 sub-section 3) shall document a relevant professional activity which they either perform currently or have performed recently. Teaching alone shall not fulfil this requirement.

C. Admission requirements

1. Completion of the first four-semester part of the course leading to graduation from a secondary technical school (HTL) for the gainfully employed shall be deemed as fulfilling the admission requirements within the scope of relevant vocational qualification; in this case, no additional examination certificates need to be submitted.
2. The German *Fachhochschule* matriculation standard fulfils the admission requirements for an Austrian *Fachhochschule* degree programme only if it also entails a relevant vocational qualification. Only if this requirement is

met and documented can the German *Fachhochschule* matriculation standard be equated with the relevant vocational qualification pursuant to section 4 sub-section 2. Candidates who can produce such a leaving certificate have the same status as Austrian candidates with the relevant vocational qualification. The relevance shall be determined on a case-by-case basis by the head of the teaching and research staff.

3. The head of the teaching and research staff shall decide whether proof of a university entrance exam pursuant to the School Organisation Act (*Schulorganisationsgesetz*; SchOG) fulfils the admission requirements.
4. In the case of target group-specific degree programmes, graduates of a secondary technical school (HTL) for the gainfully employed will not be required to submit proof of three years of work experience after finishing the secondary technical school if they can prove at least three years of relevant work experience before and/or during their education at the secondary technical school attended while they continued to work. The same applies to post-secondary educational institutions that were attended while continuing to work.
5. With reference to section 4 sub-section 5 FHStG as amended, it shall be examined whether – and, if so, which – additional examinations the students must take to ensure that they meet the demands at the beginning of the FH degree programme and/or that they reach its educational goal.
6. With regard to the fulfilment of the admission requirements for FH Master's degree programmes by graduates from formerly two-year, post-secondary educational programmes (such as teachers' academies and academies for social work), who completed additional courses at recognised post-secondary educational institutions, the following shall apply:
 - a. Graduates from formerly two-year, post-secondary educational programmes also meet the requirement of a six-semester study period at a recognised post-secondary educational institution if they have, in addition to their initial studies, completed relevant courses at recognised post-secondary educational institutions that add up to a total of at least two semesters.
 - b. In such cases, the head of the teaching and research staff or the head of the FH teaching board shall verify the level of the applicant's qualification on a case-by-case basis.

D. Admission regulations

1. If the number of applicants for a degree programme or for a certain organisational unit of a degree programme is higher than the number of student places available, an admission procedure for the degree programme and/or the organisational unit concerned shall be performed that shall be exclusively based on performance criteria. As far as it is possible from an organisational point of view, all applicants shall be invited to an interview that shall be taken into account in the ranking.
 - a. It is basically allowed to re-fill places which become available after students have dropped out of a programme. For an admission date, the number of available student places for a degree programme or for an organisational unit of a degree programme results from the difference of the accredited total number of student places minus the number of students in advanced semesters within the regular study period. In

- addition, the funding by the BMWF (Federal Ministry of Science and Research) notwithstanding, the number of student places of a degree programme may be exceeded by up to 10% per admission date.
- b. As regards "full-time (FT) and part-time (PT)" degree programmes, the number of student places for an organisational unit (FT and/or PT) may be higher or lower by a specified percentage (symmetrical tolerance). In this context, the following shall apply: If the higher value of the number of student places is increased and the lower value of student places is reduced, the lower value of student places may be exceeded or fall short by up to 30%; when reducing the higher value of student places and increasing the lower value of student places, the higher value of student places may be exceeded or fall short by up to 30%. The total of full-time and part-time student places always has to equal the number of student places of the degree programme.
 - c. The number of student places of a degree programme or of the organisational unit of a degree programme shall be determined before the admission procedure commences and shall be announced to the applicants.
 - d. If, based on the recognition of documented knowledge and skills, students can be admitted to a higher semester than the first one, this may be done so by either ascertaining a fixed number of student places or by the head of the teaching and research staff, who annually determines the number of student places on a variable basis, taking into account organisational and qualitative aspects. If the number of student places is to be determined annually, the number of student places has to be ascertained after expiry of the application period and prior to commencement of the admission procedure and shall be announced to the applicants.
 - e. If the actual number of student places deviates from the number of student places planned for the accredited and/or re-accredited study programme, the course-providing body shall ensure that there will be no detrimental effect on the quality of the programme and that the necessary funding, staff, rooms, material and organisational resources are provided. This rule shall equally apply in the case of so-called "simplified student place reallocation procedures" during the accreditation and/or re-accreditation period, where it is not necessary to submit an updated version of the application (A/E pages) to the FH Council. With simplified student place reallocation procedures, the course-providing body shall ensure that the required proof of funding by the province and/or municipality and/or other funding bodies is obtained in due time.
2. Collecting charges for the participation in the entrance procedure shall not be admissible.
 3. The head of the teaching and research staff shall be responsible for implementing the entrance regulations.
 4. In the entrance regulations for part-time degree programmes or parts of part-time degree programmes, preference may be given to applicants with relevant work experience; the head of the teaching and research staff shall determine the vocational relevance on a case-by-case basis.
 5. By granting the student admission to the degree programme, a relationship under civil law between the provider of the degree programme and the

student is established. Said relationship shall be regulated in the education contract.

6. The assessments, according to the criteria set forth in the entrance regulations, that lead to the ranking of the candidates shall be documented in a verifiable and understandable way. Giving a candidate preferential treatment in the entrance procedure due to his/her application for a previous academic year (waiting list) shall be inadmissible.
7. If, based on the recognition of documented knowledge and skills, students may be admitted to a higher semester than the first one, this may be done so by either setting a fixed number of student places or by the head of the teaching and research staff annually determining student places on a variable basis, taking into account organisational and qualitative considerations. If the number of student places is determined annually, it has to be ensured that the number of student places has been fixed after expiry of the application period and before the entrance procedure and that this is announced to the candidates.
8. Any transfers of students in the course of the transfer of diploma degree programmes to the tiered system or in the course of the merging of degree programmes require the students' approval to the modification of their education contracts. Transfers shall be possible only once, at the beginning of the Bachelor's degree programme or at the time of the merging. In the case of student transfers in the course of transfers of degree programmes, the students may change over no later than in the 4th semester of the expiring diploma degree programme to continue in the 5th semester of the Bachelor's degree programme.
9. Students who were excluded from the degree programme due to a lack of achievement shall not be entitled to re-apply for admission to the same FH degree programme. However, students shall be allowed to apply for a student place at another FH degree programme and be admitted there.
10. The conditions for the refunding of tuition fees in the event of students not starting or soon leaving the FH degree programme shall be stipulated; this information shall be transparent and announced to all candidates and students prior to the conclusion of their education contracts.
11. The collection of lump-sum contributions for materials, equipment and other services related to the ongoing regular degree programme shall be inadmissible. The tuition fees shall be used to cover these costs. Any additional costs actually incurred shall be settled individually between the course-providing body and the students.

E. Examination regulations

1. General regulations
 - a. The exams shall be scheduled shortly after the completion of the courses in which the contents relevant to the exams were taught.
 - b. A sufficient number of dates for examinations and resits shall be planned for each semester and academic year, ensuring that the degree programme can be continued without losing a semester. The concrete time frame for resits shall be determined by the head of the teaching and

research staff or the head of the FH teaching board and shall reflect the extent and complexity of the examination. The examination dates shall be announced in good time.

- c. If students want to interrupt the programme, they shall file an application with the head of the teaching and research staff. The reasons for the interruption, the intention to continue and the prospects of a positive completion of the programme need to be proven or convincingly demonstrated. When deciding on the application, the head of the teaching and research staff will consider compelling personal, health or professional reasons, if possible. During the interruption no examinations may be taken.

2. Exam procedures and organisation

- a. At the beginning of each course the students shall be informed in a suitable manner of the concrete examination modalities (contents, methods and assessment criteria) for each course as well as the possibilities to repeat exams. Principally, a differentiation shall be made between courses with final exams covering the entire subject taught and courses with continuing assessment.
- b. Non-appearance at an examination date without giving sufficient reasons leads to the examination having to be marked as "unsatisfactory".
- c. The result of an examination or an academic paper shall be declared null and void if said result has been obtained surreptitiously, in particular by using resources that were not allowed. The examination that has been declared null and void shall added to the total number of resits.
- d. In case of failed exams, the students are entitled to inspect their examination papers or the minutes of the examination in time for the date of the resit.
- e. Oral examinations are open to the general public, with access being limited to the number of persons actually fitting into the examination room.
- f. Oral examinations shall be recorded, with reasons having to be stated in the case of failed exams. Students must be informed of the result of their oral examination immediately after it has taken place. The minutes of the examination must be kept for at least one year from the time of the result having been made known.
- g. An appeal against the marking of an examination cannot be lodged. If the procedures followed in the case of a failed examination were not correct, a complaint may be lodged with the FH Council, which may annul the exam.

3. Marking of examinations

- a. Exams shall be marked according to the Austrian system (1 meaning "excellent" to 5 meaning "unsatisfactory"). If this type of marking is not possible or not expedient, a positive result shall be described as "participated successfully" or "credited". In the case of a negative result, the regulations for reproducing the required performance for courses with continuing assessment shall apply.
- b. The board examination concluding the Bachelor's degree programme and the diploma examination concluding the diploma and Master's degree programmes shall be marked according to the following performance appraisal:

- passed: for an examination with a satisfactory performance;
 - magna cum laude: for a clearly above-average examination performance;
 - summa cum laude: for an outstanding examination performance.
- c. In applying this marking system, it has to be noted that the grades "magna cum laude" and "summa cum laude" are reserved exclusively for an examination performance clearly exceeding the level of performance required to pass these final exams.
4. Resitting exams and/or repeating an academic year
- a. A failed final exam of a course can be repeated twice, with the second resit having to be carried out as a board examination, which may be either an oral or a written examination.
 - b. In the case of oral resits before a board, the examination senate shall consist of at least three members. If the senate is made up of an even number of members, the chair of the examination senate shall have the casting vote. All members of the examination senate have to be present for the entire exam; if necessary, this obligation can also be met by means of "tele-conferencing".
 - c. If the total of the assessments of courses with continuing assessment results in a negative assessment, the student shall be given an appropriate extension to produce the required performance (first resit). If the student fails again, there will automatically be a board examination (second resit).
 - d. If the required attendance rate is not met (cf. III.F.2, Accreditation Guidelines, AR 2006), the student shall receive a fail grade for the course. In this case, the student shall be given an appropriate opportunity to produce the required performance (first resit). If students fail, they will automatically have a board examination (second resit).
 - e. An academic year can be repeated once as a consequence of a failed board examination, provided that the student submits an application. In light of the previous performance, a decision shall be reached about which exams and courses students have to repeat during the academic year to be repeated, even if they have already completed them successfully the first time. At any rate, students have to sit failed exams again and attend the relevant courses when they repeat an academic year.
5. Bachelor's and diploma examination
- a. The final examination of a Bachelor's degree is a board examination before an examination senate consisting of the relevant experts. This board examination consists of an oral examination about the Bachelor's papers written as well as their cross references to the relevant subjects of the curriculum.
 - b. The diploma examination at the end of the Master's and diploma degree programmes is an overall examination that consists of a diploma thesis and a board examination. The diploma examination is not made up of several partial exams, but is one exam consisting of several parts.
 - c. The students have to be informed in a suitable manner of their admission to the Bachelor's or diploma board examination.

- d. The diploma board examination before an examination senate consisting of the relevant experts is made up of the presentation of the diploma thesis, an oral examination looking into the cross references made by the diploma thesis to the relevant subjects of the curriculum as well as an oral examination about other curricular contents.
 - e. The students shall be informed of the assessment criteria and the results of their performance appraisal regarding the Bachelor's board examination and the diploma board examination.
 - f. The examination board consists of all persons to be considered for board examinations. The examination senate consists of the examiners for each candidate.
 - g. Failed Bachelor's board examinations and diploma board examinations can be repeated twice.
6. Bachelor's papers and diploma thesis
- a. A subject may be researched by several students together if the performance of the individual students can be assessed separately.
 - b. The approval of the diploma thesis (*Approbation*) is an indispensable prerequisite for admission to the board examination. A diploma thesis that is not approved shall be handed back to the student for correction and re-presentation within a period of time to be specified.
 - c. Upon handing in his or her academic paper, the author shall be entitled to request that the paper presented is not used for five years from the time of the presentation. The request shall be granted by the head of the teaching and research staff or the head of the FH teaching board if the student convincingly demonstrates that his or her fundamental legal or economic interests will otherwise be at risk.

III. Special provisions

A. Application

1. Applications are to be submitted to the managing body of the FH Council.
 - a. Applications shall be submitted in triplicate as well as electronically as pdf-documents including all application parts and appendices pursuant to the Accreditation Guidelines as amended.
 - b. An application letter signed by the managing director of the applicant shall be included.
 - c. In the case of exchanged or added pages, the date of the application version shall be updated; a status sheet shall be included.
 - d. The following AR 2006 appendices shall be integrated into the application: Appendix 4 into chapter A, Appendices 6 to 10 into chapter F, Appendix 11 into chapter I, Appendix 12 into chapter J and Appendix 13 into chapter L.
2. The application data pursuant to **Appendix 4** shall be entered. After this data, a two-page (maximum) executive summary has to be drawn up comprising the following information: description of the aims of the degree programme; brief description of the vocational fields of activity, of the qualification and competence profiles and the main emphasis of the curriculum.
3. An extract of the company register or register of associations shall be submitted if the course-providing body is a legal person under private law, and the persons holding executive functions in the course-providing body have to be named.
4. An application for extension of the accreditation shall consist of a well-structured summary of the modified parts of the application and an explanation of the response to evaluation results relevant to the application.
5. The course-providing body is obliged to adhere to the "General provisions" in its application as well as in the execution and organisation of its study programmes.

B. Demand and acceptance

1. Application for accreditation and extension of accreditation:
 - a. The requirements pursuant to **Appendix 2** shall be considered for the preparation of the analysis.
 - b. In the case of an application for accreditation, the analysis must be performed by a suitable institution that is independent of the applicant, and it shall correspond to the latest quantitative and qualitative social research while taking account of gender distinctions.
 - c. In the case of an application for extension of the accreditation, the analysis may be carried out by the applicants themselves.
 - d. The analysis including appendices shall be attached to the application and should not exceed 30 pages (without appendices). The study shall begin with a three-page (maximum) executive summary.

- e. The results of the analysis shall be summarised and commented on in the application (cf. chapter III.B.). This shall particularly also apply to the results of graduates' analyses, and it shall also be demonstrated how the results were taken into account.
2. Applications for accreditation in the course of the transfer of existing diploma degree programmes to the tiered system:
 - a. Existing demand and acceptance analyses need to be updated; the updates can be carried out by the applicants themselves (cf. chapter III.B.). In this case, the existing demand and acceptance analysis shall be attached to the application.
 - b. If the update is performed by an independent institution, the updated version of the demand and acceptance analysis shall be attached to the application, and it shall be summarised and commented on in the application (cf. chapter III.B.).

C. Development team

1. The persons in charge of developing the degree programme applied for are to be grouped as follows:
 - a. persons with an academic qualification, i.e. a post-doctoral lecturing qualification (*Habilitation*) or equivalent;
 - b. persons who can document work experience relevant to the degree programme;
 - c. other persons.
2. The CVs of the academically and professionally qualified members of the development team pursuant to section 12 sub-section 3 FHStG shall be attached to the application pursuant to **Appendix 5**. The CVs of the other members of the development team do not need to be presented.
3. The courses given by academically and professionally qualified members of the development team shall be named (title, type of course, ECTS).
 - a. In the application for initial accreditation, it is two persons each.
 - b. In the application for extension of the accreditation, it is one person each.
4. A written confirmation of the, at least, four academically and professionally qualified members of the development team shall be attached to the application (cf. section 12 sub-section 3 FHStG). This written confirmation shall document that the members of the development team have contributed to the applications' conception. Those members of the development team who are lecturers in the degree programme shall also confirm this with their signatures.
5. It shall be specified how the autonomy of the development team will be ensured.
6. The CV of the head of the teaching and research staff shall be attached to the application. If, at the time of the application's presentation, said person is not yet known, their CV shall be submitted at a later stage. If the head of the teaching and research staff is changed, the new head's CV shall be submitted to the managing body of the FH Council.

D. Students

1. It shall be specified how co-determination by the students will be ensured. This also applies to the structure, execution and implementation of the results of the course evaluation by the students.
2. The procedure for the course evaluation by students as well as the way in which the evaluation results will be used for the further training of the lecturers shall be described.
3. Measures taken to promote the permeability of the education system from below as well as vocational flexibility shall be outlined.

E. Vocational fields of activity and qualification profile

1. In the case of consecutive Bachelor's and Master's degree programmes, differentiation between the types of degree programme is to be taken into account.
2. Description of vocational fields of activity
 - a. The main industries and examples of types of enterprises or organisations where graduates find employment shall be named.
 - b. The positions which graduates may fill shall be specified.
 - c. Jobs and tasks which graduates can realistically carry out shall be specified.
3. Description of qualification profile
 - a. The knowledge and skills required to fulfil the jobs and tasks at higher-education level shall be specified.
 - b. In doing so, technical and methodical skills as well as inter-disciplinary qualifications shall be taken into account.

F. Curriculum and examination regulations

1. Curricular details and module descriptions
 - a. The curriculum data pursuant to **Appendix 6** shall be entered.
 - b. The curriculum shall be described pursuant to **Appendix 7**, with only the compulsory courses taken into account. Optional courses shall be listed separately and taken into account in the costing.
 - c. The curriculum shall be structured in modules pursuant to **Appendix 8**, and the modules shall be graphically presented.
 - d. The contribution of the modules in implementing the knowledge and skills defined in the qualification profile pursuant to **Appendix 9** shall be specified.
 - e. The procedure of allocating ECTS credits pursuant to **Appendix 10** shall be described, with placements, diploma theses and courses to be treated equally.
2. Regulations, if any, concerning exceptions from obligatory attendance at courses shall be described; basically, attendance is obligatory.

3. Placements for Bachelor's and diploma degree programmes
 - a. The timing and length of the placement shall be indicated. The placement is organised either as one full semester of practical work or several shorter periods of practical work. If the length of the placement exceeds 15 weeks, a reason shall be given for this.
 - b. The methods of selecting a placement as well as qualification methods, tutoring and evaluation shall be described. The educational goal of the placement shall ensure that the students perform jobs that reflect their qualifications. If students have placements abroad, care shall be taken to ensure that they are tutored appropriately.
4. Placements for Master's degree programmes
 - a. Placements may only be part of four-semester Master's degree programmes. The following regulations shall apply:
 - The placement as a practical-work project and its incorporation into the curriculum as well as students' academic tutoring shall be described.
 - The methodical-analytical skills and inter-disciplinary qualifications that can be acquired in the course of the practical-work project shall be described.
 - The core research areas as part of which the practical-work projects take place shall be given.
 - The objectives and quality standards relevant to selecting the practical-work projects shall be defined.
 - The make-up of the groups of persons responsible for deciding on the requirements to be met by practical-work projects shall be given.
 - The requirements concerning the mandatory project reports to be written, which can be combined with the diploma thesis, shall be listed.
 - Alternative options in the curriculum shall be shown if it is not possible to acquire a sufficient number of practical-work projects that meet the requirements.
5. Bachelor's papers
 - a. Description of the conception of Bachelor's papers that are to be written as part of courses. In this context, the following regulations shall be taken into consideration:
 - Bachelor's papers do not constitute final course papers but may be designed as seminar papers or theory-based placement and/or project reports.
 - Name of the course as part of which Bachelor's papers are to be written; it is possible to give students options to choose from. In these cases, the Bachelor's papers are to be shown as separate courses in the curriculum matrix for illustration purposes.
 - With regard to performance appraisal and possibilities to repeat exams, the provisions for courses pursuant to the examination regulations shall apply.

6. Semester abroad:

The procedure for ensuring comparability of the curricula at partner higher-education institutions as well as the support and tutoring measures shall be outlined.

7. Examination regulations

- a. The types of courses used pursuant to the curriculum matrix shall be described as to their task, aim and examination modalities.
- b. Examinations may also take place according to individual modules. With regard to performance appraisal and possibilities to repeat modules, the provisions for courses pursuant to the examination regulations shall apply.
- c. The proportion of courses with continuing assessment shall be indicated.
- d. The module descriptions should differentiate between courses or modules with final exams and courses or modules with continuing assessment.
- e. Objective, time frame, selection of a subject, tutors, supervisors and the examination deadline shall be specified for Bachelor's papers and diploma theses.
- f. The make-up of the examination board and the examination senates for the Bachelor's and diploma exams before a board shall be specified.

G. Didactic concept

1. Didactic concept

- a. The teaching methods used to implement the educational goals defined in the qualification profile and the curriculum shall be specified, taking into account the following principles:
 - promoting the academic skills to independently assess (= criticise, reflect and argue) connections;
 - ensuring practical orientation;
 - ensuring a balance between theory and practice and using forms of teaching and studying which allow students to relate practical learning experiences to abstract course content;
 - preparing the students for drawing up academic papers and imparting studying and problem-solving methods and techniques;
 - promoting the self-organisation of students and the acquisition of social and communication skills;
 - teaching the ability to explain the reasons for solutions and to defend them.
 - b. Part-time degree programmes or partial degree programmes
 - It shall be specified how teaching methods take into account the vocational experience of students. This applies especially to "target group-specific" degree programmes whose academic and didactic concepts build on work experience.
 - The periods when students have to be present during the course of the semester shall be specified.
2. If e-learning is part of the course, the didactic, technical, organisational and financial aspects shall be described. In doing so, the content of the checklist given in **Appendix 3** shall be taken into account.

H. Admission requirements

1. Bachelor's and diploma degree programmes
 - a. The compulsory subjects of university entrance exams for higher-education courses (*Studienberechtigungsprüfungen*), which are a prerequisite for admission to an FH degree programme, are to be listed. In addition, those degree programmes shall be named which offer the indicated combination of required compulsory subjects.
 - University entrance exams that do not include proof of the command of the required foreign language at all or not to the level required can be found suitable on the condition that the command of the required foreign language is proven by the time of the degree programme's commencement at the latest.
 - b. The vocational qualifications relevant to the FH degree programme shall be specified and grouped into apprenticeships, secondary vocational schools and other qualifications.
 - The additional examinations considered necessary need to be specified and shall be modelled on the listed examination subjects of the admission exams with regard to their content and level.
 - It shall be specified which additional examination certificates need to be submitted and by when.
2. Master's degree programmes
 - a. The subjects of the relevant Bachelor's and equivalent post-secondary degrees shall be specified, with the required technical level of certain core subjects being described in detail by citing the minimum scope (ECTS).
 - b. Subject to the allowed workload of 30 credits per semester, it is possible within the curriculum to design compulsory modules for students from different access groups in order to bring them to the same level. In such cases, it shall be indicated which compulsory modules are available for students coming from different access groups and which previously acquired qualifications can be recognised.
3. Target group-specific degree programmes
 - a. The relevant secondary vocational school or post-secondary educational institution shall be named.
 - b. At least three years of work experience in the relevant field shall be indicated.
 - c. It shall be explained how and why the required work experience justifies reducing the study period by up to two semesters.

I. Entrance regulations

1. The number of places shall be entered pursuant to **Appendix 11**.
2. The entrance procedure steps from application to admission shall be described.
 - a. In the case of degree programmes with a mixed form of organisation (i.e. part-time and full-time), it shall be specified which sections of the entrance regulations apply to which form.

- b. The selection criteria and their weighting (per group of applicants or form of organisation, if applicable) shall be presented in a logical way.
 - c. If no interviews are conducted, the reasons shall be given.
 - d. In the case of Bachelor's and diploma degree programmes, the grouping of candidates with different educational backgrounds shall be described; there shall be at least one group of candidates with the relevant vocational qualification (e.g. general matriculation standard from a grammar school or secondary vocational school, relevant vocational qualification, etc.). It shall be noted that the size of the candidate groups shall be scaled down in line with the number of student places.
3. If a deposit is collected, its amount shall be indicated; the deposit has to be returned at the end of the first semester at the latest.
 4. The recognition modalities shall be described in conjunction with the recognition of documented knowledge and skills.

J. Teaching and research staff and applied R&D

1. Teaching and research staff
 - a. It shall be described in which way the teaching and research staff have autonomy that is appropriate for a higher-education institution. Holding a position on a course-providing body is incompatible with simultaneously teaching on one of the FH degree programmes offered by that same course-providing body.
 - b. Announcement of the head of the degree programme.
 - Proof shall be provided that this person is qualified in the relevant field and works full-time for the degree programme. The minimum academic requirement is the completion of a Master's or diploma degree at a university or an equivalent academic and artistic qualification.
 - Master's degree programmes can also be headed by persons already in charge of a Bachelor's degree programme of the same course-providing body that is technically related to the Master's degree programme. In all other cases, reasons shall be given why one and the same person is in charge of Master's and Bachelor's degree programmes of one course-providing body.
 - c. Personnel
 - The courses the full-time members of the teaching and research staff have to give shall be listed and the measures to support the teaching and research staff in carrying out R&D (e.g. weighting teaching and research activities) shall be specified.
 - Pursuant to **Appendix 12**, it shall be specified how the number of courses determined in the curriculum matrix will be covered.
 - The required academic qualifications and professional experience as well as the teaching experience of the full- and part-time members of the teaching and research staff shall be specified and the selection procedure shall be described.
2. Applied research & development. In the case of consecutive Bachelor's and Master's degree programmes, differentiation between the types of degree programme is to be taken into account.

- a. Information about the FH institution:
 - The fields and focuses of research shall be described and the equipment shall be documented.
 - Examples of existing collaboration with R&D and scientific institutions at home and abroad as well as with enterprises (SMEs in particular) shall be given.
 - Examples of results of applied R&D (documentation in the form of patents, publications and reports, information about implementation in the business world, if applicable) shall be given.
- b. Information about the degree programme:
 - It shall be specified how the degree programme and the members of the teaching and research staff are involved in the research activities and core research areas.
 - It shall be described how the R&D methods and results are included in the teaching process. In the case of Master's and diploma degree programmes, the students' involvement in the organisation of R&D activities under the teachers' supervision shall be described as well as the practical realisation by means of projects, placements and diploma theses.

K. Rooms and technical facilities

1. It shall be specified to what extent the rooms required for maximum capacity are available, taking into account the number of student places per academic year, the curriculum and the size of the groups.
 - a. If new rooms need to be built for the degree programme in order to meet the demand, the construction schedule, the status, the cost estimate and the financing plan shall be used to specify why the required rooms can be expected to be available at the respective dates.
2. The quality and quantity of the technical facilities required to fulfil the educational goals of the degree programme shall be specified. It must be possible to see when the technical facilities that are not yet available will be required.

L. Costing and financing

1. Documentation of costing and financing pursuant to **Appendix 13**.
 - a. The current compensation for inflation in the amount of the mean value of the long-term inflation forecasts published by the Austrian Institute of Economic Research (WIFO) and the Institute for Advanced Studies (IHS) shall be used.
 - b. The amounts shall be indicated in full without decimal places.
 - c. Evidence of the financing commitment of the financing institutions listed shall be furnished.
 - d. If tuition fees are charged, they shall be listed in the respective tables under "Other income".

IV. Appendices

Appendix 1: Degree programme profiles

1. Characteristic features of a practice-oriented Bachelor's degree programme:
 - a. Relevant specialised knowledge in the scientifically related disciplines and methodical-analytical knowledge aimed at promoting the ability to independently assess and discuss technical and inter-disciplinary issues.
 - b. Opportunities for specialisation by means of compulsory electives.
 - c. Relevant inter-disciplinary qualifications such as the ability to solve problems and make decisions on one's own account and independently; the ability to filter, condense and structure knowledge and information; the ability to continue learning independently.
 - d. Integrated placement of approximately 6 to 15 weeks.
 - e. Drawing up of at least two independent written papers as part of the course work (Bachelor's papers), which shall be proof of the ability to discuss a programme-relevant topic independently and in line with scientific methods within a specified time period.

2. Characteristic features of a practice-oriented Master's degree programme:
 - a. Master's degree programmes are based on an already completed Bachelor's degree and are meant to deepen and specialise ("genuine" type) or extend ("hybrid" type) some of the competences/qualifications acquired.
 - b. Relevant specialised knowledge in the scientifically related disciplines and methodical-analytical knowledge aimed at enhancing the ability to independently assess and discuss technical and inter-disciplinary issues.
 - c. These scientific and methodical basics are to be taught at a higher level of depth and complexity than in Bachelor's degree programmes.
 - d. Imparting inter-disciplinary qualifications relevant to the profession and typical for higher education such as:
 - The ability to independently increase the acquired know-how and understanding and to apply it to new and unknown situations without guidance;
 - The ability to use one's acquired skills confidently, making it possible to clearly and comprehensibly argue a case with experts and laypersons;
 - The ability to act responsibly in the working environment in equal co-operation with decision-makers of other fields;
 - Improvement of the ability to independently draft, plan and implement solutions to problems specific to the profession;
 - Drawing up a diploma thesis, which shall be proof of the ability to carry out academic work and to continue learning in a research-based way.

3. Characteristic features of a practice-oriented diploma degree programme:
 - a. Relevant specialised knowledge in the scientifically related disciplines and methodical-analytical knowledge aimed at promoting the ability to independently assess and discuss technical and inter-disciplinary issues.
 - b. Opportunities for specialisation by means of compulsory electives.
 - c. Relevant inter-disciplinary qualifications such as the ability to solve problems and make decisions on one's own account and independently; the ability to filter, condense and structure knowledge and information; the ability to continue learning independently.
 - d. Integrated placement of approximately 6 to 15 weeks.
 - e. Imparting inter-disciplinary qualifications typical for higher education such as the ability to act responsibly in the working environment in equal co-operation with decision-makers from other fields as well as improving the ability to independently draft, plan and implement solutions specific to the profession.
 - f. Drawing up a diploma thesis, which shall be proof of the ability to carry out academic work and to continue learning in a research-based way.

Appendix 2: Demand and acceptance analysis

1. Requirements for completing a demand and acceptance analysis for an application for accreditation:
 - a. Demand analysis
 - Presentation of macroeconomic figures (such as, for example, economic development, sectoral employment and unemployment rates, labour supply) of the core and secondary industries relevant to the degree programme, taking into account the geographical region to be specified.
 - Qualitative assessment (expert interviews with labour market experts and HR managers of relevant enterprises and organisations) of employment trends and employment opportunities for graduates taking account of the qualification profile.
 - Final evaluation of the employment opportunities for graduates, taking into account development trends, employment potential and related education opportunities.
 - b. Acceptance analysis
 - The geographical region – also cross-border, if relevant – that forms the catchment area for the degree programme applied for shall be described.
 - The related post-secondary education opportunities (general matriculation standard and higher education lasting for at least three years) in the geographical region to be defined on a nationwide scale shall be described.
 - The number of first-year students on related higher-education courses as well as the number of applicants on related FH degree programmes over the past four years shall be indicated.

- Quantitative details of the potential applicant groups meeting the respective admission requirements for Bachelor's, Master's and diploma degree programmes.
 - The number of applicants shall be forecast on the basis of the number of potential students identified for the desired approval period.
2. Requirements for carrying out a demand and acceptance analysis for an application for extension of the accreditation:
- a. Demand analysis for a degree programme from which fewer than two years of students have graduated:
 - The results of the demand analysis of the previous application shall be analysed, and changes of employment opportunities in the relevant core and secondary industries as well as deviations from forecast data shall be explained.
 - If placements are organised, examples of data shall be provided on the acceptance and feedback of students, enterprises, etc.
 - b. Demand analysis for a degree programme from which at least two years of students have graduated:
 - A graduates' analysis shall be carried out. This analysis should at least look into the employment of the graduates, the relevance of the FH studies to their current jobs and the phase when the graduates enter working life; it should also contain a summarising assessment of the course contents by the graduates with regard to their current job situation.
 - Feedback should be gathered from enterprises and organisations that employ graduates. The results shall be clearly outlined and commented on.
 - The results of the demand analysis of the previous application shall be interpreted with regard to the results of the graduates' analysis and the feedback received from enterprises and organisations.
 - c. Acceptance analysis:
 - The results of the acceptance analysis for the preceding application shall be analysed retrospectively. Major changes due to the available actual data shall be expounded.
 - The ratio of applicants to admitted students and student places over the past four years shall be stated and commented on.
 - Any new related education opportunities created within the accreditation period shall be described and commented on.

Appendix 3: E-learning

1. Didactic, technical, organisational and financial aspects of e-learning:
 - a. The didactic goals (e.g. enhancing the ability to learn independently, supplementary exercises, supporting working students, etc.) as well as the teaching and learning methods (e.g. e-learning only, blended learning, traditional courses with e-learning support, virtual classroom) shall be outlined.
 - b. The relationship between e-learning, compulsory attendance periods and the individual tutoring of students shall be described.
 - c. Methods of verifying whether the students have acquired knowledge and skills upon completion of an e-learning chapter shall be described.
 - d. Steps for the integration of e-learning into the study programme and the development of the contents shall be described, taking into account didactic principles such as interactivity, visualisation, simulation, and exercises with automatic verification and feedback.
 - e. The tools, technologies, platforms and teaching and learning environments shall be specified, taking into account the necessary system requirements.
 - f. It shall be described how teachers and students are to be prepared for e-learning with respect to technical software and didactic elements.
 - g. It shall be described how quality can be assessed and assured.
 - h. The anticipated expenses for using e-learning shall be indicated in the costing. In this context, one-off costs (purchase and installation of technical equipment, training, etc.) as well as recurring costs (licence fees, content development, personnel, maintenance, etc.) shall be taken into account.

Appendix 4: Application data

Application data

		Comments
Application version (date: DD.MM.YYYY)	For example: 01.01.2005	For example: Version 1.0
Type of application (A, RA1, RA2, etc.)	For example: Application for accreditation For example: 2 nd application for extension of accreditation	
Name of degree programme	For example: Computer science	
Type of degree programme (Unabbreviated acc. to FH Council)	For example: FH Bachelor's degree programme	
Form of organisation (FT, PT, FT+PT, TGS)	For example: FT+PT	For example: PT only from 2007/08
Academic degree (Unabbreviated acc. to FH Council)	For example: Bachelor of Science in Engineering	
Amount of subsidy (acc. to Federal Ministry for Education, Science and Culture)	For example: €6,904.00	
Tuition fees (yes/no)	For example: Yes	For example: From 2007/08
Federal Province	For example: Vorarlberg	Street For example: Achstr. 1
Postcode	For example: 6850	Town/City For example: Dornbirn

Phone	For example: 05572 / 203 364 - 54	Fax	For example: 05572 / 203 364 - 70
E-mail	For example: informatik-info@fh-vorarlberg.ac.at	URL	For example: www.fhv.at

	Head of teaching and research staff
First name	
Surname	
Sex	
Academic degree	
Job title	
Phone	
Mobile	
Fax	
E-mail	

Contact person development team

Appendix 5: Curriculum vitae development team

Curriculum vitae development team

Personal data	
Surname(s)	[Surname(s)]
First name(s)	[First name(s)]
Address(es)	[Street, number, postcode, town/city, country]
Phone	
E-mail	

Nationality(-ies)	
-------------------	--

Date of birth	[Day, month, year]
---------------	--------------------

Sex	
-----	--

Work experience	
Date	[Start with your most recent work experience and make a separate entry for each relevant job.]
Profession or function	
Most important tasks and responsibilities	
Employer's name and address	
Field of activity or industry	

School education and vocational training	
Date	[Start with the most recent measure and make a separate entry for each completed education or training.]
Name of the qualification acquired	
Name and type of educational institution	

Personal skills and competences	
Mother tongue(s)	
Other language(s)	
Other skills and competences	
Appendices	[List appendices, if applicable]

Appendix 6: Curricular data

Curricular data

(Depending on the degree programme's form of organisation, please fill in the columns "FT" or "PT" or "FT+PT".)

	FT	PT	Comments
First academic year (YYYY/YY ₊₁)	For example: 2005/06	For example: 2005/06	
Regular study period (number of semesters)	For example: 6	For example: 6	
Obligatory weekly hours per semester (total of all semesters)	For example: 113	For example: 100	
Course weeks per semester (number of weeks)	For example: 15	For example: 17	
Obligatory course hours (total of all semesters)	For example: 1695	For example: 1695	
Obligatory ECTS (total of all semesters)	For example: 180	For example: 180	

Beginning of winter semester (date, note: state calendar week, if possible)	For example: 15.10.YYYY	For example: 01.10.YYYY	
End of winter semester (date, note: state calendar week, if possible)	For example: 31.01.YYYY	For example: 31.01.YYYY	
Beginning of summer semester (date, note: state calendar week, if possible)	For example: 01.02.YYYY	For example: 01.02.YYYY	
End of summer semester (date, note: state calendar week, if possible)	For example: 31.06.YYYY	For example: 14.07.YYYY	
WS weeks	For example: 18	For example: 20	
SS weeks	For example: 18	For example: 20	

Obligatory semester abroad (state which semester)	For example: 4th	For example: -	For example: PT studies do not include an obligatory semester abroad, but it may be taken in the fifth semester.
Language of instruction (please state)	For example: German	For example: German	For example: Six courses may be taught in English.
Placement (state which semester, duration in weeks per semester)	For example: 5 th semester, 15 weeks	For example: Only in cases of no relevant work experience	
Resulting from transfer or integration of degree programme (degree programme number; only relevant in the case of a transfer or merging of programmes)			For example: 0005 and 0006

Appendix 7: Curriculum matrix

Curriculum matrix (example: Master's degree programme)

1st semester

Course No.	Course name	Course type	WHS	Number of groups	NWHS	NCH	Module	ECTS
AUD1V	Algorithms and data structures I	L	2	1	2	30	AUD	3
AUD1U	Algorithms and data structures I	TC	2	3	6	90	AUD	3
BZE1V	Introduction to biology	IC	3	1	3	45	BZE	5
GCH1U	Basic chemistry	LB	1	3	3	45	GCH	2
Totals:			24		XX	XXX		30
Course hours = total WHS * course weeks			360					

2nd semester

Course No.	Course name	Course type	WHS		NWHS	NCH	Module	ECTS
AUD2V	Algorithms and data structures I	L	2	1	2		AUD	2.5
AUD2U	Algorithms and data structures I	TC	2	3	6	90	AUD	3.5
GBP2U	Basic biophysics	L	2	1	2	30	GBP	3
BSY2U	Operating systems 1	TC	2	3	6	90	BSY	4
Totals:			24		XX	XXX		30
Course hours = total WHS * course weeks			360					

3rd semester

Course No.	Course name	Course type	WHS	Number of groups	NWHS	NCH	Module	ECTS
Totals:								30
Course hours = total WHS * course weeks								

4th semester

Course No.	Course name	Course type	WHS	Number of groups	NWHS	NCH	Module	ECTS
Totals:								30
Course hours = total WHS * course weeks								
Total all semesters			XXX		XXX			240
Total all semesters			XXX X					

Abbreviations

C	Course
CH	Course hour(s)
NCH	Number of course hours offered
WHS	Weekly hour(s) per semester
NWHS	Number of weekly hours offered per semester
ECTS	ECTS credits

Appendix 8: Module description

Module description

Module number:	Module title:	Extent:
AUD12	Algorithms and data structures	12 ECTS
Degree programme	Bioinformatics diploma	
Curricular semester	1 st and 2 nd semester	
Allocation to branches	Technical subjects	
Level	Introduction	
Prior knowledge	None	
Blocked	No	
Group of participants	Beginners	
Contribution to subsequent modules	Prerequisite for Module Data Engineering I to II	
Recommended reading list	Books: xxxxx	
	Periodicals: yyyyy	
Acquisition of skills	The graduate has detailed knowledge of programming paradigms (in particular procedural and object-oriented paradigms), specification and drafting techniques, (standard) algorithms and static as well as dynamic data structures, and s/he can implement them in selected examples of programming languages and programming environments. S/He knows methods for comparing algorithms and data structures, in particular also by means of various complexity analysis procedures.	
Course title	Algorithms and data structures I	
Extent	6 ECTS	
Curricular semester	1 st semester	
Forms of teaching and studying	3 ECTS lecture, 3 ECTS training course	
Examination modalities	L: examination at the end of the course; TC: course with ongoing assessment	

Contents of the course	Introduction, basic concepts and representation forms; structure and draft; algorithms incl. memory; specification of algorithms; elementary data types; static data structures (one- and multi-dimensional fields, clusters), dynamic data structures (linear lists, trees and search trees); recursive algorithms, standard algorithms I (searching and sorting), complexity analysis. The training course starts with an introduction to programming and then continues synchronously to the lecture with practical exercises in the contents of the course.
Course title	Algorithms and data structures II
Extent	6 ECTS
Curricular semester	2 nd semester
Forms of teaching and studying	2.5 ECTS lecture, 3.5 ECTS training course
Examination modalities	L: examination at the end of the course; TC: course with ongoing assessment
Contents of the course	Standard algorithms II (pattern matching und combined algorithms), scanning and parsing; basic computer graphics; basic object-oriented programming. The training course starts with an introduction to programming and then continues synchronously to the lecture with practical exercises in the contents of the course.

Appendix 9: Contribution of modules to achieving objectives

Contribution of modules to achieving objectives (example: diploma degree programme)

	ECTS	%
Scientific bases and methods	120	50
Module ["name"]	10	
Module ["name"]	10	
Module ["name"]	10	
Module ["name"]	13	
Module ["name"]	12	
Module ["name"]	14	
Module ["name"]	12	
Module ["name"]	12	
Module ["name"]	11	
Module ["name"]	16	
Examples of compulsory electives	48	20
Module ["name"]	16	
Module ["name"]	16	
Module ["name"]	16	
Inter-disciplinary qualifications	48	20
Module ["name"]	12	
Module ["name"]	12	
Module ["name"]	12	
Module ["name"]	12	
Obligatory placement	24	10
Total	240	100

Appendix 10: ECTS conversion

ECTS conversion (example)

Course type	Abbr.	WHS	Course duration (hrs) ¹	ECTS	Course weeks/sem.	Workload (hrs)		
						Total	Presence	Prep. of/follow-ups to course incl. exam
Lecture	L	1	0.75	1.5	15	38	11	26
Seminar	SE	1	0.75	2	15	50	11	39
Integrated course								
Training course								
Proseminar								
Project seminar								
Seminar								

Depending on the course workload, the curriculum matrix may deviate from this table with respect to some individual courses.

¹ Assuming that one course unit is 45 minutes.

Appendix 11: Data on student places

Data on student places

(Depending on the degree programme's form of organisation, please fill in the columns "FT" or "PT" or "FT+PT".)

Definite student places per academic year										
	YYYY/YY ₊₁		YYYY ₊₁ /YY ₊₂		YYYY ₊₂ /YY ₊		YYYY ₊₃ /YY ₊		YYYY ₊₄ /YY ₊	
	FT	PT	FT	PT	3		4		5	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
1st semester	50	30	50	30	50	30	50	30	50	30
3rd semester (only if planned)										
Total	80		80		80		80		80	

"Transferred student places" from transferred or integrated degree programmes
(Please fill in only if the degree programme is the result of a transfer (diploma to Bachelor's/Master's degree programme) or a merging of programmes, and if transfers of students from the expiring degree programme to the new one are provided for.)

From degree programme	YYYY/YY ₊₁			
	For example: 0005		For example: 0006	
	FT	PT	FT	PT
From 2 nd to 3 rd semester	20	20	30	15
From 4 th to 5 th semester	20	20		

Student places per academic year (Taking account of the "transferred student places")										
	YYYY/YY ₊₁		YYYY ₊₁ /YY ₊₂		YYYY ₊₂ /YY ₊		YYYY ₊₃ /YY ₊		YYYY ₊₄ /YY ₊	
	FT	PT	FT	PT	3		4		5	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Year 1	50	30	50	30	50	30	50	30	50	30
Year 2	50	35	50	30	50	30	50	30	50	30
Year 3	20	20	50	35	50	30	50	30	50	30
Total	120	85	150	95	150	90	150	90	150	90

Appendix 12: Teaching staff – number of courses

Teaching staff – number of courses

Academic year	X / X+1			X+1 / X+2			X+2 / X+3			X+3 / X+4			X+4 / X+5		
	Number ³	FT-equiv. ²	NWHS ¹	Number	FT-equiv.	NWHS	Number	FT-equiv.	NWHS	Number	FT-equiv.	NWHS	Number	FT-equiv.	NWHS
Head of degree progr.															
Full-time lecturers															
Part-time lecturers															
Other															
Total															

¹ The total NWHS is to be taken over from the curriculum matrix (cf.

Appendix 7).

^{2, 3} Example

1st semester

Lecturer A: NWHS

Assumption: The average number of courses a full-time member of the teaching staff has to hold amounts to 14 weekly hours per semester (or 28 weekly hours per academic year), i.e. one full-time staff member teaches 28 weekly hours per academic year. In the case of full-time teaching staff, you would have to fill in 1.5 for the first year as full-time equivalent (42 weekly hours offered per semester divided by 28 weekly hours per semester of courses to be taught).

Subsequently, this number is to be used for calculating the personnel expenses for full-time members of the teaching staff (cf. table 2.1).

Lecturer B 6
NWHS
Lecturer C 5
NWHS
Lecturer D 4
NWHS
Sum 19
NWHS

2nd semester
Lecturer A 6
NWHS
Lecturer B 2
NWHS
Lecturer E 4
NWHS
Lecturer F 5
NWHS
Lecturer G 6
NWHS
Sum 23
NWHS
Total 42
NWHS

Appendix 13: Costing and financing

1. Costing

1.1 Student places					
Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5
In year 1					
In year 2					
In year 3					
In year 4					
Total of 1.1 (student places per academic year)					

1.2 Number of weekly hours offered per semester - NWHS					
Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5
In year 1					
In year 2					
In year 3					
In year 4					
Total of 1.2 (NWHS per academic year)					

1.3 Lecturers and staff											
Academic year	X / X+1		X+1 / X+2		X+2 / X+3		X+3 / X+4			X+4 / X+5	
	FT-equi v.	NWHS ¹	FT-equi v.	NWHS	FT-equiv.	NWHS	FT-equiv.	NWHS		FT-equiv.	NWHS
Head											
Full-time lecturers and researchers											
Part-time lecturers and researchers											
Other staff members/administration											
Total of 1.3 (lecturers and staff)											

1.4 Direct cost per year for teaching and research staff/administration			
1.4.1 Full-time lecturers and researchers/admin.	Gross pay	Additional staff costs³	Annual costs
Head of faculty			
Full-time lecturers and researchers			
Other staff members/administration			

1.4.2	Part-time lecturers and researchers	Gross pay per course hour²	Additional staff costs³	Total costs per course hour
	Part-time lecturers			

Number of course hours/academic year for full-time lecturers	
Costs per course hour/academic year for full-time lecturers	

¹ NWHS = number of weekly hours offered per semester; ² CH = course hours; ³ pursuant to provisions of the General Social Insurance Act and the Income Tax Law (wage tax)

2.1 Personnel expenses						
Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5	
2.1.1 Personnel expenses						
2.1.1.1 Full-time lecturers and researchers						
2.1.1.2 Part-time lecturers and researchers						
2.1.1.3 Staff – administration						
Total of 2.1 (personnel expenses)						

2.2 Current operating cost						
Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5	
2.2.1 Cost of materials						
Total of 2.2 (current operating cost)						

2.3 Other imputed costs (tax depreciation, implicit costs)						
Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5	
2.3.1 Tax depreciation						
2.3.1.1 Immovable assets (buildings)						
2.3.1.2 Movable assets (facilities)						
2.3.2 Imputed personnel expenses						
2.3.3 Imputed cost of materials						
2.3.4 Infrastructure costs (imputed rent)						
Total of 2.3 (other imputed costs)						

Referring to point 2.3.1: Effective life for capital goods	
Tangible and intangible fixed assets	
Structures	30 years
Plant and equipment	8 years
IT equipment/software	3 years
Office furniture	10 years
Office equipment	5 years
Other	According to commercial law

2.4 Investments						
	Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5
2.4.1	Structures					
2.4.2	Plant and equipment					
2.4.3	IT equipment/software					
2.4.4	Office equipment					
2.4.5	Other					
Total of 2.4 (investments)						

2.5.1 Costing – total cost/academic year						
	Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5
2.5.1.1	Personnel expenses (total of 2.1)					
2.5.1.2	Current operating cost (total of 2.2)					
2.5.1.3	Other imputed costs (total of 2.3)					
Total of 2.5.1 (calculation of costs)						

2.5.2 Costing – total expenses/academic year						
	Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5
2.5.2.1	Personnel expenses (total of 2.1)					
2.5.2.2	Current operating cost (total of 2.2)					
2.5.2.3	Investments (total of 2.4)					
Total of 2.5.2 (calculation of expenses)						

2.6 Costing – total cost/calendar year from table 2.5.1						
	Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5
2.6.1	Total cost/academic year acc. to total of 2.5.1					
2.6.2 Total cost/calendar year						
	Calendar year	Y	Y + 1	Y + 2	Y + 3	Y + 4
2.6.2.1	Part 1 of the academic year = 1/4	X/X+1 (1/4)	X+1/X+2 (1/4)	X+2/X+3 (1/4)	X+3/X+4 (1/4)	X+4/X+5 (1/4)
2.6.2.2	Part 2 of the academic year = 3/4		X/X+1 (3/4)	X+1/X+2 (3/4)	X+2/X+3 (3/4)	X+3/X+4 (3/4)
Total of 2.6 (costs/calendar year)						

2.7 Costing – total expenses/calendar year from table 2.5.2						
	Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5
2.7.1 Total expenses/academic year acc. to total of 2.5.2						
2.7.2 Total expenses/calendar year						
Calendar year	Y	Y + 1	Y + 2	Y + 3	Y + 4	Y + 5
2.7.2.1 Part 1 of the academic year = 1/4	X/X+1 (1/4)	X+1/X+2 (1/4)	X+2/X+3 (1/4)	X+3/X+4 (1/4)	X+4/X+5 (1/4)	
2.7.2.2 Part 2 of the academic year = 3/4		X/X+1 (3/4)	X+1/X+2 (3/4)	X+2/X+3 (3/4)	X+3/X+4 (3/4)	X+4/X+5 (3/4)
Total of 2.7 (expenses/calendar year)						

2.8 Costs per student place and academic year						
Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5	
2.8.1 Number of student places acc. to total of 1.1						
2.8.2 Costs acc. to total of 2.5.1						
Total of 2.8 (costs per student place and academic year)						

2.9 Expenses per student place and academic year						
Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5	
2.9.1 Number of student places acc. to total of 1.1						
2.9.2 Expenses acc. to total of 2.5.2						
Total of 2.9 (expenses per student place and academic year)						

3.1 Federal subsidy per student place and year	
Amount per student place	

3.2 Number of subsidised student places per academic year						
Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5	
In year 1						
In year 2						
In year 3						
In year 4						
Total of 3.2 (student places/academic year)						

3.3 Imputed subsidy amount per academic year						
	Academic year	X / X+1	X+1 / X+2	X+2 / X+3	X+3 / X+4	X+4 / X+5
Subsidy amount per academic year						

3.4 Imputed subsidy amount per calendar year from table 3.3						
Calendar year	Y	Y + 1	Y + 2	Y + 3	Y + 4	Y + 5
3.4.1 Part 1 of the academic year = 1/4	X/X+1 (1/4)	X+1/X+2 (1/4)	X+2/X+3 (1/4)	X+3/X+4 (1/4)	X+4/X+5 (1/4)	
3.4.2 Part 2 of the academic year = 3/4		X/X+1 (3/4)	X+1/X+2 (3/4)	X+2/X+3 (3/4)	X+3/X+4 (3/4)	X+4/X+5 (3/4)
Total of 3.4 (subsidy amount/calendar year)						

2. Financing - costs

4.1 Costs per calendar year							
Calendar year	Y	Y + 1	Y + 2	Y + 3	Y + 4	Y + 5	
Costs/calendar year (total of 2.6)							

4.2 Imputed revenues to cover the costs							
Calendar year	Y	Y + 1	Y + 2	Y + 3	Y + 4	Y + 5	
4.2.1 Federal subsidy							
4.2.1.1 Student-place subsidy (total of 3.4)							
4.2.1.2 Other federal subsidies							
4.2.2 Subsidies from other public authorities							
4.2.2.1 Provincial governments							
4.2.2.2 Municipal governments							
4.2.2.3 Chambers							
4.2.3 Subsidies from other authorities							
4.2.3.1 Interest groups							
4.2.3.2 Industry, business community, other							
4.2.4 Research and development							
4.2.5 Other income							
4.2.6 Imputed revenues							
Total of 4.2 (revenues)							

3. Financing - expenses

5.1 Cost equivalent expenditures per calendar year							
Calendar year	Y	Y + 1	Y + 2	Y + 3	Y + 4	Y + 5	
Expenses/calendar year (total 2.7)							
5.2 Income							
Calendar year	Y	Y + 1	Y + 2	Y + 3	Y + 4	Y + 5	
5.2.1 Federal subsidy							
5.2.1.1 Student-place subsidy (total of 3.4)							
5.2.1.2 Other federal subsidies							
5.2.2 Subsidies from other public authorities							
5.2.2.1 Provincial governments							
5.2.2.2 Municipal governments							
5.2.2.3 Chambers							
5.2.3 Subsidies from other authorities							
5.2.3.1 Interest groups							
5.2.3.2 Industry, business community, other							
5.2.4 Research and development							
5.2.5 Other income							
Total of 5.2 (income)							

Abbreviations

1. V 1. Verlängerung	RA1 1st re-accreditation
A Akkreditierung	A accreditation
ASWS Angebotene SWS	NWHS number of weekly hours offered per semester
BB Berufsbegleitend	PT part-time
ILV integrierte Lehrveranstaltung	IC integrated course
LB Labor	LB laboratory
LVS Lehrveranstaltungsstunden	CH course hour
SS Sommersemester	SS summer semester
SWS Semesterwochenstunden	WHS weekly hours per semester
UE Übung	TC training course
VO Vorlesung	L lecture
VZ Vollzeit	FT full-time
WS Wintersemester	WS winter semester
ZGS zielgruppenspezifisch	TGS target group-specific