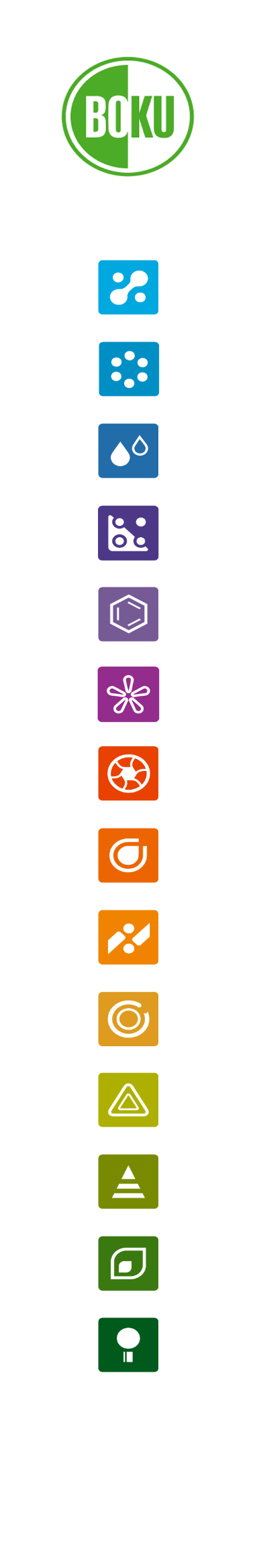
**University of Natural Resources and Life Sciences, Vienna**

University of Natural Resources and Life Sciences, Vienna

**Curriculum**

for the Master's programme

**[…]**

Reference number

Date (of entry into force): 1 October 20[...]

*Preliminary remark*

*Pursuant to the Universities Act 2002, the curriculum is the regulation that defines the qualification profile, the content and structure of a degree programme and the examination regulations.*

*This model curriculum represents the binding framework for all Master's studies at the University of Natural Resources and Life Sciences, Vienna (BOKU). It contains the structural features and the structure of the curricula. (In the case of Master's studies in cooperation with other universities, it is recommended to seek dialogue with the Senate regarding the application of the model curriculum at an early stage).*

*Framework specifications for the design of the curricula are shown in italics and are to be deleted once the curriculum will have been finalised. The other text modules are to be added in the zones highlighted in grey and otherwise adopted unchanged.*

***Preamble***

*This Master's model curriculum forms the basis of the Master's degree programmes at the University of Natural Resources and Life Sciences, Vienna (BOKU).* *When designing the curriculum, particular attention must be paid to the studyability of the programme. It forms the basis for student-centred, competence- and learning outcome-oriented teaching. Larger, modularly organised units with a clearly defined learning outcome promote holistic learning and teaching and enable the integration of current subject areas. Based on the Master's curricula designed in this way, students are equipped with the skills, abilities, and competences that enable them to take a proactive approach to new challenges in society.*

*The content and didactic concept of a module is developed in co-operation with the participating lecturers. The alignment of teaching, learning, and examination methods with the learning outcomes to be achieved and the use of high-quality digital teaching not only corresponds to studyability, but also to the changed realities of students' lives which are characterised, among other things, by a very high proportion of working students.*

*When designing modules, the correct assessment of the students' workload in the form of the ECTS workload is taken into account in the sense of academic feasibility, whereby one ECTS credit point corresponds to 25 real hours of student work. Students and lecturers are thus given an overview of the actual workload for their planning, and the programme can actually be completed in the planned time.*

*A balanced degree of personalisation of studies by the students corresponds to the character of university teaching. Choices and freely selectable units contribute to an individual qualification profile, as does the establishment of core themes in the curriculum.*

*Accompanying study organisation measures (within the area of responsibility of the Vice Rectorate for teaching) are intended to increase the predictability of teachings for teachers and students. The semester recommendation is used to plan the semester, based on which it is possible to study within the standard period of study, but which also shows a path through the programme for students who cannot study full-time.*

*A study programme designed according to the principles outlined represents a balance between studyability and research-led teaching and reflects future-oriented subject areas that enable students to master the challenges facing society.*

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§ 1 Qualification profile

The Master's degree programme […] is a regular degree programme that serves the purpose of deepening and adding to the scientific vocational preparatory training or vocational education based on a Bachelor's degree programme (cf. § 51 para 2 UG 2002).

*The qualification profile is that part of the curriculum that describes the academic and professional qualifications students acquire by completing the relevant degree programme (§ 51 para 2 sub-para 29 UG 2002). It sets out the qualification objectives in relation to the overall degree programme in the form of subject-specific and interdisciplinary skills as well as the possible professional and occupational fields for graduates.*

*The learning outcome-oriented qualification profile forms the starting point for the development of the modules. These realise the learning outcomes to be achieved at the Master's level.*

*A continuous review of the up-to-dateness of the qualification profile and the associated qualification objectives and content ensures that students are provided with a future-oriented degree programme.*

*The qualification of the Master's degree programme corresponds to level 7 of the National Qualifications Framework (NQF). The learning outcomes (knowledge, skills, competences) required to achieve the Master's level are based on the descriptors of the levels of the European Qualifications Framework (EQF) and the Dublin descriptors. (See: Federal Law on the National Qualifications Framework,* [*Federal Law Gazette (BGBl.) I No. 14/2016*](https://www.ris.bka.gv.at/eli/bgbl/I/2016/14)*, Annex 1 and 2.)*

*[Information on the level, learning outcomes and their wording can be found under this link.](http://www.boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/lernergebnisse/)*

*Basic knowledge, professional knowledge, specialised knowledge, and interdisciplinary skills are anchored in every Master's curriculum.*

*The conceptual considerations are based on the model of the 3-pillar principle established at BOKU (see § 3 d) and the* [*taxonomy of teaching and learning objectives*](https://en.wikipedia.org/wiki/Taxonomy#Lerntheorie)*.*

*[Further information on the taxonomy of learning objectives can be found under this link.](https://boku.ac.at/universitaetsleitung/senat/taxonomie-lernziele-1-1)*

*When defining the qualification objectives and necessary learning outcomes of the degree programme, consideration is also given to how the objectives can be achieved didactically in the teaching-learning process, how the achievement of the objectives can be assessed and what the resulting workload is (ECTS). Digital teaching must be taken into account from a didactic point of view in order to improve studyability. The alignment of learning outcomes, forms of assessment and teaching and learning methods is described in the "Constructive Alignments in Learning, Teaching and Assessment" model (cf. Biggs & Tang, 2007).*

[*Information on the topic of "Constructive Alignment" can be found under this link.*](https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/constructive-alignment?no_cache=1#c356051)

**1a) Knowledge, skills, professional and personal competences**

*The knowledge, skills, and personal and professional competences in the form of learning outcomes which graduates of this degree programme possess and which can be used for a professional activity or further education are to be listed here. These must correspond to level 7 of the National Qualifications Framework (Master's level) and must be formulated in detail in the form of learning outcomes.*

Key knowledge:

Key skills:

Key technical/professional competences:

Key personal competences:

*[Information on the topic of "Setting forth learning outcomes" can be found under this link.](https://boku.ac.at/fileadmin/data/H01000/H10220/studien-zukunft/Richtliniengruppen/Qualit%C3%A4tssicherung/Ergebnisse/Handreichung_Lernergebnisse.pdf)*

**1b) Professional and occupational fields**

*The professional and occupational fields for which this Master's programme qualifies are comprehensively outlined here. Changes in the potential fields of activity for graduates should be continuously reviewed in feedback with the labour market (consideration of graduate studies, information from stakeholders, etc.) and taken into account in the further development of the curriculum.*

*The following paragraph is to be deleted if no professional qualifications are associated with the completion of this degree programme.*

**1c) Professional qualifications**

*Here, legally prescribed professional qualifications are to be listed that are associated with the completion of this study programme.*

## § 2 Admission requirement

*The following special provisions for admission to Master's degree programmes pursuant to § 63a UG 2002 must be observed when defining the admission requirements:*

*(1) Qualitative admission requirements may be prescribed in the curricula for Master's degree programmes, which must be related to the required knowledge of the subjects on which the respective Master's degree programme is based.*

*(2) It must be ensured that the completion of a Bachelor's degree programme at the respective university entitles the holder to admission to at least one Master's degree programme in the relevant subject area at the university or, in the case of jointly established programmes, at one of the participating educational institutions, without any further requirements.*

*The specialised studies working group ("Fachstudien-Arbeitsgruppe") determines which Bachelor's degree programme qualifies students for which relevant (consecutive) Master's degree programme and/or for which relevant Master's degree programmes. Furthermore, the specialised studies working group determines which learning outcomes at Bachelor's level are required for admission to a Master's degree programme. The required learning outcomes must be set forth in detail, concretely, and transparently.*

Graduates of the Bachelor's degree programme […] / Bachelor's degree programmes […] […] at the University of Natural Resources and Life Sciences, Vienna will be admitted. They do not have to meet any further requirements.

The following learning outcomes are required for the admission of graduates of other Bachelor's programmes:

*The following list is to be adapted to the learning outcomes required for admission to this Master's programme.*

[…] *Learning outcome name*

[…] *Learning outcome name*

[…] *Learning outcome name*

[…] *Learning outcome name*

[…] *Learning outcome name*

[…] *Learning outcome name*

## § 3 Structure of the degree programme

**3a) Duration, scope (ECTS credits) and structure of the degree programme**

The degree programme comprises a workload of 120 ECTS credits. This corresponds to a study period of four semesters (a total of 3,000 hours of 60 minutes each).

The study programme has a modular structure. The term "module" denotes a closed unit in terms of content and time that is structured according to didactic principles and for which a learning outcome is defined.

The scope of each module is 6 ECTS credits or a multiple thereof (e.g. 12, 18, ... ECTS credits).

Depending on didactic requirements, a module is divided into up to two or, in a few exceptional cases, three module courses. *(In exceptional cases justified in writing by the specialised studies working group, it is possible to divide a module into three module courses).*

The module courses can be with or without continuous assessments of students’ performance.

*A module is held for one semester, in justified exceptional cases also for two consecutive semesters.[[1]](#footnote-1)* A module course will last one semester.

The degree programme includes mandatory modules totalling [...] ECTS credits.

*The scope of the mandatory modules can be between 60 and 78 ECTS credits (including the Master's thesis)[[2]](#footnote-2)*

It includes elective modules totalling […] ECTS credits.

*The scope of the elective modules can be between 30 and 48 ECTS credits[[3]](#footnote-3)*

Furthermore, students are free to choose 12 ECTS credits which can be completed as module courses at BOKU or as courses at other universities.

*Core themes represent a valuable opportunity for specialisation within the study programme and should be established where possible. Up to 18 ECTS credits can be specified as mandatory within the framework of core themes (30 ECTS credits); up to 24 ECTS credits are elective. This solution is to be favoured over the use of an exemption to increase the* *mandatory portion.*

*The following paragraph is to be deleted if no core themes are offered.*

Students achieve a specialisation in terms of content by completing a core theme of 30 ECTS credits as part of the elective modules. A core theme focuses on a specific subject area and has its own qualification profile. A completed core theme is indicated in the graduation documents.

*The planning and development of a Master's curriculum and, where applicable, its core themes, takes into account the alignment with Bachelor's degree programmes that are closely related in terms of content.*

*The responsible specialised studies working group makes a recommendation for the chronological sequence of the mandatory modules and elective modules on the premise of studyability and the sensible didactic sequence of the modules and module courses. (Alternative offers in the area of elective modules run in parallel in terms of time.)*

*Various offered elective modules or core themes (within the scope of the elective modules) run in parallel in terms of time.*

Mandatory: 66 [...] ECTS credits, of which:

Master's thesis incl. defensio 30 ECTS credit points

*The mandatory module, which is tailored to the content and didactics of writing a Master's thesis (e.g. scientific work, research methodology), always includes the module course "Master's seminar". (If possible, this mandatory module is offered for every subject of the degree programme).*

Elective: 42 [...] ECTS credits, of which 30 ECTS credits are allocated to the core theme:

*"of which 30 ECTS credits are allocated to the core theme" is to be deleted if no core themes are offered.*

Free choice of options 12 ECTS credits

Proportion of foreign languages\*: 12 ECTS credits

\* *For each German-language curriculum, module courses totalling at least 12 ECTS credits are offered in English in the mandatory and elective areas.*

*ECTS credits are the quantitative expression of the workload that a student completes in order to achieve the learning outcomes in a module. One ECTS credit point corresponds to 25 working hours (60 minutes each). One academic year is set at 60 ECTS credits (1,500 working hours). Irrespective of this, the teaching performance of lecturers is measured in SWS (working hours per semester).*

*The following applies to the awarding of ECTS credits:*

1. The knowledge, skills and competences to be acquired are defined in terms of learning outcomes for the individual modules.
2. *The sum of the total hours to be spent by the students to achieve the learning outcomes corresponds to the workload, consisting of:* 
   1. *Contact hours (= simultaneous presence of teachers and students); this also includes examinations*
   2. *Self-study (preparation and follow-up of contact hours, exam preparation, written assignments, etc.)*
3. *The workload is assessed using whole number ECTS credits.*

*[Further information on the topic of ECTS can be found under this link.](https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/ects)*

**3b) Mobility framework**

Student mobility and/or the opportunity to gain international experience, intercultural skills and global perspectives is expressly recommended as part of a study programme offered at BOKU. There are various options for this:

* Achievement of learning outcomes at foreign universities, in particular within the framework of the free elective options, in practice (see § 6), the Master's thesis and/or the core theme (*in practice; and/or the core theme are to be deleted if not provided for in the curriculum)*. (Mandatory and elective module courses not completed at BOKU must be recognised for the degree programme; the Master's thesis requires the designation of an external supervisor).
* Acquisition of international competences at BOKU by dealing with content on international, intercultural and/or global aspects, attending module courses held by guest lecturers, excursions abroad, etc.
* Foreign language module courses (including language teaching) totalling at least 12 ECTS credits must be completed. This includes mandatory modules, elective modules and freely chosen module courses at BOKU or freely chosen courses at other universities.

**3c) 3-pillar principle**

The 3-pillar principle serves to solve interdisciplinary issues and is the central identifying feature of the Bachelor's and Master's studies at BOKU.

In the Master's degree programme, the content of the mandatory and elective modules, in relation to the entire curriculum (with the exception of Master's thesis and practice), is allocated to the following areas with a minimum proportion of 15% each:

* Technology, Engineering Sciences
* Natural Sciences, and
* Economic, Social, and Legal Sciences

*The respective lecturers determine the proportions of the three pillars for each mandatory and elective module course.*

*[Information on the topic of the 3-pillar principle can be found under this link.](https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/3-saeulen-der-boku)*

## § 4 Mandatory modules

Mandatory modules totalling [...] ECTS credits must be completed as part of the degree programme. This includes the completion of the Master's thesis totalling 30 ECTS credits (see § Master's thesis).

*A mandatory module which is tailored to the content and didactics of writing a Master's thesis (e.g. scientific work, research methodology), always includes the module course "Master's seminar". (If possible, this mandatory module is offered for every subject of the degree programme).*

*The design of a module aims to ensure that it is coherent in terms of content and didactics.*

*A module is worth 6 ECTS credits or a multiple thereof, e.g. 12*

*or 18 ECTS credits.*

*A module is divided into one or two module courses. (A module may include three module courses in exceptional cases where this is justified in writing).*

*A module course can be with or without continuous assessments.*

*The following table is to be adapted according to the modules offered.*

|  |  |
| --- | --- |
| **MANDATORY MODULES** | **ECTS credits** |
| ***Module name*** |  |
| ***Module name*** |  |

A detailed description of the individual modules can be found in the appendix.

[The current range of module courses is shown under this link in BOKUonline.](https://online.boku.ac.at/BOKUonline/ee/ui/ca2/app/desktop/" \l "/login)*(This link will be activated once the curriculum will have been implemented in BOKUonline).*

*Admission requirements for examinations must be listed here if applicable. If no admission requirements for examinations are defined, this section is to be deleted.*

Requirements for admission to examinations:

## § 5 Elective modules

*If no core themes are offered as part of the degree programme, the second sentence of the following paragraph is to be deleted.*

Elective modules totalling [...] ECTS credits must be completed as part of the degree programme. Within this framework, a core theme totalling 30 ECTS credits can be completed.

*The implementation of elective options serves the individual qualification of students and is to be designed in such a way that students are offered a choice.*

*The elective modules can take the form of core themes, each worth 30 ECTS credits. Of these, a maximum of 18 ECTS credits can be designated as mandatory.*

*As an alternative or in addition to core themes, a list of elective modules can be offered, from which 30 ECTS credits are to be completed. (If only one core theme is offered, a list of elective modules must be provided in any case.)*

*The design of a module aims to ensure that it is coherent in terms of content and didactics. A module is worth 6 ECTS credits or a multiple thereof, e.g. 12 or 18 ECTS credits. A module is divided into one or two module courses. (A module may include three module courses in exceptional cases where this is justified in writing). A module course can be with or without continuous assessments.*

*The phrase "(instead of completing elective modules)" is to be deleted if the curriculum only contains core themes and no list of elective modules.*

A core theme worth 30 ECTS credits can be selected from the following options (instead of completing elective modules). The mandatory module courses of the selected core theme are in any case to be completed. The difference to 30 ECTS credits is to be made up from the elective options offered in the chosen core theme.

*The following tables are to be adapted to the core themes offered (at least 2) or deleted if no core themes but only a list of elective modules is offered.*

|  |  |
| --- | --- |
| **ELECTIVE MODULES – CORE THEME 1**  ***Name of the core theme*** | **ECTS credits** |
| **Mandatory core theme modules** | |
| ***Module name*** |  |
| ***Module name*** |  |
| **Elective core theme modules** | |
| ***Module name*** |  |
| ***Module name*** |  |

|  |  |
| --- | --- |
| **ELECTIVE MODULES – CORE THEME 2**  ***Name of the core theme*** | **ECTS credits** |
| **Mandatory core theme module** | |
| ***Module name*** |  |
| **Elective core theme modules** | |
| ***Module name*** |  |
| ***Module name*** |  |
| ***Module name*** |  |

A detailed description of the individual modules can be found in the appendix.

[The current range of module courses is shown under this link in BOKUonline.](https://online.boku.ac.at/BOKUonline/ee/ui/ca2/app/desktop/#/login) *(This link will be activated once the curriculum will have been implemented in BOKUonline).*

*The following sentence is to be deleted if only core themes are offered.*

Elective modules worth a total of 30 ECTS credits can be selected from the following options (instead of completing a core theme).

*The following table is to be adapted to the elective modules offered or deleted if only core themes are offered.*

|  |  |
| --- | --- |
| **LIST OF ELECTIVE MODULES** | **ECTS credits** |
| ***Module name*** |  |
| ***Module name*** |  |
| ***Module name*** |  |
| ***Module name*** |  |

A detailed description of the individual modules can be found in the appendix.

[The current range of module courses is shown under this link in BOKUonline.](https://online.boku.ac.at/BOKUonline/ee/ui/ca2/app/desktop/#/login) *(This link will be activated once the curriculum will have been implemented in BOKUonline).*

## § 6 Practical module

*If the curriculum does not provide for the possibility of completing a practical portion as part of the elective modules, this paragraph is to be deleted and the numbering of the subsequent paragraphs is to be adjusted.*

*The practical module is worth a total of 6 ECTS credits (this corresponds to 150 real hours). This includes both the practical part and the technical and theoretical review of the practical part in seminar form.*

(1) It is recommended to deepen the qualifications of this degree programme through relevant professional practical experience.

2) The practical module serves the application-orientated deepening of the course content. It is worth 6 ECTS credits in total.

(3) The practical portion comprises at least [...] hours of work and is related to the subject or topic of the degree programme. The practical portion of the programme can be completed part-time (e.g. 6 weeks of 20 hours each) and can be completed in Austria or abroad. It is recommended that students gain as much and as varied practical experience as possible.

(4) The student provides proof of completion of the practical portion with a confirmation containing the number of hours and a description of the activity.

(5) The technical and theoretical review (e.g. preparation, support, follow-up) of the practical portion of the programme takes place in seminar form as part of the practical module.

## § 7 Free choice of options

As part of the degree programme, students must complete 12 ECTS credits which they can choose freely from the entire range of courses offered by all recognised universities in Austria and abroad. The free elective options serve to individually deepen or supplement the programme content.

## § 8 Master's thesis

Master's theses are academic papers in the Master's studies that serve to demonstrate the ability to work on academic topics independently and in a way that is justifiable in terms of content and methodology (§ 51 para 2 sub-para 8 UG 2002). The study regulations for the Master's thesis can be found in the statutes of the University of Natural Resources and Life Sciences, Vienna.

The Master's thesis comprises a total of 30 ECTS credits including the defensio.

The topic of the Master's thesis must be taken from a subject of the degree programme. The Master's thesis is supervised by a person with a teaching authorization in this subject (exception: § 86 para 7 of the statutes of the University of Natural Resources and Life Sciences, Vienna[[4]](#footnote-4)).

*The following sentence is to be deleted if this regulation is not used in the curriculum:*

Joint supervision by two persons with teaching authorization is permitted as well, if at least one of the two persons represents a subject of the degree programme.

The assignment of the Master's thesis must be chosen in such a way that it is possible and reasonable to complete it within six months. (§ 81 para 2 UG 2002).

The joint treatment of a topic by several students is permissible if the performances of the individual students remain separately assessable (§ 81 para 3 UG 2002).

The Master's thesis is to be written in German or English. Another language is only possible after certification by the supervisor. The defensio is to be carried out in German or English in any case.

The Master's thesis can be completed in Austria or abroad.

## § 9 Completion

The programme is considered completed when all modules have been completed, the Master's thesis has been written and the defensio has been taken place, and all have been positively assessed. The confirmation of the completion is issued by notification.

## § 10 Academic Degree

*Priority Variant 1 (if this variant is selected, variant 2 is to be deleted):*

The Master's degree programme [...] is an engineering degree programme (§ 54 para 1 UG 2002).

Graduates of the Master's degree programme […] are awarded the academic degree "Diplom-Ingenieurin" or "Diplom-Ingenieur", abbreviated to "Dipl.-Ing.in“/"Dipl.-Ing." or „DIin"/"DI". The academic degree "Dipl.-Ing.in“/"Dipl.-Ing.“ or "DIin“/"DI“ must be added in front of the name if it is used (§ 88 para 2 UG 2002 Federal Law Gazette (BGBl.) I No. 81/2009).

*Variant 2 (if this variant – selection of the relevant degree programme from the list according to UG § 54 para 1 is selected, variant 1 must be deleted):*

The Master's degree programme [...] is a [...] degree programme (§ 54 para 1 UG 2002).

Graduates of the Master's degree program […] are awarded the academic degree "Master of Science", abbreviated to "MSc" or "M.Sc.". The academic degree "MSc" ("M.Sc.") must be added after the name if it is used (§ 88 para 2 UG 2002 Federal Law Gazette (BGBl.) I No. 81/2009).

## § 11 Exam regulations

(1) Any didactically required admission requirements for examinations in the form of successfully completed module courses are to be listed in § 4 and § 5.

(2) The degree programme is completed when the following requirements have been met:

* positive completion of the mandatory modules amounting to […] ECTS credits (§ 4)
* positive completion of the elective modules amounting to […] ECTS credits (§ 5)
* positive completion of the free elective modules amounting to 12 ECTS credits (§ 7)
* positive completion of foreign language modules amounting to 12 ECTS credits (§ 3) as part of the 120 ECTS credits
* the positive assessment of the Master's thesis including the defensio.

(3) Proof of performance and assessment are carried out for the module courses.

(4) The completed Master's thesis which has been positively assessed by the assessor must be presented publicly and defended in a scientific discussion (defensio) after all modules have been successfully completed. The committee is made up of the chairperson and two other university teachers with a major teaching qualification or equivalent qualification. The overall performance (Master's thesis and defensio) is assessed with an overall grade, where both parts must be completed positively. The written assessment of the written Master's thesis and the defensio are taken into account separately in the overall grade and are also documented separately.

The proportions are as follows:

- Master's thesis: 70%

- Defensio (incl. presentation): 30%

(5) The overall assessment of a module is calculated in the graduation certificate from the average value of the module courses completed within the module, weighted according to ECTS credits. If the average value after the decimal point is less than or equal to 5, it is rounded to the better grade, otherwise to the lower grade.

## § 12 Transitional provisions

*As regards the transitional provisions, a distinction is to be made as to whether the curriculum has been amended or whether significant changes have been made to the curriculum (see: § 70 para 1 or 2 of the Articles of Association).*

*Wording in accordance with (1):*

Students who have not completed the Master's degree programme […] according to the previously valid curriculum when this curriculum comes into force will be transferred to the present curriculum.

In this case, examinations on courses/modules from the old curriculum that have already been successfully completed will be recognized for the current curriculum in accordance with the equivalence catalogue for the […] degree programme.

*Wording in accordance with (2):*

Students who are studying according to the current Master's curriculum study plan version […]UH are entitled to complete this degree program by 30 September 2[…]. Students who are subject to this new curriculum before this date or who switch to the new curriculum after this date will have their examinations for courses/modules from the old curriculum recognized according to the equivalence catalogue.

## § 13. Entry into force

This curriculum enters into force on 1 October 2[…].

## Annex module descriptions

*Each module is to be described as follows:*

|  |  |  |
| --- | --- | --- |
| **Module title** |  | |
| **Module type**  *(mandatory or elective module)* |  | |
| **Workload of the module in ECTS credits** | **ECTS credits** in total | **Total hours**  (60 min. each) |
|  |  |
| **Learning outcomes of the module**  *Knowledge*  *Skills*  *Technical/professional*  *competences*  *Personal competences* |  | |
| **Module structure – types of module course(s) with ECTS credits** |  | |
| (If applicable)**Participation requirements for the module** |  | |

## Appendix Central steps in curriculum design

[*Link to the curriculum development process flowchart*](https://boku.ac.at/fileadmin/data/H01000/H10220/senatsstuko/SenatStuKo-Seite_allg_zug%C3%A4ngl_Unterlagen/Prozessablaufplan_Curriculumsentwicklung.pdf)*.*

|  |
| --- |
| ***CREATION OF THE STUDY STRUCTURE***  Primarily, the following considerations are necessary for the (review of the) basic concept of the curriculum and the (review of the) creation of the qualification profile: |
| ***Preliminary considerations***  *BOKU competence areas touched by the programme*  See: <https://boku.ac.at/en/fos/themen/boku-competence-areas>  *Taking into account the quality principles of BOKU teaching*  *See:* https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/leitbild-lehre  *Anchoring the BOKU 3-pillar principle in the curriculum*  *See:* <https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/3-saeulen-der-boku>  *Implementation of the taxonomy of teaching and learning objectives in the curriculum*  *See:* <https://boku.ac.at/universitaetsleitung/senat/taxonomie-lernziele-1-1>  *Potential cooperating universities* |
| ***Qualification objectives at programme level***  Learning outcomes which students achieve by completing the degree programme at level 7 of the National Qualifications Framework (Master's level) and which can be used for a professional activity or further education.   * *Key knowledge* * *Key skills* * *Key personal/professional competences* * *Key personal competences*   *See:* <https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/lernergebnisse> |
| ***Employability and target groups***  *Occupational fields for which the degree programme qualifies students*   * *Obtaining information about the job market, e.g. from relevant companies, professional associations, graduate studies, etc.*   *See e.g.:* <https://boku.ac.at/universitaetsleitung/rektorat/stabsstellen/qm/themen/absolventinnenstudien-an-der-boku>  *Target groups of the study programme* |
| *The responsible specialised studies working group (Fachstudien-AG) submits the* ***basic concept*** *for the planned curriculum to the SenatStuKo. The basic concept includes the following details: Cooperation studies: no/ yes (with which partners, places of implementation), BOKU reference and relevant fields of competence, integration of the BOKU teaching principles in terms of content, planned proportions of technology, natural sciences, economics, social and legal sciences, qualification objectives, professional fields of activity for graduates.* |

|  |
| --- |
| ***FINALISING THE CURRICULUM***  Primarily, the following steps are required for the content and didactic design of the curriculum: |
| ***Determination of content areas***  *Content areas from which knowledge, skills, and competences are required in order to achieve the qualification objectives of the degree programme* |
| ***Module design***  *Modules required in order to achieve the qualification profile of the degree programme*  *See:* <https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/constructive-alignment>  ***Distribution of mandatory and elective modules***  *Calculation of ECTS credits*  *See:* [*https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/ects*](https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/ects)  *Possible anchoring of one core theme or several core themes*  *Required learning outcomes (level 6) at module level in order to achieve the qualification objectives of the degree programme (programme level)*  *See:* <https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/lernergebnisse>  *Possible forms of teaching and learning to achieve the learning outcomes*  *See:* <https://boku.ac.at/en/lehrentwicklung/e-learning-and-didactics/didactics>  *Possible assessment procedures and assessment criteria for the achievement of the teaching/learning objectives*  *See:* <https://boku.ac.at/lehrentwicklung/e-learning-und-didaktik/didaktik/pruefungen-evaluierungen/> |
| ***Introductory and orientation phase***  *Design of the introductory and orientation phase* |
| ***Practical module (as far as planned).***  *Design of the practical module* |
| *The responsible specialised studies working group (Fachstudien-AG) submits the draft* ***curriculum*** *to the SenatStuKo. The draft curriculum corresponds to the structural requirements of the modularised Master's model curriculum.* |

1. *§ 58 para 8 UG (Universities Act) states that the curriculum for courses with a limited number of participants must specify the number and procedure for allocating places. Students who are deferred from enrolment may not need to extend their period of study as a result. If required, parallel courses are also to be offered, possibly also during those periods when no other courses are being held.*

   *Furthermore, modules and their module courses with capacity bottlenecks can be offered in two consecutive semesters. In any case, it must be ensured that 30 ECTS can be completed in each of the two semesters without overlapping timetables.* [↑](#footnote-ref-1)
2. *In exceptional cases, justified in terms of content and didactics, the scope of the mandatory modules may be up to 84 ECTS credits or only 54 ECTS credits.*  [↑](#footnote-ref-2)
3. *In justified exceptional cases, the scope of the elective modules can be adapted to the increased mandatory component of up to 84 ECTS credits or to the reduced mandatory component of 54 ECTS credits.* [↑](#footnote-ref-3)
4. Where required, the Dean of Studies is authorized to entrust suitable research and teaching staff with the supervision and assessment of Master's theses. Before any entrustment, the cumulative fulfillment of certain requirements must be checked. [↑](#footnote-ref-4)