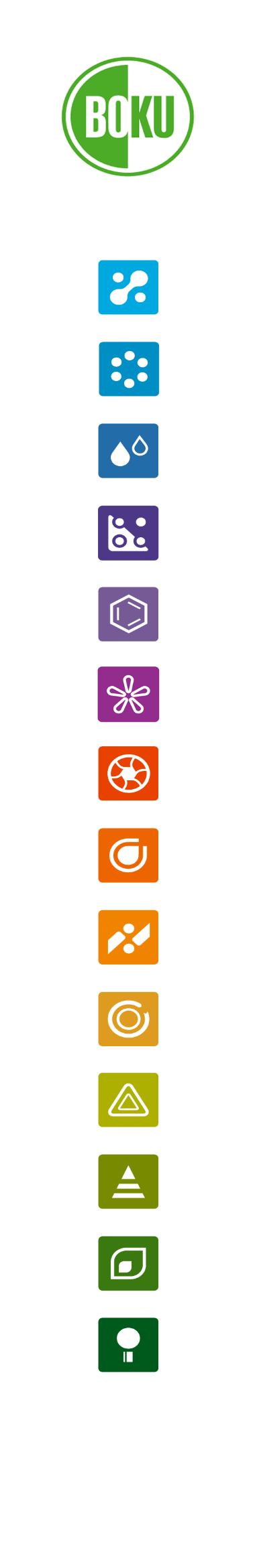
**University of Natural Resources and Life Sciences, Vienna**

University of Natural Resources and Life Sciences, Vienna

**Curriculum**

for the Bachelor'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 Bachelor's studies at the University of Natural Resources and Life Sciences, Vienna (BOKU). It contains the structural features and the structure of the curricula.*

*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 Bachelor's model curriculum forms the basis of the Bachelor's degree programmes at the University of Natural Resources and Life Sciences, Vienna (BOKU), which realise the explicit goal of studyability. 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 Bachelor’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 or the option of completing cross-cutting topics of particular relevance for society which will be documented in the graduation certificates as additional qualifications.*

*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 Bachelor's degree programme […] is a regular degree programme that serves the purpose of scientific vocational preparatory training or vocational education and qualification for professional activities that require the application of academic knowledge and methods (seef. § 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 Bachelor 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 Bachelor's degree programme corresponds to level 6 of the National Qualifications Framework (NQF). The learning outcomes (knowledge, skills, competences) required to achieve the Bachelor's level are guided by 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 Bachelor'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 6 of the National Qualifications Framework (Bachelor's level) and must be set forth 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 Bachelor'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 regulations of § 63 UG 2002 "Admission to ordinary degree programmes" apply to admissions to this degree programme.

## § 3 Structure of the degree programme

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

The degree programme comprises a workload of 180 ECTS credits. This corresponds to a study period of six semesters (a total of 4,500 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 ["Fachstudien-AG"], 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 Bachelor's curriculum includes mandatory modules totalling 138 *[...]* ECTS credits.

*In exceptional cases, justified in terms of content and didactics, the scope of the mandatory modules may comprise 144 or 150 ECTS credits. In such cases, it must also be explained why the increase in the mandatory portion cannot be achieved by establishing core themes. If the scope of the mandatory modules deviates from the standard case, 144 or 150 must be entered throughout the curriculum.*

The Bachelor's curriculum includes elective modules totalling 30 *[...]* ECTS credits.

*In justified exceptional cases, the scope of the elective modules is 24 or 18 ECTS credits, so that the sum of mandatory and elective modules is 168 ECTS credits. If the scope of the elective modules deviates from the standard case, 24 or 18 must be entered throughout the curriculum.*

*Core themes represent a valuable opportunity for specialisation within the study programme and should be established where possible. Within the framework of core themes (30 ECTS credits), up to 18 ECTS credits can be specified as mandatory, and up to 24 ECTS credits as elective. Core themes are 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 Bachelor's curriculum and, where applicable, its core themes, takes into account the alignment with Master's degree programmes that are closely related in terms of content. (Core themes in the Bachelor's degree can be used as a prerequisite for a Master's degree with suitable 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.) [[2]](#footnote-2)*

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

Mandatory: 138 *[...]* ECTS credits, of which are allocated to:

Bachelor thesis module: 12 ECTS credits

Mandatory practical module: 6 ECTS credits

Elective / core theme: 30 *[...]* ECTS credits

*"/ 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) Cross-cutting topics**

As part of the study programme, students have the opportunity to acquire additional qualifications in socially relevant cross-cutting topics. The completion of module courses marked accordingly in BOKUonline totalling 12 ECTS credits is shown in the graduation documents if the following requirements are met:

* Positive completion of the topic-specific module on the relevant cross-cutting topic (6 ECTS credits).
* Positive completion of further modules or module courses that are assigned to the relevant cross-cutting topic (6 ECTS credits)

[You can find detailed information on the possibility of completing cross-cutting topics as well as the current topics on offer under this link.](https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/querschnittsthemen)

**3c) 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, the mandatory internship (see § 8), the Bachelor's thesis and/or the core theme (*and/or the core theme is 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).
* 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 (incl. mandatory practical module), elective modules and freely chosen module courses at BOKU or freely chosen courses at other universities.

**3d) 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 Bachelor's degree programme, the content of the mandatory and elective modules, in relation to the entire curriculum (with the exception of the Bachelor's thesis and mandatory internship), is allocated to the following areas with a minimum proportion of 25% 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 Introductory and orientation phase

*The introductory and orientation phase (StEOP) as part of the Bachelor's degree programmes must be designed in such a way that it provides the student with an overview of the main contents and requirements of the respective degree programme and its further course and creates an objective basis for decision-making for the personal assessment of their choice of a degree programme. The StEOP serves as an orientation to the main programme content and not as a quantitative admission restriction. The university shall ensure that 30 ECTS credits can in any case be achieved in the first semester of the degree programme. The needs of working students must be taken into account.[[3]](#footnote-3)*

*The StEOP encompasses a total of 12 ECTS credits and consists of at least 2 module courses.*

*The needs of working students must be taken into account when designing the StEOP.[[4]](#footnote-4)*

The introductory and orientation phase takes place in the first semester and serves to inform and orientate new students.

Before completing the introductory and orientation phase, further module courses recommended for the 1st or 2nd semester may be completed to the extent of up to 18 ECTS credits.

The introductory and orientation phase comprises a total of 12 ECTS credits and is made up of the modules shown in the following table:

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

|  |  |
| --- | --- |
| **INTRODUCTORY AND ORIENTATION PHASE MODULE** | **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/#/login) *(This link will be activated once the curriculum will have been implemented in BOKUonline).*

## § 5 Mandatory modules

Mandatory modules totalling 138*[...]* ECTS credits must be completed as part 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/#/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:

## § 6 Elective modules

Elective modules totalling 30 *[...]* ECTS credits or a core theme totalling 30 ECTS credits must be completed as part of the degree programme.

*If no core themes are offered as part of the degree programme, "or a core theme totalling 30 ECTS credits" is to be deleted from the previous sentence.*

*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, up to 24 ECTS credits are elective.*

*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.*

*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).*

## § 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 Mandatory practical module

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

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

(2) The mandatory practical portion comprises at least [...] hours of work and is related to the subject or topic of the degree programme. The mandatory 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.

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

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

(5) If the student is unable to find a position for a mandatory practical placement despite intensive efforts (numerous negative replies), an appropriate substitute placement will be agreed upon with the Head of the mandatory practical module.

## § 9 Bachelor thesis module

An independent Bachelor's thesis worth 12 ECTS credits must be completed as part of the studies.[[5]](#footnote-5) The Bachelor's thesis is carried out and supervised as part of the Bachelor's thesis module.

The topic of the Bachelor's thesis is determined by the lecturers of the Bachelor's thesis module in consultation with the students.

A Bachelor's thesis can be written by either one student or a group of students.

*In the case of group work, attention must be paid to the provision of corresponding individual contributions, and the individual achievements must be documented.*

The Bachelor's thesis can consist of a practical and a written part. In all cases, the results of the Bachelor's thesis must be presented in written form.

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

## § 10 Completion

The degree programme is considered completed when all modules have been completed and positively assessed. The confirmation of the completion is issued by notification.

## § 11 Academic Degree

The Bachelor's degree programme [...] is an engineering degree programme (§ 54 para 1 UG 2002). Graduates […] are awarded the academic degree "Bachelor of Science", abbreviated to "BSc" or "B.Sc.". If the academic degree is used, it must be added after the name.

## § 12 Exam regulations

(1) Successful completion of all module courses and examinations in the introductory and orientation phase entitles the student to complete the other modules and examinations and to write the Bachelor's thesis provided for in the curriculum.

(2) Any didactically required admission requirements for examinations in the form of successfully completed module courses are listed in § 5 and § 6.

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

* Positive completion of the mandatory modules amounting to 138 […]ECTS credits (§ 5)
* positive completion of the elective modules amounting to 30 *[...]*ECTS credits (§ 6),
* positive completion of the free elective modules amounting to 12 ECTS credits (§ 7)
* positive completion of the mandatory modules amounting to 6 […] ECTS credits (§ 8)
* the positive completion of foreign language modules amounting to 12 ECTS credits (§ 3) as part of the 180 ECTS credits
* the positive assessment of the Bachelor's thesis module (§ 9).

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

(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.

## § 13 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 Bachelor'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 Bachelor's curriculum study plan version […]UH are entitled to complete this degree programme 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.

## § 14. 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** |  | |

## *Annex Curriculum Design Guideline*

[*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 6 of the National Qualifications Framework (Bachelor's level) and which can be used for a professional activity or an additional education programme.*   * *Key knowledge* * *Key skills* * *Key personal/professional competences* * *Key personal competences*   *See:* <https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/lernergebnisse> |
| ***Cross-cutting topics***  *The following cross-cutting topics are anchored in the curriculum: Sustainability, challenges of globalisation, gender and diversity, bioeconomy.*  *Additional cross-cutting topics are incorporated into the curriculum on an alternating basis.*  *See:* <https://boku.ac.at/universitaetsleitung/senat/boku-studien-fuer-die-zukunft/querschnittsthemen> |
| ***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, integration of cross-cutting topics, 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* |
| ***Mandatory practical module***  *Design of the mandatory 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 Bachelor'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. *Multiple use of module courses must be taken into account.* [↑](#footnote-ref-2)
3. *In terms of study organisation, it must be ensured that the StEOP can also be completed in the summer semester without a delay in studies.*  [↑](#footnote-ref-3)
4. *In the case of module courses with continuous assessments, a concept for the delivery of the course must be drawn up which shows that it can be completed by working students.* [↑](#footnote-ref-4)
5. *Bachelor theses do NOT count as academic papers. They must be prepared and assessed as part of a course. When writing the Bachelor's thesis, care must be taken to ensure that the workload of 12 ECTS credits is maintained.* [↑](#footnote-ref-5)