

Curriculum for the Secondary College - Communication and Media Informatics

I. GENERAL EDUCATIONAL OBJECTIVE

The Secondary College of Business Administration covers five academic years and is designed in accordance with § 65 and § 74 point 1 of the School Organisation Act 'Schulorganisationsgesetz' (SchOG), BGBl. Nr. 242/1962 to acquire higher economic education and training for all economic sectors. In the framework of the education at a Secondary College of Business Administration general and business-oriented education is imparted in an integrated form. The education and training at the Secondary College of Business Administration ends with a 'Reifeprüfung'-Certificate and TVE-Diploma, leads to university entrance qualifications, and enables to practice higher professions in the business field.

The education and training are equally based on the aims of employability and studiability. A comprehensive Entrepreneurship Education which enables students to act as entrepreneurs, employees, and consumers in an active and responsible way and, therefore, to shape the economy and the society is of vital importance.

After graduating from a Secondary Business College – Communication and Media Informatics the students have the competence

- to use their comprehensive and cross-linked economic knowledge as well as their practical experience in their professional field of action and in any life situation,
- to play an active and responsible role as entrepreneur, employee and consumer,
- to find creative and demanding solutions for economic problems,
- to collect and evaluate the information necessary for solving tasks themselves as well as to use information and communication technologies,
- to work in a team and to take responsibility,
- to communicate in correct German as well as in the foreign languages acquired at school situation-specifically,
- to cooperate and interact multilingually, flexibly and in a target-oriented way,
- to deal with their own and other cultures, identify similarities and differences as well as respect different values in a pluricultural group,
- to deal with religions, cultures, the values and ideologies, to take part in cultural life and to show understanding and respect for others,
- to deal with the essential question, with ethical and moral values as well as with the religious dimensions of life,
- to act taking ecologic, economic, and social aspects into consideration,
- to realise the necessity of independent, extra-occupational learning and to take appropriate measures for further education and continuous training,
- to act in a socially responsible way which is noticed in respect, appropriate consideration, and a sense of responsibility,
- to use a wide range of forms of communication (verbal, non-verbal, written),
- to play a cooperative, responsible, and goal-oriented part,
- to work independently and in a team in a task-oriented way,
- to deal with conflicts in a solution-oriented and self-controlled way,
- to show empathy, appreciation, and the capacity to motivate,
- to manage and supervise working contexts in which unforeseeable changes occur,
- to act appropriately in their appearance and to their role,
- to create their working environment in a controlled, reflected way and on their own initiative,
- to develop tasks systematically, to implement them in a structured way and to link them with other situations,
- to effectuate lifelong learning as immanent part of life-planning and career management,
- to acquire the required language competence necessary for a career as an employee and an entrepreneur as well as the ability to use the language correctly through Content and Language Integrated Learning – CLIL (foreign language competence).

Professional Learning Outcome in the Cluster 'Personality and Educational Career'

In the Cluster 'Personality and Educational Career' the students acquire the competence to design their individual professional career and to act appropriately in society and in public.

The students can always assess their starting situation for planning their career as well as for dealing with social challenges and can arrange educational activities and further steps for development based on this knowledge. Moreover, they have the competence to organise themselves.

They can analyse social situations in professional life and society and act according to their role as a team member or in leading positions.

The students can describe the characteristics of businesses and industries also in different cultures, can accept and help shape typical behaviour, forms of communication and features of appearance. They can behave appropriately in different situations of professional life at home and abroad and use their multilingualism.

The students show the willingness to do an internship abroad.

The students can assess the importance of physical exercise and fitness to preserve health, well-being, and performance, know the importance of sports in social life and for the economy and can act in performance-oriented and competitive situations in a fair way and in accordance with rules.

Professional Learning Outcome in the Cluster 'Languages and Communication'

In the Cluster 'Languages and Communication' the students acquire the competence to use the language of instruction as the basis for all learning processes. They also acquire profound, practice-oriented language competence which is also seen as the basis for broadening their cultural horizons as well as for their spiritual development and as absolute necessity for an active and reflected participation in professional and social life.

In the language of instruction 'German' the students acquire profound knowledge in the skills reading, speaking, listening and writing which are not only the basics for the mastery of the language of instruction on a high level but also give an understanding of arts and culture. The students can use the language appropriately to the situation by taking part in conversations and discussions in a constructive way and by using appropriate conversational forms in private and professional situations. They can explore texts formally and substantially, use the basic standardisation of the language and have a wide-ranging vocabulary. They can write texts which have different intentions and always use the text-specific characteristics purposefully. They can edit texts and can use basic, scientific working techniques. The students can comment on problems from the area of tension of the individual, the society, politics and the economy as well as relate social phenomena to interests and moral concepts. They can comment on works of art, especially works of literature and publications by intensively dealing with arts and culture (literary reception competence) as well as can assess the presentation and mediation possibilities of different media (media competence).

The students can communicate appropriately in at least two foreign languages. In English including Business English at the level B2 according to CEFR (recommendation of the Committee of Ministers of the Council of Europe to the member countries Nr. R (98) 6 of 17 March 1989 about the Common European Framework of References for Languages) as well as in at least one other modern foreign language at the level B1. According to the required level they can use the foreign language fluently, correctly and effectively, can express themselves in the areas relevant for the subject in writing as well as in speaking in a practice-oriented way and can refer appropriately to the respective addressee. They can conduct conversations on a number of familiar, general, and professional topics in both foreign languages and act as language mediators between conversational partners who cannot understand each other directly.

They show intercultural competence by being aware of the essential similarities and differences of their own and a foreign culture, by reflecting culture-specific similarities and differences and by using them in professional situations.

Professional Learning Outcomes in the Cluster 'Entrepreneurship – Economy and Management'

This cluster stands for the development of practice-oriented and international, economic competence on a high level particularly aimed at European business activity. The orientation on national and international European standards of vocational education (TVE) enables to adapt to the changing requirements of the labour market on the one hand and also to master the requirements of the institutions for further education and training on the other hand.

The students have personal and social competence like solution and goal orientation, flexibility, assertiveness, communication skills, critical faculties, self-reflection, self-motivation, decision-making, ability to work in a team, customer orientation, perseverance, resilience, hands-on mentality, conflict resolution competence, motivation and commitment.

Working techniques like collecting and assessing subject-specific information as well as networked thinking and working, self-organising capacity, project management, networking, analytical thinking, presentation, and argumentation skills are continuously trained and present in the students' repertoire.

The students have acquired entrepreneurship competences; these are central key competences like creativity and innovativeness, entrepreneurial thinking, knowledge about markets and industries, expert knowledge in the field of business start-ups and, business management. This includes the ability to assess the consequences of economic decisions regarding economic, ecologic, and social impacts and to use suitable risk-policy measures to implement the principles and methods of a continuous process of improvement, to outline the practice-relevant Quality Management-Systems and to assess the importance of Quality Management as well as to implement management techniques.

Within the framework of the provision and performance of products and services the students can analyse marketing concepts, use operational marketing tools, carry out and optimise complete procurement processes, initiate and complete business deals as well as clarify contractual matters and take market entry measures.

The students can carry out, assess, and evaluate strategic and operative planning processes in the field Management and Entrepreneurship, complete tasks in Human Resource Management including payroll accounting and assess measures from an ethical and sustainable point of view.

In the Field Finance and Investment Management the students can make and argue investment and financing decisions, develop finance plans and interpret financial figures, carry out banking operations, stock market and insurance transactions and advise in these matters as well as assess control processes in the company.

In the field of Corporate Accounting the students can enter day-to-day business cases on the basis of original documents in accounting on a cash basis and in double-entry bookkeeping, calculate company-relevant taxes and duties and carry out payment, calculate the profit or loss of a company with the help of accounting on a cash basis, prepare, interpret and evaluate the annual accounts, carry out cost and price calculations, calculate the contribution margins and take entrepreneurial decisions based on them, carry out operational accounting, analyse costs and evaluate their effects on prices and the operating result.

In the field Law and Political Economics, the students can clarify simple legal issues from the point of view of an entrepreneur, an employee, and a consumer. They are capable of acting as mature citizens with Europe-competence, gathering information, analysing information critically as well as developing a personal position concerning economic problems.

In the field Information and Communication Technology the students can apply information systems, implement organisational workflows with publications and communication (word processing, email communication, internet, desktop-publishing), solve economic tasks with excel spread sheets, use data bases as well as save and project data, use e-business applications and take IT- legal regulations into account.

Professional Learning Outcomes in the cluster 'Society and Culture'

In the cluster 'Society and Culture' the setup of a holistic education and training is focused on, through which the reflection of connections between political, economic, and cultural transition processes as well as a comprehensive understanding of democracy is promoted.

The students can critically reflect current topics from economy, politics, society and culture, analyse controversial positions and attribute ideological positions, understand foreign cultures and lifestyles and check whether they are in accordance with democratic-humanistic values as well as reflect their individual life situation in relation to society and politics.

Professional Learning Outcomes in the Cluster 'Mathematics and Natural Sciences'

In the cluster 'Mathematics and Natural Sciences' the students can apply the mathematical and scientific terms and methods necessary for further education and for professional practice, describe, analyse and interpret facts.

They can describe and analyse mathematical and scientific models as well as communicate, argue and interpret them in the respective technical language. They can use modern technology for their methods of calculation in a goal-oriented way.

Furthermore, the students can see the connections between mathematics, natural sciences, economic and social sciences based on a holistic perspective of ecology, technology and merchandise technology.

Professional Learning Outcomes in the Area of Extension 'Communication and Media Informatics'

In the area of extension 'Communication and Media Informatics' the students have, apart from professional business expertise, also a profound knowledge of organisational and communication structures, communication skills and language competence as well as public relations skills and acquire the approach to and the strategic use of new media respectively.

As proof of the competences acquired each student has to keep a respective 'Communication Portfolio' from the first year on.

Problem solving competence and process-oriented thinking supported by the use of modern IT-technologies to solve complex tasks are essential key qualifications.

II. GENERAL DIDACTIC PRINCIPLES

Teaching and Learning Objectives

The curriculum has to be seen as a frame curriculum which makes it possible to take economic, technical, social, cultural and scientific innovations and changes into account and to emphasise individual content of the curriculum according to school-specific aims as well as to react to regional circumstances and current conditions.

This also requires the teachers to further develop their professional as well as their methodological knowledge and skills. Thereby, up-to-date information from their specific subjects as well as the current state of research in the pedagogical field has to be considered.

The curriculum in its approach is designed as a spiral curriculum in which core content is repeatedly covered in an increasing level of detail and rising complexity during the five years. This happens within a specific subject on the one hand and in a cross-curricular approach on the other hand.

The education and training focus in particular on Business Administration. For consolidating and cross-linking the competences acquired in the different clusters the didactical concept of the

Business Centre serves for the acquisition of a holistic-integrative capacity to act.

Pre-scientific working methods like research, documentation of results, project management as well as dealing with sources correctly by using appropriate rules of citation have to be targeted in all subjects in preparation of the diploma thesis which has to be written by all students independently.

In terms of a holistic education the College of Business Administration – Communication and Media Informatics has to set tasks which cannot be assigned to one or a few subjects but have to be solved interdisciplinary.

Under qualified supervision all students shall be able to deal with equality and diversity issues. Stereotyping shall be counteracted also in lessons in terms of a gender-aware pedagogy to activate the existing potentials as broadly as possible.

Lesson Planning:

Basis of lesson planning are the General Educational Objective, the Educational Objectives of the respective cluster and the Educational and Teaching Tasks of the individual subject as well as the Didactic Principles and the Subject Matters of the individual subject.

Teaching has to be oriented towards learning outcomes. Skill building has to be systematic, cross-linked and sustainable.

Close networking between the individual subjects is aimed at where Business Administration as guiding subject of the education and training is of particular importance.

Building practice-oriented business competence has to be promoted in all subjects by considering the reference to the Business Centre and to business partners.

The thorough development of basic proficiency as well as the training of basic skills has to be given preference to superficial variety.

Diagnostic instruments for the evaluation of learning processes and of learning progress have to be applied as the basis for planning future learning.

Team meetings (also in the form of specialist subject teacher and class teacher conferences) have to be held for cross-linking subjects if it is useful for planning the syllabus by the teachers concerned.

Language competence in the language of instruction is the basis for all teaching and learning processes in all subjects. Each single teacher has to work towards using the language of instruction situation-adequately and towards developing it further orally and in writing (correct use of standard language German – linguistic, oral and written correctness). Students with deficits in the command of the language register (text competence, professional discourse competence) have to be adequately promoted in all subjects. For assessing the performances in the individual subjects, the curricular requirements (Educational and Teaching Tasks, Subject Matter) are binding.

Special attention has to be paid to the development of the students' personal and social competences in all subjects.

Teaching Methods:

When selecting the forms of teaching and learning the following points have to be taken into consideration:

- A wide range of teaching methods between instruction and construction has to be used. Special emphasis has to be placed on developing methodological competence,
- The teaching methods have to be selected in a way so that they arouse the students' interest through their application,
- Practice-oriented tasks as well as problem- and action-oriented teaching (e.g. project work,

- case studies and simulations) have to be aimed at,
- Learning arrangements have to be designed in a way so that the students can show their individual strengths, further develop their ability for self-assessment and learn from their mistakes. The possibilities for individual support have to be exhausted,
- Thematic priorities can be set in coordination with economic and scientific as well as extra-curricular educational institutions. Appropriate types of school events as well as the contact to experienced experts contribute to give the students insight in the connections of economic processes,
- The organisation of artistic and cultural activities and the visit of artistic and cultural events and institutions shall motivate the students to deal with the arts and culture,
- Content and Language Integrated Learning – CLIL has to be imparted integratively so that the students are supported in developing knowledge and skills in subject-related as well as in language matters on the one hand and language and communicative competence on the other hand and, thus, strengthen the students' employability on a global market.

Business Training and Business Centre:

The didactic concept of the Business Centre promotes the students' individualisation and the development of their professional, methodological, social and self-competence. The Business Centre is the place where competence- and practice-oriented teaching in terms of the commercial educational objective takes place.

In the Business Centre the work in different departments and different positions of a company is trained and practice is realistically simulated. The use of foreign languages is forced by building business relationships with foreign Business Centres.

The compulsory subject 'Business Training, Project Management, Business Centre and Case Studies' provides the basis for the implementation of the educational principle Entrepreneurship Education in all years by its cross-linkage with all other subjects.

Teaching Organisation

The teaching organisation has to allow cross-curricular teaching, pedagogically meaningful block teaching, project work and open learning. External educational places in a professional environment and external experts increase the practical relevance.

Individual subjects can be partly given in the form of block teaching. Furthermore, various thematic areas of a subject can be taught by different teachers whereby a close cooperation regarding a common assessment of the students' achievements is necessary.

Teaching Quality and Evaluation:

The focus lies on the students' personalities. Appreciative and promoting contact is the essential prerequisite for teaching success.

Learning and teaching are the core processes of schools. Therefore, lesson plan development is the central feature of school development. While doing so special attention has to be paid to the balance between objectives, measures, indicators, and evaluation.

The teaching quality as well as the systematic promotion of competences is the focus of school development. Quality objectives at school, the federal province, and the national level support the further development of teaching quality. The comprehensible description of the Teaching Objectives and transparent criteria of performance assessment contribute substantially to motivation and to a good school climate. A culture of constructive feedback is to be aimed at.

Teaching Technology:

For the optimisation of the teaching quality and the learning outcome as well as for the support of the learning process different media have to be used. Special emphasis has to be placed on building the necessary media competence.

The use of information and communication technologies has to be aimed at in all subjects.

Dictionaries and other reference works, legal texts, formularies, electronic media as well as further sources of information common in the real working environment shall be used in lessons and exam situations – as long as they are compatible with the Educational Objectives, the Educational and Teaching Tasks as well as with the specifications of the standardised 'Reife-' and TVE Diploma exam.

Internship and other Forms of Practice Acquisition:

The compulsory internship has to be prepared and evaluated in the subjects 'Business Administration', 'Business Training, Project Management, Business Centre and Case Studies' as well as in 'Business Behaviour' from the point of view of career management referring to the practice portfolio, if possible (at least partly), in a country of the European Union. Students have to keep appropriate records; these have to be analysed in the respective subjects. Students have to be informed about the rights and duties of an intern before they start their internship, and they have to be made aware that they can contact groups that represent the interests of the employees. The teachers of the respective subjects shall keep contact with the companies (the practice place) where the students do their internship. Internships abroad are especially recommendable in view of (foreign) language competence whereby the suitability of the work placements abroad has to be checked if possible.

III. EDUCATIONAL PRINCIPLES

School has Educational and Teaching Tasks which are not assigned to individual subjects. These have to be considered as Educational Principle in all subjects.

These Educational Principles are in particular:

- Entrepreneurship Education – the ability of an individual to show self-initiative and to think and act independently as entrepreneur, employee and also as consumer, to act in an active and responsible way and, therefore, to help shape the economy and the society,
- Economic Education – to critically engage with the important issues of the economy,
- Environmental Education – to sensitise for environmental issues and requirements taking the protection of nature and environmental protection as well as sustainability into account,
- Political Education – to think in a democratic, pan-European as well as cosmopolitan way,
- Educational Work on European Policies – thematization of current European developments and initiatives in the educational field (educational programs, qualification framework, recognition directives, assurance framework, transparency instruments),
- Reflexive Gender Politics and Equality – education for equality of men and women,
- Media Education – sensitisation in dealing with and critically analysing media,
- Health Education - to act in a health-conscious, autonomous way.

IV. LIST OF SUBJECTS

(Allocation and number of lessons per subject)

1. List of Subjects of the Secondary Business College – Communication and Media Informatics**A. Compulsory Subjects
Compulsory Exercise**

	Weekly Class Periods Year					Sum	Kind of Teaching Contract
	I.	II.	III.	IV.	V.		
A.1 Core Area¹							
1. Personality and Educational Career						22	
1.1 Religious Instruction	2	2	2	2	2	10	(III)
1.2 Personality Development and Social Competence	2	-	-	-	-	2	III
1.3 Business Behaviour	-	-	1	1	-	2	II
1.4 Physical Education	2	2	2	1	1	8	(IVa)
2. Languages and Communication						28	
2.1 German	3	3	3	2	3	14	(I)
2.2 English incl. Business English	3	3	2	3	3	14	I
3. Entrepreneurship – Economy and Management						52	
3.1 Business Administration	3	3	3	3	2	14	I
3.2 Corporate Accounting ²	3	3	3	3	2	14	I
3.3 Business Training, Project Management, Business Centre and Case Studies ²	-	2	2	3	1	8	I
3.4 Business Informatics	-	1	2	2	1	6	I
3.5 Office Management and Applied Informatics ²	2	2	2	-	-	6	III
3.6 Law	-	-	-	2	-	2	III
3.7 Political Economics	-	-	-	-	2	2	III
4. Society and Culture						10	
4.1 Political Education and History (Economic and Social History)	-	1	2	1	-	4	III
4.2 Geography (Economic Geography)	3	2	-	-	-	5	III
4.3 International Economic and Cultural Areas	-	-	-	-	1	1	III
5. Mathematics and Natural Sciences						22	
5.1 Mathematics and Applied Mathematics	2	2	2	3	2	11	I
5.2 Natural Sciences	3	2	2	2	-	9	III
5.3 Technology, Ecology and Merchandise Technology	-	-	-	-	2	2	III
Sum Core Area	28	28	28	28	22	134	

¹ The compulsory subjects of the Core Area are thematically grouped in clusters.² Computer-aided

A2 Area of Extension**Communication and Media Informatics**

						24	
2.1 Media Informatics	2	2	2	-	-	6	I
2.2 Internet, Social Media and Communication	-	2	2	-	-	4	I
2.3 Network Management	-	-	2	2	-	4	I
2.4 Economic and Organisational Strategy	-	-	2	2	2	6	I
2.5 Communication and Public Relations	-	-	-	2	2	4	I
A.3 Compulsory Exercises	-	-	-	-	-	0-18	I-III
Sum Core Area (max. of 38 per year)	30	32	36	34	26	158	
B. Compulsory Internship³						300	
C. Non-compulsory Subjects							
D. Non-obligatory Practice³							
1. Supportive Language Training German	2	2	2	-	-	6	III
2. Competence-oriented, Independent Learning	0-5	0-5	0-5	-	-	0-15	IVa
E. Remedial Instructions							

2. List of Subjects of German Remedial Class

A. Compulsory Subject	Weekly Class Periods per Semester	Kind of Teaching Contract
Compulsory Exercise		
1. German in the German Remedial Class	20	(I)
2. Religious Instruction	2	(III)
3. Further Compulsory Subjects, Compulsory Exercises ⁴	x ⁵	Assessment like the corresponding compulsory subject or compulsory exercise
Total Weekly Class Periods (max. 38 per year)	x⁶	
B. Non-compulsory Subjects⁷		
C. Non-obligatory Practice⁸		

3 Working hours 60 minutes each

4 One or more Compulsory Subjects as well as Compulsory Exercises (except the compulsory subject Religious Instruction) according to the List of Subjects of the College – Communication and Media Informatics, the stipulation of the further compulsory subjects is affected by the school management.

5 The number of the weekly class periods results from the difference to the total weekly class periods.

6 The total number of weekly class periods corresponds with that of the respective year according to the list of subjects of the College – Communication and Media Informatics.

7 Like the List of Subjects of the College - Communication and Media Informatics

8 Like the List of Subjects of the College – Communication and Media Informatics for European and International Business.

V. SCHOOL-AUTONOMOUS CURRICULUM REGULATIONS

The compulsory subject Religious Instruction is excluded from the school-autonomous regulations.

School-autonomous curricular regulations (§ 6 par.1 of the School Organisation Act Schulorganisationsgesetz) open free choice within the list of subjects, the teaching contents regulated in the curriculum (curricula of the specific subjects), the forms of teaching, learning, and working as well as the organisation of learning within a given frame as long as the educational task is taken into account which is linked to qualifications connected with a successful graduation and as long as it offers the transfer possibility within the type of school.

For a sensible use of this free choice the orientation on the specific needs in a region or at a specific school location is of major importance. The use of school-autonomous free choice shall not result in individual measures it shall be oriented on the needs of the students, the other school partners as well as on the school environment and on the specific school profile for the whole training period.

A shift of maximal two weekly class periods is possible within one subject and within the five years. A shift of one to two weekly class periods within the core area or from the core area to the area of extension is possible.

If the number of weekly class periods is school-autonomously changed by more than one weekly class period, the Educational and Teaching Tasks as well as the curriculum have to be adapted.

Seminars, compulsory exercises, non-compulsory subjects and non-obligatory practices can be created by schools autonomously based on regional necessities. A respective competence- and learning outcome-oriented curriculum has to be drawn up.

The number of 38 weekly class periods per year must not be exceeded and the total number of weekly class periods of the education and training must not be higher than 168 (without non-compulsory subjects, non-obligatory practices, and remedial instructions).

Regulations concerning Content and Language Integrated Learning – CLIL

From the third year at least 72 class periods per year have to be taught in English as foreign language in individual compulsory subjects (apart from the compulsory subjects 'Religious Instruction', 'German', and 'English including Business English') in accordance with the compulsory subject 'English and Business English'. The definition of the individual compulsory subjects and of the number of class periods in the individual compulsory subjects and years has to be determined in school-autonomous curriculum regulations. The possibility of using a foreign language as language of instruction (working language) according to § 16 par. 3 School Education Act Schulunterrichtsgesetz Federal Law Gazette BGBl. 472/1986 is not affected.

VI. CURRICULA FOR RELIGIOUS INSTRUCTION

(Notification under § 2 par. 2 of the Religious Instruction Law, BGBl No. 190/1949)

1. Catholic Religious Instruction
See Bulletin Federal Law Gazette BGBl. II No. 571/2003 in the current version.
2. Evangelical Religious Instruction
See Bulletin Federal Law Gazette BGBl. II Nr. 130/2009. in the current version.
3. Old Catholic Religious Instruction
The Old Catholic Religious Instruction is generally given in a group in accordance with § 7a of the Religious Instruction Law in its currently valid version. Therefore, the curriculum for Religious Instruction of the Upper Grades of Grammar Schools has to be used.
4. Islamic Religious Instruction

See Bulletin Federal Law Gazette BGBl. II No. 234/2011. in the current version.

5. Israelite Religious Instruction
The Bulletin Federal Law Gazette BGBl. Nr. 88/1985 is to be used corresponding to its wording valid at a time.
6. New Apostolic Religious Instruction
See Bulletin Federal Law Gazette BGBl. II No.108/2016 in the current version.
7. Religious Instruction of the Church Jesus Christ of the Latter Saints
See Bulletin Federal Law Gazette BGBl. No. 239/1988 in the current version.
8. Oriental-Orthodox Religious Instruction
See Bulletin Federal Law Gazette BGBl. II No. 201/2004 in the current version.
9. Greek-Oriental (Orthodox) Religious Instruction
See Bulletin Federal Law Gazette BGBl. II N. 114/2016 in the current version.
10. Buddhist Religious Instruction
See Bulletin Federal Law Gazette BGBl. II No. 241/2008 in the current version.
11. Free Church Religious Instructions
See Bulletin Federal Law Gazette BGBl. II No. 194/2014 in the current version.
12. Alevite Religious Instruction
See Bulletin Federal Law Gazette BGBl. II No. 14/2014 in the current version.

VII. EDUCATIONAL AND TEACHING TASKS, SYLLABUS AND DIDACTIC PRINCIPLES OF THE CLUSTERS AND COMPULSOR SUBJECTS

In the curriculum the subjects are outlined in clusters (Personality and Educational Career, Language and Communication, Entrepreneurship – Economy and Management, Society and Culture, Mathematics and Natural Sciences) regarding their content and subject matter. Cross-curricular thinking and understanding and cross-curricular work between the subjects of the cluster has to be encouraged. Cooperation between the teachers has to be encouraged beyond the cluster.

A. COMPULSORY SUBJECTS

A.1 Core Area

1. PERSONALITY AND CAREER PLANNING

Educational Objectives of the Cluster, 'Personality and Professional Career'

The cluster 'Personality and Career Planning' comprises subjects which develop personality and social competence as well as a behavioural repertoire and attitudes which contribute to a successful participation in public and professional life. It includes the subjects 'Religious Instruction', 'Personality Development and Social Competence', 'Business Behaviour' as well as 'Physical Education'.

1.1 Religious Instruction

See Section IV (Curricula for Religious Instruction).

1.2 Personality Development and Social Competence

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Personal and Social Competence'

the students can

- evaluate their strengths and weaknesses, deal with them and use the findings gained for their further individual development,
- see the importance of rules, participate actively in developing and implementing them and reflect their compliance,
- organise, structure, and document their learning processes as well as develop their learning ability further,
- notice the development phases in groups as well as assume different roles and functions,
- identify and address conflicts as well as use strategies to solve them,
- communicate with others personally or in digital networks in a solution-oriented and appreciative way,
- present themselves positively in public,
- make use of suitable advice centres in case of individual problems,
- start a relationship with a group as well as with people of different characters adequately and socialise cooperatively.

In the Field 'Methodological Competence'

the students can

- understand, plan, carry out tasks allocated to them and evaluate their results.

In the Field 'Active Participation In Society'

the students can

- describe and reflect social values.

Subject Matter:

Personal and Social Competence:

Strengths/weaknesses analysis, self-perception and perception of others, self-esteem, self-

motivation, self-efficacy, self-reflection, feedback, dealing with crises and conflicts, offer advice centres

Development and compliance with rules, also class and school rules, social interaction, personal and digital networks, group processes, roles and functions in a group, confrontation and criticism, elements of positive communication, conflict phases and management

Methodological Competence:

Learning and working techniques, organisation of the learning environment, time management and keeping a calendar, information procurement, appropriate behaviour in the school environment

Participation in Society:

Social differences, cultural diversity, respect and acceptance, values and shift in values

1.3 Business Behaviour

In this subject the students acquire key qualifications for being successful in the professional and working world by training communicative skills permanently. Communication (synchronous and asynchronous) and networking, interaction and cooperation, collection and exchange as well as publication shall be promoted. Net-based collaborative working techniques (use of learning platforms, web-based social media tools for mind mapping, blogs, wikis, cloud services etc.) have to be included just as mobile applications of smartphones and tablets. The use of ICT skills and collaborative learning is to be trained.

In the sense of interdisciplinary teaching major importance has to be put on a cooperation between the teachers of the cluster Entrepreneurship – Economy and Management as well as German and 'English including Business English'.

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Corporate Culture'

the students can

- assess the characteristics of companies and industries,
- evaluate and shape behaviour patterns, forms of communication and distinguishing features typical for a company,
- behave adequately in different situations of professional life,
- prepare and organise (time management) their compulsory internship (select suitable companies, prepare professional application documents, go to job interviews).

Subject Matter:

Corporate Culture:

Corporate identity (corporate design, corporate behaviour, corporate communication), code of professional conduct

Instructed preparation and organisation of the compulsory internship, documentation in a portfolio

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Conduct of Negotiations'

the students can

- apply sales and negotiation techniques,
- present products in different sales situations.

In the Field 'International Business Operations'

the students can

- notice the differences in the values and codes of conduct of important international business partners and take them into account in their behavioural repertoire,
- assess the chances and difficulties of working and studying abroad.

Subject Matter:

Conduct of Negotiations:

Society, culture and codes of conduct in Austria, important import and export countries, terminology for the conduct of negotiations and moderation in English

International Business Operations:

Technical language for customer service and product presentations in English

Living and working abroad

Culture shock and re-integration

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Customer Orientation and Sales'

the students can

- classify different types and groups of customers and deal with them adequately,
- carry out sales talks in a structured and customer-oriented way,
- manage specific situations when dealing with customers,
- plan and carry out measures to keep and increase the customer base.

In the Field 'Intercultural Communication'

the students can

- analyse their attitudes toward the diversity of people and take them into account in their personal conduct,
- use diversity management in their professional and private life.

Subject Matter:

Customer Orientation and Sales:

Types of customers, groups of customers, sales talks, customer relationship management, conflict management, dealing with complaints, customer advisory service and product presentations, also in foreign languages

International Communication:

Forms of diversity and their relevance in society, diversity management

Support and postprocessing of the experiences from the compulsory internship

8^h Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Information Ethics'

the students can

- describe and reflect the growing importance of digital information for the transformation to an information society,
- discuss information ethical issues and link them to their life and future professional situation,
- reflect their own media use critically,
- explain terminology like netiquette, shareity, e-government and e-democracy.

In the Field 'Educational Career'

the students can

- describe the fields of activities and requirements of different jobs by taking the experiences of their compulsory internship into account and relate them to their own abilities and expectations,
- observe the developments on the labour market and use this information for planning their own professional career,
- cope professionally with national and international application situations for a job and for a place to study,
- take appropriate measures to preserve their ability to work.

Subject Matter:

Information Ethics:

Freedom of information, digital gap, information self-determination, respecting the right to privacy and monitoring on the net, restriction of the dissemination of information (legal protection for children and young persons, censorship) in the context of net, media and computer ethics, dangers of automatisms and manipulations in the net – cybercrime, e-government and e- democracy

Educational Career:

Professional fields and their typical requirements and activities, labour market situation and development, study programs, application and assessment for jobs and for a place to study, work-life-balance, evaluation of the experiences made during the compulsory internship from the point of view of the job description, the fields of activities, the legal form, the organisation, the product range, the legal framework of the employment contract

1.4 Physical Education

See Federal Law Gazette BGBl. Nr. 37/1989 in the current version

2. LANGUAGES AND COMMUNICATION

Educational Objectives of the Cluster 'Languages and Communication'

The cluster 'Languages and Communication' comprises the subjects 'German' and 'English including Business English'.

The students

- use the language of instruction as the basis of learning processes in all subjects and utilize the language for their whole learning career,
- see building language competence as a means of broadening their cultural horizon and their intellectual development as well as an absolute necessity for an active and reflected participation in social and professional life,
- can communicate situation-specifically in the language of instruction in different living and working conditions orally and in writing (language register),
- can take in, process as well as critically evaluate information from different areas of life and base decisions and actions on it (methodological competence, verification of sources),
- can communicate situation-specifically in writing and orally in English apart from the language of instruction at the level B2 (English including Business English) according to CEFR (recommendation of the Committee of Ministers of the Council of Europe to the member countries Nr. R (98) 6 of 17 March 1989 about the Common European Framework of References for Languages),
- show intercultural understanding by being aware of and respecting the similarities and different approaches between their own and foreign cultures as well as act situation-adequately (intercultural competence),
- can see the value of languages and show the willingness for improving their language skills and for learning other languages,
- understand the use of languages as asset and as important means of communication in a globalized world as well as in a pluricultural society,
- see the necessity of plurilingualism for their professional career.

English including Business English

The students

- can apply language acquisition strategies and a sufficiently broad range of linguistic means to express themselves clearly and to act as language mediator,
- can see the similarities and differences with other languages to use these for their own language learning,
- can see cultural, social, political, and economic similarities and differences between Austria and other countries to develop pluricultural understanding,
- show intercultural understanding by being aware of the essential similarities and differences of their own and a foreign culture and can react and act situation-adequately.

In the Field 'Communicative Language Competence'

the students possess

- sufficient linguistic means to express themselves adequately and clearly in a respective situation and when facing other people,
- a sufficiently broad spectrum of linguistic means to make clear descriptions and define their positions,
- a wide range of vocabulary in their subject area and in most of the general topics. They can vary formulations to avoid frequent repetitions,
- a sufficient spectrum of grammatical structures to be able to communicate adequately in writing and orally on level B2,
- a clear, natural pronunciation and intonation.

In the skill 'Listening'

the students can

- understand the main message of content-related and linguistically complex statements, of abstract topics and presentations when standard language is used,
- understand technical discussions from their own field of training and their working environment,
- follow longer statements and complex arguments if the topic is fairly familiar and the course of the speech or conversation is marked by explicit signals,

- understand audio-visual recordings, speeches, discussions, documentations, presentations in standard language which one faces in professional life and during the education and training and they not only get the information content but also the speaker's standpoint and attitude.

In the skill 'R e a d I n g'

the students can

- read independently, adapt their reading style and speed to different texts and reading purposes, they use suitable reference books selectively and possess an appropriately wide range of reading vocabulary,
- read and understand texts on current topics in which specific attitudes and points of view are presented,
- scan business-related correspondence and complex texts to find specific information, understand the contents and importance of messages, articles, and reports on a wide spectrum of general and professional topics,
- understand complex instructions from their own professional field and detailed regulations and warnings as long as difficult passages can be re-read.

In the skill 'S p o k e n I n t e r a c t i o n'

the students can

- use the language fluently, correctly, and effectively on a wide spectrum of general and professional topics and when doing so they can make the connections between ideas and thoughts clear and can adapt the level of formality to the circumstances,
- interact with such a degree of spontaneity and fluency that a conversation and a lasting relationship with their conversational partners and also with native speakers is easily possible without major difficulties on both sides,
- stress the importance of events and experiences for themselves and can clearly justify and protect their points of view with relevant explanations and arguments,
- actively participate in formal routine discussions on general and professional topics and thereby express their thoughts and opinions precisely, argument convincingly and react to complex argumentation of others situation-specifically and adequately for the addressee,
- conduct an interview and a conversation efficiently and fluently, deviate from prepared questions, react, and question interesting answers,
- outline an everyday or professional problem and conduct target-oriented conversations which deal with finding solutions.

In the skill 'S p o k e n P r o d u c t i o n'

the students can

- give a clear and detailed outline of many topics from their fields of interest and subject areas, clarify their views on current topics as well as mention the advantages and disadvantages of different possibilities,
- speak at the same speed without long noticeable pauses even if they have to search for structures and words,
- describe or tell something clearly stating the most important aspects as well as supporting them with relevant details and examples,
- use a number of linking devices to link their statements to become a clear, coherent text, design prepared presentation relevant for their jobs in a well-structured and linguistically correct way so that the main points and important supporting details can be clearly seen by the audience and can react spontaneously to questions, describe various procedures, explain rules, give detailed instructions or orders so that others are able to act based on them.

In the skill 'W r i t I n g'

the students can

- write reports, articles, and argumentative texts on various topics from their own field of interest and their subject area and thereby stress the central points, adequately present their points of

- view and support them by appropriate examples and/or explanations as well as mention the advantages and disadvantages of different options,
- write coherently and clearly understandably and keep the common conventions of the composition and the structuring of paragraphs,
- express themselves adequately in the main fields of written communication relevant to their jobs and their subject area in a practice-oriented way and relate appropriately to the respective addressees, clearly formulate professional correspondence and minutes which refer to a familiar assignment thereby observing the rules for the respective kinds of texts.

2.1 German

Didactic Principles:

Teaching has to be organised in a way that the students acquire the necessary receptive and productive language competences in the fields of 'Listening', 'Speaking', 'Writing', 'Language Awareness' and 'Reflection on Social Reality' which are necessary for their professional career, their studies, their further education and their individual development.

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Listening and Speaking'

the students can

- follow oral presentations and understand them by listening actively,
- use language depending on the various situations,
- have conversations in which they participate constructively in talks and discussions as well as use appropriate conversational forms in professional speaking situations.

In the Field 'Reading'

the students can

- use different reading techniques whereby they read silently understanding the content as well as aloud constructively,
- exploit texts formally and informally whereby they scan information from the texts and differentiate relevant from irrelevant information.

In the Field 'Writing'

the students can

- write texts with different intentions,
- formulate texts in which the addressee is adequately addressed,
- edit texts by revising them formally,
- use writing as a tool by repeating the relevant information in writing in a structured way.

In the Field 'Reflection on Social Reality'

the students can

- gain insight in different cultures and living environments,
- reflect on aspects of their own environment.

In the Field 'Language Awareness'

the students can

- see and use the fundamental linguistic norms of orthography and punctuation,

- use a wide range of vocabulary and define terms,
- deal with mistakes constructively and notice the most frequent sources for mistakes.

Subject Matter:

Listening and Speaking:

Active listening in conversations and in the reception of media

Basics of communication, speaking in standard language, communication on different language levels, presentation of facts, conversational skills, practice-oriented conversations (job interviews, telephone call, role play, customer pitch), feedback culture

Speech acts: summarising, presenting

Reading:

Improvement of reading competence and motivation, reading techniques and strategies (selective reading, cursory reading, skimming and parallel reading), scanning, silent and loud, constructive reading, information procurement and analysis

Writing:

Process-oriented writing (planning, formulating, writing down and reviewing), informative and practice-related text types (re-narration, abstract, excerpt, summary, report, presentation), creative textual forms

Designing texts with information-technological means

Acts of writing: summarising, narrating, describing, reporting

Reflection on Social Reality:

Objective analysis with problems from society and the working world, developing media competence, various living environments and cultures, cultural portfolio

Language Awareness:

Use of linguistic structures like word classes, constituents of speech, kinds of sentences, textual grammar, vocabulary enrichment, correct use of frequent foreign words, spelling rules and punctuation, error analysis, use of dictionaries, lexica, and electronic spellcheckers

Tests:

Two one-hour tests

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Listening and Speaking'

the students can

- follow oral presentations and understand them by extracting the core information,
- use language partner-specifically by formulating in a linguistically sensitive way and by using creative means appropriately,
- have conversations in which they gather and share practice-oriented information by addressing their concerns in a linguistically differentiated way.

In the Field 'Reading'

the students can

- exploit texts formally and content-wise by applying various techniques of text feature assessment,
- orient themselves in the media landscape receptively and productively by using media offers.

In the Field 'Writing'

the students can

- write texts with different intentions and use text-specific features purposefully,
- formulate texts related to the situation and factually correct,
- edit texts by revising them formally.

In the Field 'Reflection on Social Reality'

the students can

- describe different cultures and their living environments,
- reflect on aspects of the professional and the working world,
- comment on social, political, and economic problems.

In the Field 'Language Awareness'

the students can

- apply fundamental linguistic norms by showing skills and knowledge in textual and sentence grammar as well as in morphology, by applying word classes and word formation patterns as well as the fundamental rules of orthography and punctuation,
- use a wide range of vocabulary and define terms, use dictionaries and other resources,
- apply strategies to avoid mistakes.

Subject Matter:

Listening and Speaking:

Active listening in conversations and in the reception of media

Fundamentals of rhetoric like speaking technique, structure, and content of a presentation, use of presentation media

Speech acts: presenting, reflecting, discussing

Reading:

Reading practice, improvement of text comprehension, tradition of non-fictional and functional texts (linear and non-linear texts), development of an awareness for text types, identifying, filtering, gathering, recording, and structuring of relevant contents and core statements

Writing:

Process-oriented writing, informative and opinion-forming text types like minutes, summaries, text analysis, analysis of infographics, blog, posting, editing of texts

Acts of writing: summarising, informing, documenting, analysing, arguing

Reflection on Social Reality:

Development of a cultural awareness, analysis of topics from society, politics and the working world based on non-fictional texts and selected literary texts, cultural portfolio

Language Awareness:

Linguistic structures like word classes, constituents of speech, kinds of sentences, vocabulary enrichment, improvement of the means of expression, spelling rules and punctuation, error analysis, use of dictionaries, lexica, and electronic spellcheckers

Tests:

One two-hour test

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Listening and Speaking'

the students can

- follow oral presentations and understand them by extracting the core information and by identifying the speaking intentions,
- use language partner-specifically by identifying stylistic and linguistic levels, by formulating in a linguistically sensitive way, by using creative means appropriately and by giving feedback,
- have conversations in which they gather and share practice-related information by addressing their own concerns in a linguistically differentiated way.

In the Field 'Reading'

the students can

- exploit texts formally and content-wise by applying various techniques of text feature assessment as well as by identifying their structural characteristics,
- orient themselves in the media landscape receptively and productively by using media offers and by making suitable choices.

In the Field 'Writing'

the students can

- write texts with different intentions and use text-specific features purposefully,
- formulate texts related to the situation and factually correct as well as gender-neutrally,
- edit texts by revising them formally.

In the Field 'Reflection on Social Reality'

the students can

- describe insights into different cultures and their living environments,
- reflect on aspects of their professional and the working world,
- recognise the influence of media in social, economic and political terms.

In the Field 'Language Awareness'

the students can

- apply fundamental linguistic norms by showing skills and knowledge in textual and sentence grammar as well as in morphology, by applying word classes and word formation patterns as well as the fundamental rules of orthography and punctuation,
- use a wide range of vocabulary including the relevant technical language and define terms, use dictionaries and other resources,
- apply strategies to avoid mistakes.

Subject Matter:

Listening and Speaking:

Active listening in conversations and in the reception of media, identification of speaking intentions, questioning techniques

Speech acts: arguing, discussing

Reading:

Reception of literary and non-fictional texts, identification of text intentions and effects, identification of text types and genres, gathering and processing information from various media

Writing:

Process-oriented writing, informative and opinion-forming text types like manuscripts for presentations or talks, hand-outs, letters to the editor, creative text types, editing of own and other people's texts

Acts of writing: summarising, informing, analysing, commenting, arguing, appealing

Reflection on Social Reality:

Acquisition of intercultural competence, dealing with socially relevant topics based on examples from literature, the arts and the media, literary learning by dealing with selected literary texts, cultural portfolio

Language Awareness:

Linguistic structures like kinds of sentences and contextual grammar, vocabulary enrichment, improvement of the means of expression, correct use of foreign words, spelling rules and punctuation, error analysis, use of dictionaries, lexica, and electronic spellcheckers

Tests:

One two-hour test

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Listening and Speaking'

the students can

- follow oral presentations and understand them by identifying the creative means and the speaking intentions,
- use language in a socially responsible way by differentiating stylistic and linguistic levels and argue objectively in different conversational situations,
- speak publicly by presenting contents with the use of media.

In the Field 'Reading'

the students can

- deal with literary and non-fictional texts critically by analysing their intention,
- understand texts by creating references to other texts.

In the Field 'Writing'

the students can

- write texts with different intentions and fulfil the writing activities in terms of their text-specific features,

- formulate texts according to their function,
- edit texts by revising them formally and content-wise.

In the Field 'Reflection on Social Reality'

the students can

- describe different cultures and living environments,
- reflect on aspects of their professional and the working world,
- comment on social, political, and economic problems,
- assess the influence of media in social, economic, and political terms.

In the Field 'Language Awareness'

the students can

- apply linguistic norms by implementing skills and knowledge in textual and sentence grammar as well as in morphology, by applying word classes and word formation patterns as well as the rules of orthography and punctuation,
- use technical terms in a textual and situation-adequate way,
- apply strategies to avoid mistakes.

Subject Matter:

Listening and Speaking:

Active listening in conversations and in the reception of media, application of rhetoric knowledge in speaking and presentation situations specifically taking para- and non-verbal expressions into account

Speech acts: presenting, giving talks, discussing, moderating

Reading:

Securing the reading competence and text type knowledge, reading strategies

Writing:

Process-oriented writing, informative and opinion-forming text types like open letter, comments, text analysis, editing of own and other people's texts

Acts of writing: informing, analysing, arguing, commenting

Reflection on Social Reality:

Objective analysis of topics from society, politics, and the world of work with the help of different media, development of an own point of view, literary learning based on selected literary texts, cultural portfolio

Language Awareness:

Securing grammatical, orthographical, and stylistic knowledge, commanding the basic comma rules, vocabulary enrichment taking technical language into account, safe use of foreign words, error analysis, use of dictionaries, lexica and electronic spellcheckers

Tests:

One two-hour test.

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Listening and Speaking'

the students can

- follow oral presentations and understand them by identifying the creative means and the speaking intentions as well as by assigning contents,
- use language in a socially responsible way by differentiating stylistic and linguistic levels, argue objectively in different conversational situations, appeal target-oriented and use creative means appropriately,
- speak publicly by presenting contents with the use of media and by applying means of communication purposefully.

In the Field 'Reading'

the students can

- deal with literary and non-fictional texts critically by analysing their intention as well as by evaluating their statements,
- understand texts by creating references to other texts as well as to their experiences.

In the Field 'Writing'

the students can

- write texts with different intentions and fulfil the writing activities in terms of their text-specific features,
- write texts according to their function and formulate gender-neutrally,
- edit texts by revising them formally.

In the Field 'Reflection on Social Reality'

the students can

- describe and analyse different cultures and living environments,
- reflect on aspects of their professional and the working world,
- relate social, political, and economic phenomena to interests and moral concepts,
- see the information, education, and entertainment value of media.

In the Field 'Language Awareness'

the students can

- apply linguistic norms by implementing skills and knowledge in textual and sentence grammar as well as in morphology, by applying word classes and word formation patterns as well as the rules of orthography and punctuation,
- use technical terms in a textual and situation-adequate way,
- see language patterns, language clichés as well as language change phenomena.

Subject Matter:

Listening and Speaking:

Understand creative means of various stylistic and linguistic levels, react to contributions in conversations appropriately, differentiate factual from personal levels, present and defend controversial views

Speech acts: arguing, commenting, moderating talks

Reading:

Securing the reading competence and text type knowledge, reading strategies, product-oriented textual work (text analysis), information procurement

Writing:

Process-oriented writing, informative and opinion-forming text types like comments, open letter, creative text types, editing of own and other people's texts

Acts of writing: commenting, arguing, appealing

Reflection on Social Reality:

Objective analysis of topics from society, politics, and the world of work with the help of different media, development of an own point of view, create media contributions, literary learning based on selected literary texts, cultural portfolio

Language Awareness:

Deepening grammatical, orthographical, and stylistic knowledge, identifying sentence structures, commanding sentence structures, use of vocabulary taking technical language into consideration

Tests:

One two-hour test

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Listening and Speaking'

the students can

- follow oral presentations and understand them by identifying the creative means and the speaking intentions as well as by assigning contents and making connections,
- use language in a socially responsible way by using gender-neutral and minority-appropriate formulations, by applying stylistic elements appropriately and by voicing objective criticism,
- speak publicly by presenting contents with the use of media and by applying means of communication in a target group-oriented way.

In the Field 'Reading'

the students can

- deal with literary and non-fictional texts critically by analysing the connection between formal and textual aspects, by analysing their intention as well as by evaluating their statements,
- understand texts by creating references to other texts, to their own world knowledge as well as to their experiences.

In the Field 'Writing'

the students can

- write texts with different intentions and fulfil the writing activities in terms of their text-specific features,
- write texts according to their function and formulate gender-neutrally,
- edit texts by revising them formally and content-wise.

In the Field 'Reflection on Social Reality'

the students can

- describe and analyse different cultures and living environments,

- relate social, political, and economic phenomena to interests and moral concepts,
- reflect on the value of information, education, and entertainment in media,
- work out the typical features of genres and styles based on exemplary works.

In the Field 'Language Awareness'

the students can

- apply linguistic norms by implementing skills and knowledge in textual and sentence grammar as well as in morphology, by applying word classes and word formation patterns as well as the rules of orthography and punctuation,
- use technical terms in a textual and situation-adequate way,
- see language patterns, language clichés as well as language change phenomena.

Subject Matter:

Listening and Speaking:

Active listening in conversational situations and in the reception of media, applying creative means of various styles and language levels, linguistic language registers (standard language, colloquial language, dialects, sociolects), differentiating factual from personal levels, weighing arguments, developing argumentation strategies

Speech acts: arguing, commenting, interpreting

Reading:

Securing the reading and text type competence, product-oriented textual work (text analysis), information procurement and information evaluation

Writing:

Process-oriented writing, informative and opinion-forming text types like text analysis, argumentative text, open letter, comments, creative text types, editing of own and other people's texts

Acts of writing: analysing, argumenting, arguing, appealing

Reflection on Social Reality:

Development of own point of view, literary learning based on selected texts with particular focus on Austrian literature, cultural portfolio

Language Awareness:

Mastering complex sentence structures, deepening expression and style, secure use of different means of indirect speech, error analysis, use of dictionaries, lexica, and electronic spellcheckers

Tests:

One two-hour test (three hours if necessary)

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Listening and Speaking'

the students can

- follow oral presentations and understand them by identifying the creative means and the speaking intentions as well as by assigning contents to their knowledge of the world and by making connections,

- use language in a socially responsible way by taking a critical look at discriminating and derogatory terms, by applying stylistic and linguistic elements in a differentiated way, by arguing objectively in different conversational situations and by appealing in a targeted way, by using creative means appropriately and by voicing objective criticism,
- speak publicly by presenting contents with the use of media and by applying means of communication in a target group-oriented way.

In the Field 'Reading'

the students can

- deal with literary and non-fictional texts critically by identifying the connection between formal, linguistic, and contextual aspects, by analysing their intention as well as by evaluating their statements,
- understand texts by creating references to other texts, to their own world knowledge, expertise, professional knowledge and their experiences.

In the Field 'Writing'

the students can

- write texts with different intentions and fulfil the writing activities in terms of their text-specific features,
- write texts according to their function and formulate gender-neutrally,
- edit texts by revising them formally and content-wise and by applying information technology.

In the Field 'Reflection on Social Reality'

the students can

- work out the typical features of genres and styles based on exemplary works as well as understand the attitudes and intentions recognisable in them,
- comment on artistic especially on literary works and publications as well as on developments,
- get an insight into various art forms by devoting themselves to works of art,
- see media, the art and the literary scene as institutions and economic factors,
- reflect the art and the literary scene as a means of public opinion making.

In the Field 'Language Awareness'

the students can

- apply linguistic norms by implementing skills and knowledge in textual and sentence grammar as well as in morphology, by applying word classes and word formation patterns as well as the rules of orthography and punctuation,
- use technical terms in a textual and situation-adequate way,
- see language patterns, language clichés as well as language change phenomena,
- understand the importance of inner and outer plurilingualism,
- see the German language and its dialects relative to other languages.

Subject Matter:

Listening and Speaking:

Active listening in conversational situations and in the reception of media, applying creative means of various styles and registers, using linguistic registers (standard language, colloquial language, dialects, sociolects) in a target-oriented way, applying communication and argumentation strategies

Speech acts: arguing, commenting, appealing

Reading:

Securing the reading and text type competence, product-oriented textual work (text analysis)

Writing:

Process-oriented writing, informative and opinion-forming text types like argumentative text, text interpretation, opinion speech, introduction to scientific writing, (dealing with technical language, quoting correctly, using elaborate writing strategies, using scientific text types like excerpts, scientific minutes, reviews, written notes etc.), editing of own and other people's texts

Acts of writing: arguing, interpreting, argumenting, appealing

Reflection on Social Reality:

Media competence, factual and critical debate of topics from the arts and culture, literary learning based on selected texts with particular focus on German literature of the 20th, cultural portfolio

Language Awareness:

Use of business language, secure use of expression and style, error analysis, use of dictionaries, lexica, and electronic spellcheckers

Tests:

One two-hour test (three hours if necessary)

Fifth Year:

9th Semester - Competence Module 9:

Educational and Teaching Tasks:

In the Field 'Listening and Speaking'

the students can

- follow oral presentations and understand them by identifying the creative means and the speaking intentions as well as by assigning contents to their knowledge of the world, their expertise, and their technical knowledge and by making connections,
- use language in a socially responsible way by using gender-neutral and minority-appropriate formulations, by taking a critical look at discriminating and derogatory terms, by differentiating stylistic and linguistic levels and by applying them in a sophisticated way, by arguing objectively in different conversational situations and by using them in a differentiated way, by using creative means appropriately and by voicing objective criticism,
- speak publicly by presenting contents with the use of media and by applying means of communication in a target group and customer-oriented way.

In the Field 'Reading'

the students can

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- deal with literary and non-fictional texts critically by analysing the connection between formal, linguistic, and contextual aspects, by analysing their intention as well as by evaluating their statements,
- understand texts by creating references to other texts, to their own world knowledge, expertise, professional knowledge, and their experiences.

In the Field 'Writing'

the students can

- write texts with different intentions and fulfil the writing activities in terms of their text-specific features,
- write texts according to their function and formulate gender-neutrally,

- edit texts by revising them formally and content-wise and by applying information technology.

In the Field 'Reflection on Social Reality'

the students can

- work out the typical features of genres and styles based on exemplary works as well as understand the attitudes and intentions recognisable in them,
- comment on artistic especially on literary works and publications as well as on developments,
- get an insight into various art forms by devoting themselves to works of art,
- see media, the art and the literary scene as institutions and economic factors,
- reflect the art and the literary scene as a means of public opinion making.

In the Field 'Language Awareness'

the students can

- apply linguistic norms by implementing skills and knowledge in textual and sentence grammar as well as in morphology, by applying word classes and word formation patterns as well as the rules of orthography and punctuation,
- use technical terms in a textual and situation-adequate way,
- see language patterns, language clichés as well as language change phenomena,
- understand the importance of inner and outer plurilingualism,
- see the German language and its varieties in relation to other languages.

Subject Matter:

Listening and Speaking:

Active listening in conversational situations and in the reception of media, applying argumentation strategies in a targeted way

Speech acts: analysing, interpreting, commenting, arguing

Reading:

Mastering reading strategies, securing product-oriented textual work, building and increasing the knowledge structure through learning processes, perception of aesthetic text components

Writing:

Process-oriented writing, informative and opinion-forming text types like text analysis, text interpretation, letter to the editor, open letter, summary, comment, recommendation, creative text types, editing of own and other people's texts

Acts of writing: summarising, analysing, interpreting, arguing, commenting, argumenting, appealing

Reflection on Social Reality:

Critical debate of topics from the arts and culture, literary learning based on selected texts with particular focus on Austrian literature of the 20th, cultural portfolio

Language Awareness:

Securing the grammatical, orthographic, and stylistic knowledge as well as how to put commas, secure use of technical language, applying strategies for avoiding mistakes, use of dictionaries, lexica, and electronic spellcheckers

Tests:

One two-hour test (three hours if necessary)

10th Semester:

Educational and Teaching Tasks:

In the Field 'Listening and Speaking'

the students can

- follow oral presentations and understand them by identifying the creative means and the speaking intentions as well as by assigning contents to their knowledge of the world, their expertise, and their technical knowledge and by making connections,
- use language in a socially responsible way by using gender-neutral and minority-appropriate formulations, by taking a critical look at discriminating and derogatory terms, by differentiating stylistic and linguistic levels and by applying them in a differentiated way, by arguing objectively in different conversational situations and by appealing in a target-oriented way, by using creative means appropriately and by voicing objective criticism,
- speak publicly by presenting contents with the use of media and by applying means of communication in a target group and customer-oriented way.

In the Field 'Reading'

the students can

- deal with literary and non-fictional texts critically by analysing the connection between formal, linguistic, and contextual aspects, by analysing their intention as well as by evaluating their statements,
- understand texts by creating references to other texts, to their own world knowledge, expertise, professional knowledge, and their experiences.

In the Field 'Writing'

the students can

- write texts with different intentions and fulfil the writing activities in terms of their text-specific features,
- write texts according to their function and formulate gender-neutrally,
- edit texts by revising them formally and content-wise and by applying information technology.

In the Field 'Reflection on Social Reality'

the students can

- work out the typical features of genres and styles based on exemplary works as well as understand the attitudes and intentions recognisable in them,
- comment on artistic especially on literary works and publications as well as on developments,
- get an insight into various art forms by devoting themselves to works of art,
- see media, the art and the literary scene as institutions and economic factors,
- reflect the art and the literary scene as a means of public opinion making.

In the Field 'Language Awareness'

the students can

- apply linguistic norms by implementing skills and knowledge in textual and sentence grammar as well as in morphology, by applying word classes and word formation patterns as well as the rules of orthography and punctuation,
- use technical terms in a textual and situation-adequate way,
- see language patterns, language clichés as well as language change phenomena,
- understand the importance of inner and outer plurilingualism,
- see the German language and its varieties in relation to other languages.

Subject Matter:

Listening and Speaking:

Active listening in conversational situations and in the reception of media, applying communication and presentation techniques in a targeted way

Speech acts: analysing, interpreting, commenting, arguing, presenting

Reading:

Securing product-oriented textual work, perception of aesthetic text components, information procurement and information evaluation

Writing:

Process-oriented writing, repetition of the relevant, informative and opinion-forming text types, editing of own and other people's texts

Acts of writing: arguing, commenting, argumenting, appealing

Reflection on Social Reality:

Critical debate of social, political, and professional topics as well as from the arts and culture, cultural portfolio

Language Awareness:

Securing the grammatical, orthographic, and stylistic knowledge as well as how to put commas, secure use of technical language, applying strategies for avoiding mistakes, use of dictionaries, lexica, and electronic spellcheckers

Tests:

One three-hour test

2.2. English including Business English

Didactic Principles:

Teaching has to be organised in a way so that the students acquire the level of Independent User B2 in receptive as well as productive skills according to The Common European Framework of References for Languages according to the recommendation of the Committee of Ministers of the Council of Europe to the member countries Nr. R (98) 6 of 17 March 1989 about the Common European Framework of References for Languages (CEFR). Language teaching has to be aimed at training the five skills of the CEFR in a well-balanced way and so that any linguistic communication takes place in the frame of the public and occupational domains (area of life). The reference to the Business Centre can be found in the occupational domain. It has to be mentioned that despite a good command of grammatical structures occasional errors may occur.

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Receptive Skills'

the students

- understand simple, everyday, and familiar oral communication when someone speaks slowly, clearly, and distinctly,
- understand simple and short everyday texts.

In the Field 'Productive Skills'

the students

- use simple linguistic structures,
- have command of a limited range of vocabulary to manage concrete everyday situations orally and in writing,
- can communicate in simple routine linguistic situations,
- can write simple texts on familiar topics,
- can describe people, living conditions, daily routines, likes and dislikes etc. in simple sentences orally and in writing as well as report on events and experiences.

Subject Matter:

Strengthening of all Skills based on the following Domains:

Receptive Skills:

Everyday life, school, environment, leisure time and hobbies, clothing, living, food and drinks, opinions, experiences, conversations, media, intercultural relationships, shopping, habits, health, holidays and public holidays, life in the society

Business Centre reference (Junior Company, mini company as well as Business Centre)

Productive Skills:

Everyday life, school, environment, leisure time and hobbies, clothing, living, food and drinks, opinions, experiences, conversations, media, intercultural relationships, shopping, habits, health, holidays and public holidays, life in the society

Business Centre reference (Junior Company, mini company as well as Business Centre)

Oral Communication:

Domain-related monological and dialogical speaking

Written Text Types and Formats:

Letter, email, blog, text message, note, leaflet, experience report, filling in a form, private invitation, characterisation, simple presentation

Communication-relevant Grammatical Structures:

Present tenses, past tenses, present perfect tenses, past perfect tenses, future tenses, modal verbs, passive, word classes (pronoun, noun, adjective, adverb, preposition), syntax

Tests:

Two one-hour tests

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Receptive Skills'

the students

- understand simple, everyday, and familiar business-relevant oral communication when someone

- speaks slowly, clearly, and distinctly,
- understand texts in which mainly simple everyday or business language is used.

In the Field 'Productive Skills'

the students

- can use simple linguistic structures,
- have command of a limited range of vocabulary to manage concrete everyday situations within the frame of oral and written communication,
- can communicate in simple routine situations in which uncomplicated and direct information is exchanged,
- can communicate in simple, routine professionally relevant linguistic situations,
- can write simple texts on familiar topics,
- can describe people, daily and simple professional routines, likes and dislikes etc. in simple sentences orally and in writing as well as report on events, and experiences.

Subject Matter:

Strengthening and Continuous Progression in the Skills based on the following Domains:

Receptive Skills:

Nutrition, social networks, life in the society, education, shopping possibilities, entertainment offers, recreation facilities, intercultural relations

First experiences in the world of work, routine office work, office equipment, Business Centre context

Productive Skills:

Nutrition, social networks, life in the society, education, shopping possibilities, entertainment offers, recreation facilities, intercultural relations

First experiences in the world of work, routine office work, office equipment, Business Centre context

Oral Communication:

Domain-related monological and dialogical speaking

Written Text Types and Formats:

Letter, email, blog, text message, memo, note, leaflet, simple presentation, experience report, filling in a form, characterisation, hand-out, filling in a questionnaire

Communication-relevant Grammatical Structures:

Conditionals, infinitive constructions, indirect speech

Tests:

One one-hour test

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Receptive Skills'

the students

- understand simple, everyday, and familiar business-relevant oral communication when someone speaks slowly, clearly, and distinctly,
- understand texts in which mainly everyday, or business language is used and identify the essential information,
- understand simple professionally relevant non-fictional texts,
- understand simple professionally relevant correspondence,
- can react to simple professionally relevant correspondence situation-adequately.

I n t h e F i e l d ' P r o d u c t i v e S k i l l s '

the students

- can use basic linguistic structures,
- have command of an adequate range of vocabulary to manage everyday situations, to report and describe experiences and events, personal feelings, and reactions in a structured way,
- conduct most of the simple routine conversations without difficulty, can ask and answer questions and share thoughts and information in predictable everyday situations,
- can describe people, living and working conditions, daily and simple professional routines, likes and dislikes etc. orally and in writing in a detailed way as well as report on events, and experiences,
- can react to simple professional correspondence situation-specifically.

Subject Matter:

Strengthening and Continuous Progression in the Skills based on the following Domains:

Receptive Skills:

Social networks, media, tourism, means of transport, education

Experiences in the world of work, professions, simple professionally relevant oral and written communication in the Business Centre, structures of a Business Centre

Productive Skills:

Social networks, media, tourism, means of transport, education

Experiences in the world of work, professions, simple professionally relevant oral and written communication in the Business Centre, structures of a Business Centre

Oral Communication:

Domain-related monological and dialogical speaking

Written Text Types and Formats:

Structure and layout of a business letter, first routine written business correspondence (inquiry and offer), email, blog, text message, memo, note, leaflet, presentation, experience report, filling in a form, simple instructions, descriptions, hand-out, filling in a questionnaire

Communication-relevant Grammatical Structures:

Gerund, participle constructions

Tests:

One one-hour test

T h i r d Y e a r :

5th S e m e s t e r - C o m p e t e n c e M o d u l e 5 :

Educational and Teaching Tasks:

In the Field 'Receptive Skills'

the students

- understand everyday and familiar business-relevant communication when someone speaks slowly, clearly, and distinctly,
- understand texts in which mainly everyday or simple business language is used and can analyse their relevance,
- understand simple professionally relevant non-fictional texts which contain pictures and infographics and can extract the main information,
- understand simple professionally relevant correspondence,
- can react to simple professionally relevant correspondence addressee- and situation-adequately.

In the Field 'Productive Skills'

the students

- have a good command of the basic linguistic structures,
- have command of an adequate range of vocabulary to manage everyday situations and routine professionally relevant communication orally and in writing,
- manage simple routine professionally relevant communication orally and in writing,
- can present a topic from their everyday life and their education in a short, prepared presentation,
- can give a detailed description of various familiar topics, report on their living and working conditions, on their everyday and professional routine, on likes and dislikes etc. in a detailed way, describe, events, and experiences orally and in writing,
- can react to simple professionally relevant correspondence addressee- and situation-adequately.

Subject Matter:

Strengthening and Continuous Progression in the Skills based on the following Domains:

Receptive Skills:

Diversity in society, tourism, media

Workflow in the Business Centre, simple professionally relevant oral and written communication, types of companies, company profiles, infographics

Productive Skills:

Diversity in society, tourism, media

Workflow in the Business Centre, simple professionally relevant oral and written communication, types of companies, company profiles, infographics

Oral Communication:

Domain-related monological and dialogical speaking

Written Text Types and Formats:

Standard business correspondence (order), email, blog, text message, memo, note, leaflet, presentation, circular letter/newsletter, hand-out, filling in a questionnaire, letter of application, CV

Communication-relevant Linguistic Structures:

Strengthening and expanding, situation and addressee-adequate register-specific use of the language

Tests:

One one-hour test (two hours if necessary)

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Receptive Skills'

the students

- understand professionally relevant presentations and speeches if the topic is familiar and the statements are uncomplicated and clearly structured,
- understand the main points of a communication situation if clearly articulated standard language is used to speak about familiar topics which are normally encountered in working life, in education and in their leisure time,
- understand uncomplicated non-fictional texts and infographics which are linked to their own interests and professionally relevant topics,
- understand professionally relevant standard situations and professionally relevant correspondence,
- can react to simple professionally relevant correspondence addressee- and situation-adequately.

In the Field 'Productive Skills'

the students

- have a repertoire of basic linguistic structures which enable them to manage everyday and professionally relevant situations with predictable content,
- have command of an adequately large range of vocabulary to be able to speak about most of the topics from their own everyday life by paraphrasing a few expressions,
- can apply grammatical structures whereby errors can occur, but it is clear what shall be expressed,
- can give a prepared presentation on a familiar professionally relevant or general topic in which the main points are sufficiently and precisely explained,
- can react to simple professionally relevant correspondence addressee- and situation-adequately,
- can write detailed texts on familiar topics.

Subject Matter:

Strengthening and Continuous Progression in the Skills based on the following Domains:

Receptive Skills:

Politics and society, EU, advertising, transportation, environment, intercultural relations

Companies, services, products, business etiquette, business trips (reservations, cancellations), professionally relevant written and oral communication, Business Centre reference

Productive Skills:

Politics and society, EU, advertising, transportation, environment, intercultural relations

Companies, services, products, business etiquette, business trips (reservations, cancellations), professionally relevant written and oral communication, Business Centre reference

Oral Communication:

Domain-related monological and dialogical speaking

Written Text Types and Formats:

Standard business correspondence (confirmation of order), email, memo, note, leaflet presentation, letter to the editor, hand-out, simple brochure, blog

Communication-relevant Linguistic Structures:

Strengthening and expanding, situation and addressee-adequate register-specific use of the language

Tests:

One one-hour test (two hours if necessary)

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Receptive Skills'

the students

- understand standard language in direct contact and in media if the topics deal with familiar and less familiar subjects about social, professional life and education,
- understand texts on current topics in which a certain attitude or a specific point of view is taken,
- understand familiar professionally relevant correspondence effortlessly,
- can react to familiar professionally relevant correspondence addressee- and situation-adequately.

In the Field 'Productive Skills'

the students

- can use a repertoire of sufficient linguistic means which enable them to manage everyday and professional situations with predictable content and can use some complex sentence structures,
- have a command of an adequately large range of general and basic professionally relevant vocabulary whereby vocabulary gaps make it necessary to paraphrase,
- can apply grammatical structures whereby errors can occur, but it is clear what shall be expressed,
- can perform routine professionally relevant language situations,
- can present their views on a range of familiar topics, justify them with explanations and arguments and appeal addressee-adequately and give recommendations,
- can give a prepared presentation and answer questions,
- can write detailed texts on familiar topics from everyday life and the world of work,
- can react to familiar professionally relevant correspondence addressee- and situation-adequately.

Subject Matter:

Strengthening and Continuous Progression in the Skills based on the following Domains:

Receptive Skills:

Diversity in the society, national and international social contexts and developments (NPOs, NGOs, interest groups, humanitarian institutions)

Entrepreneurship, national and international economic organisations, professionally relevant written and oral communication, description and analysis of infographics, fairs and exhibitions

Productive Skills:

Diversity in the society, national and international social contexts and developments (NPOs, NGOs, interest groups, humanitarian organisations)

Entrepreneurship, national and international economic organisations, professionally relevant written and oral communication, description and analysis of infographics, fairs and exhibitions

Oral Communication:

Domain-related monological and dialogical speaking

Written Text Types and Formats:

Standard business correspondence (delayed delivery, advice of dispatch), memo, note, proposal, presentation, design of advertising material like leaflet, hand-out, creation of questionnaire, blog

Communication-relevant Linguistic Structures:

Strengthening and expanding, situation and addressee-adequate register-specific use of the language

Tests:

One two-hour test

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Receptive Skills'

the students

- understand standard language in direct contact and in media if the topics deal with familiar or also less familiar subjects about social, professional life and education,
- understand non-fictional texts and texts on general topics in which a certain attitude or a specific point of view is taken,
- understand familiar professionally relevant correspondence effortlessly,
- can react to familiar professionally relevant correspondence addressee- and situation-adequately.

In the Field 'Productive Skills'

the students

- can use a repertoire of sufficient linguistic means which enable them to manage everyday and professional situations,
- have command of an adequately large range of general and basic professionally relevant vocabulary,
- can apply more complex grammatical structures whereby errors may occur, but it is clear what shall be expressed,
- can react to familiar professionally relevant correspondence addressee- and situation-adequately,
- can perform routine professionally relevant language situations,
- can exchange information on a wide range of familiar topics orally and in writing, explain their own intentions as well as clarify and defend their points of view with relevant explanations and arguments, appeal addressee-adequately and give recommendations,
- can give a prepared presentation and react to questions spontaneously,
- can write clear and structured texts on a wide range of familiar topics from everyday life and the world of work and apply the criteria relevant for the respective text type.

Subject Matter:

Strengthening and Continuous Progression in the Skills based on the following Domains:

Receptive Skills:

Social developments and trends, diversity in the society, economy and ecology, corporate social responsibility

Banking, professionally relevant written and oral communication based on Business Centre work, Business Centre fair, career and career planning (letter of motivation), corporate blogs

Productive Skills:

Social developments and trends, diversity in the society, economy and ecology, corporate social responsibility

Banking, professionally relevant written and oral communication based on Business Centre work, Business Centre fair, career and career planning (letter of motivation), corporate blogs

Oral Communication:

Domain-related monological and dialogical speaking

Written Text Types and Formats:

Standard business correspondence (delayed payment, claims, complaint), email, memo, note, presentation, report, article, comment, design of advertising material like leaflets

Communication-relevant Linguistic Structures:

Strengthening and expanding, situation and addressee-adequate register-specific use of the language

Tests:

One two-hour test (three hours if necessary)

Fifth Year - Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Receptive Skills'

the students

- understand a lecture or conversation on a professionally relevant topic or a professional situation if the input is clearly presented,
- understand texts on general and professionally relevant topics in which a certain attitude or a specific point of view is taken,
- understand demanding non-fictional texts and decide while quickly skimming them which information is relevant for a particular purpose,
- understand familiar professionally relevant correspondence effortlessly,
- can react to professionally relevant correspondence addressee- and situation-adequately.

In the Field 'Productive Skills'

the students

- have a command of a wide repertoire of linguistic means and several complex sentence structures which enable them to give clear descriptions, express points of view and to discuss something,
- have a command of a large range of vocabulary on professionally relevant and on most of the general topics whereby they vary formulations and avoid frequent repetitions,
- have a good command of grammar and do not make mistakes which cause misunderstandings,
- can perform professionally relevant linguistic routine situations,
- can prepare and give a clear and systematically structured presentation in which they stress the main points and react to questions spontaneously,

- can react to professionally relevant correspondence addressee- and situation-adequately,
- can exchange information on a wide range of familiar topics orally and in writing, explain their own intentions as well as clarify and defend their points of view with relevant explanations and arguments, appeal addressee-adequately and give recommendations,
- can write clear and structured texts on a wide range of familiar topics from everyday life and the world of work and apply the criteria relevant for the respective text type adequately.

Subject Matter:

Strengthening and Continuous Progression in the Skills based on the following Domains:

Receptive Skills:

Advertising material, advertising strategies, marketing, public relations

International business, global players, customer relations, business case including complaints, adjustments, reminders or delay in delivery

Productive Skills:

Advertising material, advertising strategies, marketing, public relations

International business, global players, customer relations, business case including complaints, adjustments, reminders or delay in delivery

Oral Communication:

Domain-related monological and dialogical speaking

Written Text Types and Formats:

Standard business correspondence, memo, note, leaflet, presentation, press release, comment, report, article, circular letter, advertising texts, corporate blogs

Communication-relevant Linguistic Structures:

Strengthening and expanding, situation and addressee-adequate register-specific use of the language

Tests:

One two-hour test (three hours if necessary)

10th Semester:

Educational and Teaching Tasks:

In the Field 'Receptive Skills'

the students

- understand a lecture or conversation on a professionally relevant topic or a professional situation if the input is clearly presented,
- understand texts on general and professionally relevant topics in which a certain attitude or a specific point of view is taken,
- understand demanding non-fictional texts and decide while quickly skimming them which information is relevant for a particular purpose,
- understand familiar professionally relevant correspondence effortlessly,
- can react to professionally relevant correspondence addressee- and situation-adequately.

In the Field 'Productive Skills'

the students

- have command of a wide repertoire of linguistic means and several complex sentence structures which enable them to give clear descriptions, express points of view and discuss something,
- have command of a large range of vocabulary on professionally relevant and in most of the general topics whereby they vary formulations and avoid frequent repetitions,
- have a good command of grammar and do not make mistakes which cause misunderstandings,
- can perform routine professionally relevant linguistic situations,
- can prepare and give a clear and systematically structured presentation in which they stress the main points and react to questions spontaneously,
- can react to professionally relevant correspondence addressee- and situation-adequately,
- can exchange information on a wide range of familiar topics orally and in writing, explain their own intentions as well as clarify and defend their points of view with relevant explanations and arguments, appeal addressee-adequately and give recommendations,
- can write clear and structured texts on a wide range of familiar topics from everyday life and the world of work and apply the criteria relevant for the respective text type adequately.

Subject Matter:

Strengthening and Continuous Progression in the Skills based on the following Domains:

Receptive Skills:

Responsibility of the individual citizen for the society on a national and international level

Labour market, further education, living and working abroad

Productive Skills:

Responsibility of the individual citizen for the society on a national and international level

Labour market, further education, living and working abroad

Oral Communication:

Domain-related monological and dialogical speaking

Written Text Types and Formats:

Strengthening of the written text types and formats

Communication-relevant Linguistic Structures:

Strengthening and expanding, situation and addressee-adequate register-specific use of the language

Tests:

One two-hour test (three hours if necessary)

3. ENTREPRENEURSHIP – ECONOMY AND MANAGEMENT

Educational Objectives of the Cluster 'Entrepreneurship – Economy and Management'

The cluster stands for building practice-oriented business competence on a high level.

The orientation on national and European standards in vocational education and training enables

to adapt to the changing requirements of the labour market and to deal with the challenges of the institutions for further education.

The cluster comprises the subjects 'Business Administration', 'Corporate Accounting', 'Business Training, Project Management, Business Centre and Case Studies', 'Business Informatics', 'Office Management and Applied Informatics', 'Law' as well as 'Political Economics'.

In the Field 'Personal and Social Competence'

the students can

- critically reflect the effects of economic decisions on their environment,
- apply the fundamentals and instruments of customer-oriented activities,
- behave adequately in economic, operational, and social situations and act in a target-oriented way,
- act independently and take responsibility for themselves, others, and resources,
- set goals for themselves as well as pursue their own and predetermined goals consequently.

In the Field 'Working Techniques'

the students can

- procure, assess, and process technical information in a cross-linked way,
- organise themselves and their working environment,
- initiate, plan, carry out and finish projects based on the methods of project management,
- present and argue work output situation-adequately and in a target group-oriented way.

In the Field 'Entrepreneurship'

the students can

- assess and reflect the importance of innovation for economic and social development,
- develop a business idea and evaluate its feasibility,
- mention the main characteristics of legal company structures and assess their advantages and disadvantages,
- write and analyse a business plan,
- apply legal regulations connected to business start-ups and management,
- evaluate and interpret the chances and risks of entrepreneurial independence,
- think and act entrepreneurially.

In the Field 'Management'

the students can

- identify and assess the risks of operational decisions and take suitable risk-policy measures,
- implement the principles and methods of the continuous improvement process,
- assess the characteristics of different management styles regarding their strengths and weaknesses,
- plan and organise operational processes,
- develop entrepreneurial sets of objectives,
- take and argue strategic and operational decisions based on available information,
- name practice-relevant quality management systems and evaluate the importance of quality management,
- apply management techniques.

In the Field 'Performance and Performance Evaluation'

the students can

- use strategic and operational marketing instruments,
- initiate and settle procurement processes,
- initiate and settle disposal operations.

In the Field 'Human Resources Management'

the students can

- handle and interpret payroll accounting,
- assess legal aspects in connection with employment contracts,
- assess methods of personnel selection regarding their advantages and disadvantages,
- explain the goals, methods and importance of human resources development and deployment of personnel,
- make correct applications and act in a target-oriented way during the application process.

In the Field 'Financing and Investment'

the students can

- take and agree investment decisions,
- evaluate the main types of business financing regarding their advantages and disadvantages,
- make and argue financing decisions,
- draw up and interpret a financial plan.

In the Field 'Corporate Accounting'

the students can

- post current business transactions based on original documents in cash-based accounting and in double-entry bookkeeping,
- calculate company-relevant taxes and duties and transfer them,
- determine the profit and loss of a company with the help of cash-based accounting,
- carry out annual accounts,
- interpret and assess the annual audits of a company,
- carry out cost and price calculations,
- calculate profit margins and take entrepreneurial decisions based on them,
- carry out cost accounting,
- analyse costs and evaluate their effects on prices and the operating income,
- name the most important taxes and explain their effects.

In the 'Field Law'

the students can

- resolve simple legal questions from the perspective of an entrepreneur, an employee, and a consumer.

In the Field 'Information and Communication Technology'

the students can

- use informatics systems (differentiate and assess hardware, configure the operating system, and use it purposefully, use networks),
- implement operational processes with publication and communication (word processing, presentation, email communication, internet, desk-top publishing),
- find solutions to business problems using spreadsheet programs (make calculations, visualise data, analyse data),
- use a data base to solve business problems,
- back up and protect data in the field 'Information Technology, Individual and Society', use e-business applications and take IT-legal determinations into account.
-

3.1 Business Administration

Didactic Principles:

In the framework of the principle Entrepreneurship Education comprehensive interdisciplinary cross-linked operational knowledge is to be developed as well as the acquisition of appropriate reflective attitudes and values is to be fostered.

When acquiring contents attention has to be paid to developing a holistic approach to the company and its environment as well as to regarding it from different perspectives (entrepreneur, employee, consumer). Special attention is to be focused on the aspects of economic, ecologic as well as social sustainability.

Tasks are to be embedded in a practical context. The use of acquired knowledge and of the acquired competences happens in the Business Centre and during the compulsory internship. These are perspectives as well as resources for learning causes.

Instructing and open teaching and learning methods are to be used equally for the development of competences. The use of up-to-date information and communication technologies to manage operational tasks is to be included.

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Economy and Society'

the students can

- differentiate economic sectors and types of companies,
- interpret the interaction between an enterprise and its environment and deduce consequences from it,
- outline entrepreneurial, economic, ecologic, and social interactions,
- assess facts and circumstances from different perspectives (employee, entrepreneur, consumer).

In the Field 'Business Plan'

the students can

- develop a business idea for a business plan,
- outline the legal bases of a company in terms of the legal form of a sole proprietorship.

In the Field 'Field of Contracts'

the students can

- explain the conditions for the formation of contracts,
- know the importance and the consequences of contracts,
- compare the types of contracts 'service contract', 'employment contract', 'sales contract' as well as other forms of contracts (rental contract, insurance contract etc.),
- read a position specification statement and explain its contents from the employees' point of view.

In the Field 'Sales Contract Including Correspondence'

the students can

- define the legal and commercial elements in sales contract-relevant documents,
- carry out purchasing and sales processes in a legally correct and economically reflective way,
- implement the principles of marketing and purchasing for initiating and settling sales contracts for a company,
- take all steps for the proper fulfillment of a sale contract seen from the entrepreneur's and consumer's point of view as well as communicate them situation-adequately,
- analyse the fulfillment of a sale contract contrary to the agreements seen from the entrepreneur's and the consumer's point of view as well as infer necessary measures and communicate them situation-adequately.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Economy and Society:

Business environment (economic system, macro-economic objectives, economic operators), enterprises (business objectives, stakeholder, functional areas), interaction between enterprises and environment

Business Plan:

Business idea, legal framework

Field of Contracts:

Forms of contracts

Sales Contract including Correspondence:

Conditions for the formation of a contract, content of a sales contract (legal and other economic elements), initiating a sales contract including the main features of the market (product, price, distribution, communication), main features of materials management and control (particularly procurement planning, procurement management, supplier selection including calculation, logistics companies), proper fulfillment of the sales contract (delivery, acceptance of the delivery, payment) including correspondence, fulfillment of the sales contract contrary to the agreements (delay in delivery, defective delivery, wrong invoice, default of acceptance, delay in payment) including correspondence

Case Studies:

Simple economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management

Tests:

Two one-hour tests

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Economy and Society'

the students can

- critically question market orientation as the central topic of Business Administration from the perspective of an entrepreneur, an employee as well as a consumer,
- analyse and evaluate performance and marketing from the perspective of an entrepreneur, an employee as well as a consumer critically taking aspects of ethics and sustainability into account,
- explain aspects of sustainable actions.

In the Field 'Legal Bases of a Company'

the students can

- choose the appropriate legal form for a company: describing the differences between sole proprietorships, partnerships and private or public limited companies based on different criteria,
- take a reasoned decision for a company regarding the company name and the entry in the Company Register as well as extract the essential information from a Company Register excerpt,
- explain the powers of authorized persons and of employees in companies in specific cases,
- evaluate the main points of an employment contract from the employer's point of view.

In the Field 'Sales Contract'

the students can

- explain the documents necessary in international business and extract essential information from real documents,
- explain and use the most important terms of delivery and payment in international business.

In the Field 'Marketing'

the students can

- develop a coherent marketing concept for a product,
- apply methods of market analysis,
- develop a marketing strategy and operationalise marketing objectives,
- outline various measures of product, contracting, communication and distribution management in a target-group specific way,
- critically question a marketing-mix seen from the consumer's point of view.

In the Field 'Performance in Trade and Manufacturing Companies'

the students can

- analyse and rate the operational performance factors as well as their interaction and significance in companies.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Economy and Society:

Market orientation, ethics and sustainability in performance and marketing

Legal Bases of a Company:

Legal forms, company, Company Register, power of procurement and authorization to act, employment contract seen from an employer's perspective

Sales Contract:

Documents as well as terms of payment and delivery

Marketing:

Marketing objectives, kinds and instruments of market research, market segmentation, target market determination and market position, product, contracting, distribution, and communication management

Performance in Trade and Manufacturing Companies:

Operational performance factors, key performance indicators

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Economy and Society'

the students can

- analyse and evaluate materials management and logistics seen from the entrepreneur's and consumer's point of view taking aspects of ethics and sustainability into consideration.

In the Field 'Materials Management'

the students can

- operationalise the objectives of materials management,
- optimise the procurement process,
- develop a procurement marketing concept,
- differentiate different strategies of procurement and stock organisation,
- describe the main types of costs of materials management and their relationships,
- carry out a stock analysis with the help of appropriate key figures and methods and draw conclusions based on the results for optimisation.

In the Field 'Logistics and Supply-Chain Management'

the students can

- analyse measures within the framework of a value chain.

In the Field 'Logistics Companies'

the students can

- analyse an offer from different logistics companies,
- analyse the choice of means of transport taking various aspects into consideration,
- describe the most important documents in freight traffic and extract essential information from real documents.

In the 'Field Trade'

the students can

- outline the different functional areas of trade,
- explain the different types of business in trade and their distinguishing features,
- assess the importance of trade in an economic, ecologic and social context,
- describe the development trends in trade.

In the Field 'Business Plan'

the students can

- cover the fields materials management, performance and marketing for a specific business plan based on a business idea taking location factors for trading or manufacturing companies into account.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Economy and Society:

Ethics and sustainability in materials management and logistics

Materials Management:

Objectives of materials management, procurement processes, strategies of procurement and stock organisation, costs of materials management, key figures of materials management

Logistics and Supply-Chain Management:

Logistics, Supply-Chain- Management

Logistics Companies:

Logistics companies, means of transport, ecologic aspects of the transport industry, documents in freight traffic

Trade:

Functions and types of business, specific features of materials management, performance in trade and marketing

Business Plan:

Parts of a business plan, simple business plan, location factors

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Economy and Society'

the students can

- critically assess measures for running a company with a focus on ethics and sustainability,
- scrutinise measures of Human Resources Management seen from the employee's and the

- employer's point of view,
- take sustainable decisions in different roles (entrepreneur, employee, and consumer) based on existing structures as well as act sustainably.

In the Field 'Management'

the students can

- reflect the normative management level regarding its importance as well as its limits and ranges of implementation,
- characterise the contents of normative management,
- discuss the importance of corporate culture,
- outline the correlation between normative, strategic, and operational management.

In the Field 'Planning'

the students can

- model the planning process of a company,
- define the strategic starting position of a company with the help of different instruments of strategic management,
- make predictions using different instruments,
- formulate strategic and operational objectives for a company,
- implement the strategic development of a company with the help of different instruments of strategic management,
- see the importance of a budget for a company based on a concrete example.

In the Field 'Human Resources Management'

the students can

- reflect different motivation theories,
- critically question the humanisation of labour,
- reflect staff assessment and human resources development as important tools of human resources management,
- carry out tasks connected to the human resources management of a company,
- outline the tasks of human resources management:
- outline different legal aspects of employer-employee-relationship,
- define different remuneration schemes,
- outline methods of staff planning and personnel layoff,
- use methods of recruitment and selection of personnel,
- use the knowledge about methods of recruitment and selection of personnel for promising applications.

In the Field 'Leadership'

the students can

- identify different leadership theories,
- outline and reflect different leadership concepts.

In the Field 'Organisation'

the students can

- develop measures for the organisation of a company based on different criteria in a reflected way,
- analyse elements of the organisational structure,
- assess organisational guidelines and principles,
- reflect aspects of informal organisation and communication,
- create different incentive systems for companies,
- outline the connection between the operational organisation and the organisational structure,

- describe the processes within a company.

In the Field 'Controlling'

the students can

- apply monitoring tools situation-specifically and describe their importance within the PDCA-process.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Economy and Society:

Ethics in business management

Management:

Management theory, normative management like the St. Gallen Management Model

Planning:

Instruments of strategic management, instruments of operational management

Human Resources Management:

Staff planning, recruitment and selection of personnel, labour law, motivation, staff assessment, human resources development, humanisation of work, payment

Leadership:

Leadership theories, leadership concepts

Organisation:

Connection between operational organisation and the organisational structure, elements, organisational policies and principles of the organisational structure, management systems, process management

Controlling:

Areas and instruments of controlling

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test (two hours if necessary)

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Economy and Society'

the students can

- critically assess production conditions in a company with a focus on ethics and sustainability,
- critically reflect on considerations related to site selection processes,
- take sustainable decisions in different roles (consumer, employee, and entrepreneur) based on existing structures as well as act sustainably.

In the Field 'Manufacturing Companies'

the students can

- reflect the management and the function areas,
- explain the importance of research and development for manufacturing companies,
- outline the importance of materials management in the manufacturing company,
- characterise the performance in the manufacturing company,
- outline marketing in the manufacturing company,
- outline the importance of quality management in the manufacturing company,
- assess the importance of the manufacturing sector for the economy,
- systematise manufacturing companies based on different criteria.

In the Field 'Financial Management'

the students can

- develop financial measures for companies in a reflected way,
- assess whether the financing rules of a company are kept,
- interpret the financial key figures of a company,
- assess the importance and possibilities of internal and external financing of a company,
- analyse and reflect on the credit checks by creditors (suppliers and banks) based on different criteria as well as classify the credit securities after various considerations,
- write a simple financial plan for a company,
- apply the knowledge from business financing in the private sector,
- outline financing possibilities of private households,
- prepare and carry out credit interviews with a bank.

In the Field 'Investment Management'

the students can

- process the basics for investment decisions in the business and in the private sector,
- take decisions based on qualitative methods (scoring method etc.) and justify them,
- reflect the limits and scopes of the results of static investment calculation methods,
- carry out and argue investment decisions based on static investment calculation methods,
- explain the connection between management and investment,
- differentiate different kinds of investments,
- manage and control investments,
- assess the feasibility of a business plan based on its financial planning and capital budgeting,
- carry out the financial planning and capital budgeting for a business plan and conduct comprehensible planning with reference to costing and performance,
- create sustainable, effective structures as entrepreneur and shape processes reflectively.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Economy and Society:

Ethics and sustainability in manufacturing as well as in investment and financial management

Manufacturing Companies:

Manufacturing companies, fields of manufacturing companies, quality management in manufacturing companies

Financial Management:

Reasons for financing, forms of financing, simple financial plan, financial key figures, credit checks

Investment Management:

Types of investments, quantitative and qualitative decision-making methods

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test (two hours if necessary)

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Economy and Society'

the students can

- identify and critically reflect the interactions between society and economy and individual companies and take over responsibility for actively developing this relationship in their immediate environment,
- assess the interactions of economy and ecology and the economic effects of environmental measures,
- evaluate the chances and risks of globalisation and their effects on enterprises, employees as well as on consumers.

In the Field 'International Business'

the students can

- evaluate the chances and risks as well as the inhibiting and supporting factors of international business,
- deduce the effects of globalisation on business as well as on the structure of the functional areas of a company as a result of different internationalisation strategies,
- reflect specific features of the management in international business under the consideration of cultural differences,
- recommend financial and risk policy measures for the international business of a company,
- analyse the necessary documents for international business,
- interpret the economic importance of international business for Austria.

In the Field 'Service Companies'

the students can

- evaluate the importance of the service sector for the economy.

In the Field 'Banking and Insurance'

the students can

- differentiate the functional areas of banks and insurance companies,
- outline the range of services of banks and insurances and assess them from the point of view of businesses and consumers,
- explain the importance of ratings,
- differentiate the annual accounts of banks and insurance companies from other branches,
- explain the specific features of credit and insurance contracts,
- deal with the settlements of claims as well as with the communication linked to them,
- broadly outline the function and role of banks and insurances for the economy,
- illustrate the role of the Austrian National Bank and of the European Central Bank in the banking sector.

In the Field 'Risk Management'

the students can

- recommend measures regarding risks for a company,
- implement the instruments of risk management in a company,
- outline the fundamentals of risk management.

In the Field 'Securities, Derivatives and Stock Exchange'

the students can

- develop an investment strategy depending on the investor's investment profile,
- define an investor's investment profile based on different criteria,
- analyse securities and derivatives according to criteria,
- classify different forms of investments,
- explain different forms of securities,
- characterise derivatives,
- explain stock market transactions,
- differentiate the different kinds of stock exchanges.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Economy and Society:

The importance of foreign trade for the economy, globalisation, ethical investment

International Business:

Export ratio, balance of trade, current account, balance of payments, risks in international trade, distribution channels, organisational structure, marketing and procurement, inhibiting and supporting factors of international business (export promotion, customs clearance), cross-cultural management, transport documents, ecologic aspects of the transport industry

Service Companies:

Service, procurement, performance, and marketing within the context of service companies, CRM

Banks and Insurances:

Functions and economic significance, procurement, performance and marketing of banks and insurances, credit and insurance contract, product portfolio of banks and insurances, settlement of claims, trends in the banking and insurance sector, functions of the Austrian National Bank and the European Central Bank, rating agencies

Risk Management:

Risk and risk management, instruments of risk management

Securities, Derivatives and Stock Exchange:

Securities, derivatives, and other instruments of asset management, return on investment, capital market, types of stock exchanges

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test (two hours if necessary)

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Economy and Society'

the students can

- appreciate the role as active citizen in the creation of societal processes and reflect them,
- see and reflect the active participation of non-profit organisations in the fulfillment of their social responsibilities,
- assess the chances and risks of globalisation and their effects on businesses, employees as well as consumers,
- reflect the importance of ecologic measures in individual enterprises and their positive effects on the economy as a whole in the long run.

In the Field 'Non-Profit Organisations and Public Administration'

the students can

- reflect the functional areas of non-profit organisations related to the specific performance of non-profit-organisations,
- outline the importance and objectives of non-profit organisations as well as of the public administration,
- use modern information and communication technologies in public administration (e-government) for operational and private purposes,
- distinguish procurement processes in public administration and in private companies.

In the Field 'Financial and Investment Management'

the students can

- carry out and argue investment decisions using dynamic investment calculation methods,
- outline the limitations and ranges of results of investment calculation methods,
- outline the difference between static and dynamic investment calculation methods,
- describe information from business planning on plane in form of an integrated business planning and show the relations between target costs, planned statement of operations, the planned

balance sheet and the cashflow statement.

In the Field 'Leisure Time and Tourism'

the students can

- describe the management and the internal functional areas of tourism businesses,
- develop marketing strategies,
- outline the economic importance of the leisure industry and tourism in Austria and globally.

In the Field 'Eco- and Quality Management'

the students can

- reflect measures in the fields of eco- and quality management from a microeconomic and macroeconomic perspective,
- evaluate measures of an enterprise regarding sustainability and ecological compatibility,
- evaluate measures of an enterprise regarding a comprehensive quality standard,
- implement the principles and methods of the continuous improvement process,
- describe the possibilities of organising eco- and quality management in an enterprise,
- highlight the limits of managerial decisions based on economically oriented and calculated results.

In the Field 'Business Plan'

the students can

- carry out a market and risk analysis necessary for internationalisation and reflect the results critically,
- add the internationalisation strategy to the business plan of a company.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Economy and Society:

Ethics and sustainability taking entrepreneurial and private decisions

Non-Profit Organisation and Public Administration:

Importance and function of NPOs and public administration, type of NPOs, function and importance, e-government, electronic administrative processes, public tenders

Finance and Investment Management:

Dynamic investment calculation methods, integrated business planning (power budget, cashflow statement, planned statement of operations, planned balance sheet)

Leisure Industry and Tourism:

Types of leisure industry and tourism businesses, key figures, importance for the economy, development trends, ecologic aspects

Eco- and Quality Management:

Terms of sustainability, Corporate Social Responsibility, instruments of eco-management
PDCA cycle, quality management instruments

Business Plan:

More detailed business plan considering specific situations in businesses (market entry strategies, distribution channels in foreign trade), risks in foreign trade, strategic planning tools (market selection)

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test (two hours if necessary)

Fifth Year - Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Economy and Society'

the students can

- assess control processes in companies (start-up, mergers, crisis management, closing a business) from different perspectives (entrepreneur, employee, consumer) and describe their consequences for the economy and the society,
- outline the importance of corporate-governance-concepts.

In the Field 'Business Plan'

- write and evaluate a more complex business plan for a business idea.

In the Field 'Business Start-Up'

the students can

- describe the necessary legal and economic steps for founding a company,
- compare the possibilities for starting a business activity (startup, franchising, takeover) and assess them for a concrete object of the business,
- take justified decisions regarding the legal form and the location.

In the Field 'Management Process'

the students can

- select and use controlling instruments suitable for the specific entrepreneurial decision-making situation,
- recognise crises in companies and describe the suitable crisis management tools,
- outline and compare the forms of business partnering and business combinations,
- describe the processes of voluntary and forced liquidation of an enterprise.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Economy and Society:

Stakeholder management, corporate-governance-concepts

Business Plan:

More complex business plan (takeover, business combination, etc.)

Business Start-Up:

Founding a company, company take-over

Corporate Management:

Controlling, controlling instruments, crises management, company cooperations and business combinations, closing a business

Case Studies:

Complex economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One two-hour test (three hours if necessary)

10th S e m e s t e r :

Educational and Teaching Tasks:

the students can

by using Case Studies

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Complex economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One two-hour test (three hours if necessary)

3.2. Corporate Accounting

Didactic Principles:

Entrepreneurship Education and the use of modern IT-techniques for solving tasks are key elements of learning arrangements. Practice-oriented tasks and competence-oriented teaching shall lead students to think logically, creatively as well as in a cross-linked way, to work precisely and consistently, independently and in a team as well as to decide and act responsibly.

As far as possible relations are to be established between the different subjects, especially between the subjects of the cluster 'Entrepreneurship – Economy and Management' to promote cross-curricular competences.

All curricular contents form the basis for working in the Business Centre.

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Calculations'

the students can

- apply the basic arithmetical operations correctly,
- estimate results and assess their plausibility,
- carry out simple final accounts, chain calculations, percentage calculations and interest calculations from hundred.as well as currency conversions.

In the Field 'Fundamentals of Accounting'

the students can

- explain the structure and purpose of accounting as well as name the legal bases of bookkeeping,
- name the accounting provisions and recording requirements as well as assess the consequences for individual businesses.

In the Field 'Cash-Based Accounting'

the students can

- apply the basic legal provisions of value-added-tax law,
- understand, check, process vouchers as well as enter and file them in cash-based accounting,
- use cash-based accounting in private life, check, and file vouchers,
- enter business cases based on vouchers considering input tax and value-added-tax,
- calculate the tax payable and draw up the turnover tax advance return,
- keep the mandatory records of cash accounting,
- calculate depreciations connected to profit and loss calculations,
- calculate the economic success.

In the Field 'Double-Entry Bookkeeping in Practice'

the students can

- apply the systematics of double-entry bookkeeping,
- use the account system and the chart of account,
- register merchandise purchases, sales of goods and purchase returns as well as the adjustment transaction by cash payment and bank transfer in bookkeeping.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Calculations:

Fundamentals of calculations, mathematical calculation skills and understanding for numbers (estimations). Final accounts, chain calculation, percentage calculations from hundred, currency conversions

Fundamentals of Accounting:

Concept, structure and purpose of accounting, bookkeeping systems, legal bases of

bookkeeping, accounting provisions and recording requirements

Cash-based Accounting

Legal bases, functioning of the value-added-tax, voucher management, voucher organisation in connection with sales contracts in Business Administration

Mandatory records based on vouchers including value-added-tax, turnover tax advance return, calculation of economic success, income tax return

Entry of current business transactions in cash accounting based on audit trail including the preparation of required business assessment

Double-Entry Bookkeeping in Practice:

Systematics of double-entry bookkeeping

Accounting system (ÖPWZ) and draft of accounts

Booking of purchases, sales and invoice settlement as well as investment buying, delivery and shipping costs, discounts, reminder fees, default interest, cash discounts for prompt payment and operating costs for vehicles based on vouchers considering the value-added-tax

Case Studies:

Simple economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

Two one-hour tests

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Double-Entry Bookkeeping in Practice'

the students can

- register the purchase of assets including low-value assets in bookkeeping, post other purchases and sales,
- post delivery and shipping costs,
- register discounts in the accounts,
- post the settlement of accounts considering reminder fees, default interest as well as cash discounts for prompt payment,
- post operating costs for vehicles,
- register taxes and shares in the costs in bookkeeping,
- calculate the aggregated and trial balance, the balance sheet as well as the profit and loss account.

In the Field 'Other Business Cases'

the students can

- book advance payments, emballages as well as purchases and sales of securities and bonds based on bank statements.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Double-Entry Bookkeeping in Practice:

Entry of further current business transactions based on vouchers considering value-added-tax, sum and trial balance sheet, balance sheet as well as profit and loss account

Connected business cases based on vouchers including sum and trial balance sheet, balance sheet as well as profit and loss account

Other Business Cases:

Advance payment, emballages, leasing, securities and bonds

Case Studies:

Simple economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Movement of Goods and Payment Transactions with Countries Abroad'

the students can

- post current business cases which are related to the movement of goods with countries abroad.

In the Field 'Personnel Accounting'

the students can

- invoice current earnings (salaries, wages, apprentice remuneration, marginally employed persons, allowances and supplements, payments in kind, expense allowances) and other emoluments,
- balance accounts in case of termination of employment,
- carry out company-external accounting,
- keep the required records,
- post wage and salary payments as well as expense allowances,
- carry out employee assessment using FinanzOnline,
- carry out the necessary correspondence with Social Security and the tax office.

In the Field 'Computer-Aided Accounting'

the students can

- maintain the master data,
- post current business transactions based on an audit trail using commercial standard software, calculate the amount of VAT, keep the stock accounts, invoice, manage open items, keep a register of assets,
- carry out simple payroll accounting using commercial standard software, calculate duties

- connected to wages and salaries and make the necessary book entries,
- see the effects of book entries on the profit and loss account,
- prepare and interpret the necessary analyses,
- back-up data.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Movement of Goods and Payment Transactions with Countries abroad:

Booking of international business linked to international business in Business Administration

Personnel Accounting:

Balance of current earnings and other remunerations, settlement with Social Security, the tax office and the community, payroll account and other records required by law, employee assessment using FinanzOnline, correspondence, book entry

Computer-Aided Accounting:

Entry of current business transactions including inventory and asset accounting based on an audit trail

Settlement of current earnings and other emoluments

Analyses

Maintenance of master data, data back-up

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

Two one-hour tests (one from the section 'Computer-Aided Accounting')

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Fundamentals of Cost Accounting'

the students can

- explain the functions of cost accounting and name areas of cost accounting,
- see the role of cost accounting within accounting,
- differentiate cost accounting systems.

In the Field 'Cost Accounting as Basis of Pricing'

the students can

- explain the steps from the calculation of the purchase price to the sales price considering service production,
- calculate the cost price using purchasing price calculation and carry out the necessary book entries,
- attribute expenses for costs and revenues to services,
- distribute costs to cost centres and determine the costs of goods sold,
- carry out cost unit accounting per product and cost unit accounting related to time,
- calculate the sales price and carry out the necessary book entries,
- prepare the basis for decisions by using difference calculations,
- determine the profit by using calculations related to the cost unit.

In the Field 'Cost Accounting as Decision-Making Tool'

the students can

- differentiate costs in their relation to the level of employment,
- determine contribution margins,
- take entrepreneurial decisions.

In the Field 'Cost Accounting as Profit and Loss Account'

the students can

- determine the operating profit.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Fundamentals of Cost Accounting:

Fundamental terms, cost accounting systems at a glance, functions and role in accounting

Cost Accounting as the Basis of Pricing:

Recording of costs considering the purchase price calculation, cost-type accounting, cost centre accounting, cost unit accounting, cost unit profit calculation, sales and difference calculation, book entries

Cost Accounting as Decision-Making Tool:

Actual cost system based on direct costs, field of application for direct costing

Cost Accounting as Profit and Loss Account:

Determination of operating profit

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test (two hours if necessary)

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Branch-Specific Features of Cost Accounting'

the students can

- carry out calculations.

In the Field 'Fundamentals of Annual Accounts Procedures'

the students can

- rank annual accounts procedures according to their importance,
- differentiate stocktaking and inventory,
- name the basic valuation principles, accounting policies and measures of value,
- name the valuation rules for fixed and current assets as well as for debt capital.

In the Field 'Valuation of Assets'

the students can

- name the purpose of asset valuation,
- enter further additions of the asset valuation in the accounts,
- carry out the book entry of provisions for maintenance and repair expenses as well as for modification and expansion of assets,
- post the elimination of fixed assets,
- determine the balance sheet approach of fixed assets,
- determine the effect of asset valuation on the balance sheet as well as on the profit and loss account.

In the Field 'Goods and Material Valuation'

the students can

- use methods of consumption calculations,
- apply valuation methods,
- make the resulting book entries,
- see the effects of goods and material valuation on the balance sheet as well as on the profit and loss account,
- calculate the manufacturing costs and make the valuation,
- calculate the effects of the valuation of unfinished and finished products on the balance as well as on the profit and loss account.

By using Case Studies

the students can

- acquire professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Branch-specific Features of Cost Accounting:

Calculations

Basics of Annual Accounts Procedures:

Annual accounts procedures - sequence, stocktaking and inventory, valuation principles, valuation policies, valuation standards, valuation rules

Legal regulations for annual accounts (particularly the Austrian Commercial Code, Federal Fiscal Code, Income Tax Act)

Asset Valuation:

Further increase in fixed assets, maintenance, refurbishment, reconstruction and expansion, elimination of fixed assets

Goods and Material Valuation:

Methods for the calculation of consumption, evaluation methods, book entry, effects on the balance of accounts as well as on profit and loss calculation

Valuation of Unfinished and Finished Products:

Production costs, effects on the balance of accounts as well as on the profit and loss calculation

Book entry exercises

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test (two hours if necessary)

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Valuation of Accounts Receivable and Liabilities'

the students can

- name the functions of the accounts receivable valuation,
- categorise accounts receivable according to their urgency,
- consider the specific features of Value Added Tax within the frame of accounts receivable valuation,
- make single valuations of accounts receivable and create the required booking,
- assess foreign currency receivables and foreign currency liabilities and make the required booking,
- calculate the effects of accounts receivable and liabilities on the balance as well as on the profit and loss calculation.

In the Field 'Accrual and Deferral'

the students can

- name the functions of accrual and deferral,
- figure out when accrual and deferrals are necessary,
- calculate the total amount and carry out the book entry of accruals and deferrals,
- determine the effects of accrual and deferrals on the balance as well as on the profit and loss account.

In the Field 'Accruals'

the students can

- name the functions of accruals,
- calculate the provision amount and carry out the necessary book entries (including the corporate tax accruals).

In the Field 'Preparation of the Annual Accounts'

the students can

- name the parts of annual accounts,
- carry out the annual accounts procedures in the correct order,
- apply balancing principles,
- name company and tax-law provisions (obligation to draw up, preparation date),
- structure the balance and the profit and loss account according to company law regulations,
- determine the success of individual companies, carry out the necessary book entries, prepare the annual accounts,
- determine the profit share of partners in a partnership and carry out the book entry, prepare the annual accounts,
- determine the profit share of partners in small private limited companies taking company law regarding reserves into consideration and carry out the book entry, calculate the annual accounts with notes considering the accounting regulations, describe auditing and disclosure requirements.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Valuation of Accounts Receivable and Liabilities:

Single valuation method of domestic receivables, foreign currency receivables, foreign currency liabilities

Accruals and Deferrals:

Creation and booking

Accruals:

Creation and booking

Preparation of the Annual Accounts:

Elements, order of annual accounts procedures, balance principles, legal framework for businesses and taxes for the preparation of the annual accounts, structure of the balance sheet and of the profit and loss account, calculation of the business success

Financial statements of sole proprietorships and partnerships: determination of business success, book entry, balance sheet including staggered profit and loss account

Financial statement of a small Private Limited Company, reserves according to the Austrian Corporation Code (UGB), accounting principles, audit and disclosure requirements, structure of the balance sheet and staggered profit and loss account (including notes)

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One one-hour test (two hours if necessary)

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Taxation'

the students can

- reflect on the importance of tax compliance for the society,
- determine earnings and income, calculate income tax, prepare the income tax return as well as the employee tax assessment,
- calculate corporate tax in a simple form and draw up the tax return,
- use detailed regulations concerning sales tax law and fill in VAT returns,
- outline further transaction taxes and other taxes,
- assess the right to subsidies for family support,
- outline the procedures from the submission of a tax return to the assessment of the tax by a tax demand and identify their obligations and rights as taxpayers as well as act based on the regulations of the tax law.

In the Field 'Preparation of the Annual Accounts'

the students can

- determine the taxable result using the reconciliation of book and taxable income from the result according to business law,
- issue the necessary tax returns for sole proprietorships, partners of partnerships and private limited companies.

In the Field 'International Accounting'

the students can

- compare the valuation requirements of the International Financial Reporting Standards (IFRS) for selected balance sheet items with company law.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Taxation:

Structure of taxes, taxes on profits, transaction taxes, further taxes and duties, basics of subsidy law, communication with the tax office, tax law

Preparation of Annual Accounts:

Calculation of the taxable results (reconciliation of book and taxable income), tax return

International Accounting:

In-depth repetition (current business cases, accounting of documents, closing entries)

Case Studies:

Economic case studies linking with other subjects, especially the subjects of the cluster 'Entrepreneurship – Economy and Management'

Tests:

One two-hour test

Fifth Year - Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Annual Accounts Analysis and Criticism'

the students can

- process data in a percentage balance sheet, in a percentage profit and loss account, in a flow of funds statement and in a changing profit and loss account,
- calculate and interpret financial and performance ratios,
- prepare cash-flow statements,
- interpret the results of the annual accounts analysis using instruments of early risk detection (e.g., Quicktest, Multiple Discrimination Analysis),
- prepare an annual accounts criticism.

In the Field 'Controlling'

the students can

- use instruments of integrated corporate planning (power budget, financial plan and planned balance sheet) and interpret the results,
- calculate the liquidity and outline and assess its importance for the economic situation of a company,
- interpret deviation analyses and suggest corrective measures.

By using Case Studies

the students can

- apply their acquired professional, methodological, social and self-competence in a cross-linked way.

Subject Matter:

Annual Accounts Analysis and Criticism:

Processing and presenting data, calculation and interpretation of operating numbers

Controlling:

Strategic and operational controlling, detailed budgeting, liquidity analysis, deviation analysis

Revision of tasks including subject matter of all years, updates

Tests:

One two-hour test

10th Semester:

Educational and Teaching Tasks:

The students can

- apply their acquired professional, methodological, social, and self-competence in a cross-linked

way.

Subject Matter:

Revision of tasks including subject matter of all years, updates

Tests:

One two-hour test (three hours if necessary)

3.3 Business Training, Project Management, Business Centre and Case Studies

Didactic Principles:

Entrepreneurship Education and the use of modern IT-techniques for solving tasks are key elements of learning arrangements. Practice-oriented tasks and competence-oriented teaching shall lead students to think logically, creatively as well as in a cross-linked way, to work precisely and consistently alone and in a team as well as to decide and act responsibly.

As far as possible relations are to be established between the different subjects, especially between the subjects of the cluster 'Entrepreneurship – Economy and Management' to promote cross-curricular competences.

Within the framework of the Business Centre links to all other subjects are to be aimed at.

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Communication - Presentation'

the students can

- prepare, carry out and reflect on conversations of day-to-day business routines,
- make customer-oriented phone calls and take down memos,
- use presentation techniques and assess their effects,
- accept and give feedback.

In the Field 'Learning Company' (Mini Business Centre, Junior Company)

the students can

- set objectives for themselves and follow them or given goals consequently,
- get themselves and their working environment organised,
- gather, assess, process and document subject-specific information in a cross-linked and comprehensible way,
- initiate and carry out procurement processes,
- react when contracts are breached,
- record current business cases based on original documents in the accounting on a cash basis,
- finally evaluate their own objectives as well as the given goals concerning their achievements.

Subject Matter:

Communication in Operational Activities:

Presentation techniques

Learning Company (Mini Business Centre, Junior Company):

Target definition, target tracking, evaluation methods, self-organisation and organisation of the working environment, methods of information procurement, handling of business transactions from the subject matter Business Administration and Corporate Accounting, record of current business cases in the accounting on a cash basis including the preparation of necessary analyses

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Learning Company' (Mini Business Centre, Junior Company)
the students can

- think and act entrepreneurially,
- develop a business idea in a team, document and present it comprehensibly,
- create a simple business plan for a business idea they have developed themselves,
- implement a simple business plan in a 'Learning Company',
- apply simple quality management methods,
- conclude business transactions between 'Learning Companies',
- record current business cases connected to their 'Learning Company' based on original documents in double bookkeeping using standard business software,
- evaluate and reflect the results regarding the achievements of objectives.

Subject Matter:

'Learning Company' (Mini Business Centre, Junior Company):

Business idea, simple business plan cross-linked to Business Administration

'Learning Company' work in the Business Centre office in preparation of the Business Centre

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Project Management'

the students can

- conduct an analysis whether a project is worth being carried out,
- define the roles in a project and fill these positions according to individual competences,
- define the project goals and formulate the indicators for their achievement,
- outline the project framework,
- form teams and develop a project culture,
- communicate and negotiate with (external) clients in a proper way,
- define and handle different project phases,
- initiate, plan, execute and finalize projects using project management methods,
- evaluate projects continuously,
- apply the basics of 'pre-scientific' work.

Subject Matter:

Project Management:

Definition (project, project management, kinds of projects), roles and functions in a project, project culture, project management phases (pre-project phase, project and post-project phase), project execution, project finalisation, project management instruments (application, distinctions, plan for

objectives, cost budget, structural plan for objects, order, structural plan for project, responsibilities matrix, work packages, time schedule, risk analysis, project controlling)

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Preparation for the Business Centre'

the students can

- gather, assess, process specialist information for Business Centre work as well as ACT-services in a cross-linked way and document it comprehensibly,
- carry out analyses of the Business Centre market,
- comprehend and present operational processes of a Business Centre (structural and process organisation),
- apply for a Business Centre in a suitable way and act in a goal-oriented way during the application process,
- apply content concerning industrial law in employer-employee relations,
- execute simple business cases in the Business Centre using standard software,
- apply Business Centre-related management techniques.

Subject Matter:

Preparation for Business Centre Work:

Preparation for Business Centre work using quality management methods

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Business Centre'

the students can

- apply acquired knowledge and skills from other subjects to practice-oriented tasks within their range of responsibilities depending on the range of responsibility:
- develop strategic objectives and deduce operational objectives from them,
- plan, implement and evaluate business objectives and processes in terms of a continuous improvement process,
- prepare a budgeted profit and loss account and an investment plan,
- deal with basic managerial tasks also with international focus correctly in content and form, on schedule, in a target-oriented and independent way,
- compile and interpret data based on business documents and take entrepreneurial decisions based on operating data,
- plan, implement and evaluate personal and business objectives in terms of a continuous improvement process as well as adapt them, if necessary,
- carry out cost and price calculations based on data provided,
- carry out personnel accounting using standard business software,
- post wage and salary payments,
- calculate business-relevant taxes and duties and pay them on time,
- carry out accounting work using a standard business software,
- apply internal and external operational communication orally and in writing according to the situation,
- apply and correctly use branch-related marketing strategies and instruments,
- apply and use up-to-date information technologies in a target-oriented way and appropriate to the requirements of the respective task,
- see and analyse the centrality of the quality of operational performance for the survival and the

- development of a company,
- carry out business analyses.

In the Field 'Communication, Presentation and Conflict Management'

the students can

- apply leadership techniques,
- use creativity, representation, moderation, presentation and communication techniques and evaluate their effects,
- apply techniques for work organisation according to the respective field of work,
- extend and deepen the possibilities for information procurement,
- solve conflict based on the principles of conflict management,
- behave situation-adequately in a team, act in a human, tolerant and appreciative way and apply communication skills,
- develop co-operation skills and work successfully together in a team,
- develop a customer-oriented behaviour and act appropriately.

In the Field 'Time Management and Organisation'

the students can

- integrate time-management tools in their work behavior,
- act reliably and subordinate their work behavior to group objectives,
- carry out the work entrusted to them carefully, independently and accurately, react flexibly to changing work situations and reflect their own actions critically.

Subject Matter:

Business Centre:

Working in different functions in the Business Centre (like administration, accounting including tax and duties systems, procurement, investment and financing, human resource management, sales, import and export, controlling, quality and environmental management) or in a process-oriented way using practice-oriented, up-to-date office, information and communication technologies and application software taking learning content from all years, especially from the Area of Extension A2 into account

Communication, Presentation and Conflict Management:

Communication in at least one foreign language, quality management systems, instruments for achieving objectives and management instruments, fundamentals management and strategic controlling, instruments for analyzing a company

Time Management and Organisation:

Time-management tools

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Business Centre'

the students can

- apply acquired knowledge and skills from other subjects and particularly from the previous competence module to practice-oriented tasks within their range of responsibilities as well as depending on the range of responsibility,
- carry out personnel accounting using business standard software,
- post wage and salary payments,
- calculate business-relevant taxes and duties and pay them on time,
- carry out accounting work using standard business software,

- analyse costs and assess their effects on prices and operating results,
- use strategic controlling as well as customer-relationship-management and key-account-management,
- carry out operational adaptation and optimisation processes,
- initiate and conclude national and international procurement and sales processes,
- take appropriate action in case of breach of contract,
- compile a service portfolio,
- carry out annual accounts and prepare a tax return,
- apply control models and control instruments like cost accounting, budgeting, finance planning,
- carry out analyses of management decisions in companies,
- apply human resources management cross-linking the innovative and implementation-oriented abilities and skills of the employees (e.g. knowledge management).

In the Field 'Management'

the students can

- apply management concepts and techniques in specific situations,
- gather and assess information which helps to solve a problem,
- use various communication techniques.

Subject Matter:

Business Centre:

Working in different functions in the Business Centre (like administration, accounting including tax and duties systems, procurement, investment and financing, human resource management, sales, import and export, controlling, quality and environmental management) or in a process-oriented way using practice-oriented, up-to-date office, information and communication technologies and application software taking learning content from all years into account

Management:

Customer-relationship-management, key-account-management, annual accounts, tax return, communication with tax authorities, change management, use and practical application of (communication) instruments from the Area of Extension like 'Media Informatics', 'Internet, Social Media' and 'Network Management'

Fifth Year - Competence Module 9:

9th Semester :

Educational and Teaching Tasks:

In the Field 'Case Studies'

the students can

- apply their professional, methodological, social and self-competences acquired in the compulsory subjects 'Business Administration', 'Corporate Accounting' and 'Business Training, Project Management, Business Centre and Case Studies' on practice-oriented tasks in a cross-linked way,
- deal with typical business examples/case studies from corporate practice and/or from a Business Centre using IT.-support.

Subject Matter:

Case Studies:

In-depth revision and actualisation of the subject matter from the compulsory subjects 'Business Administration', 'Corporate Accounting' and 'Business Training, Project Management, Business Centre

and Case Studies' from all years using software necessary for dealing with operational tasks

Integration and further development of competences acquired in Business Centre work

Business examples/case studies with integrated tasks.

10th Semester:

Educational and Teaching Tasks:

In the Field 'Case Studies'

the students can

- apply their professional, methodological, social and self-competences acquired in the compulsory subjects 'Business Administration', 'Corporate Accounting' and 'Business Training, Project Management, Business Centre and Case Studies' on practice-oriented tasks in a cross-linked way,
- deal with business examples/case studies with an international focus from corporate practice and/or from a Business Centre using IT-support.

Subject Matter:

In-depth revision and actualisation of the subject matter from the compulsory subjects 'Business Administration', 'Corporate Accounting' and 'Business Training, Project Management, Business Centre and Case Studies' from all years using software necessary for dealing with operational tasks

Integration and further development of competences acquired in Business Centre work

Business examples/case studies with an international focus and with integrated tasks

Tests:

One two-hour test (three hours if necessary)

3.4 Business Informatics

Didactic Principles:

Entrepreneurship Education and the use of modern IT-techniques for solving tasks are key elements of learning arrangements. Practice-oriented tasks and competence-oriented teaching shall lead students to think logically, creatively as well as in a cross-linked way, to work precisely and consistently, independently and in a team as well as to decide and act responsibly.

As far as possible relations are to be established between the different subjects, especially between the subjects of the cluster 'Entrepreneurship – Economy and Management' to promote cross-curricular competences.

All subject matter is the basis for Business Centre work and has to be practiced by means of concrete business situations.

Second Year:

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Spreadsheet'

the students can

- enter data effectively (auto fill-in functions), spot and correct incorrect input, move and copy data, sort, filter, search and replace, separate and combine data,
- organise data in tabs,
- format worksheets (line height, column width, display and hide), numbers (currencies, date), texts and cells,
- create custom formats, transfer formats, and use conditional formatting on cells,
- print worksheets (tabs) and make reasonable settings (paper formats, specific pages, print areas or print marked areas),
- distribute data on pages in an optimised way when printing (scaling, page order, column and line repetition, pagination etc.) and create headers and footers,
- carry out simple calculations using the advantage of cell references (making formulas copyable), carry out percentage calculations,
- use simple functions effectively (SUM, MEAN VALUE, MINIMUM, MAXIMUM, NUMBER, ROUNDING), carry out simple decisions (IF-function),
- prepare and label significant diagrams, take decisions regarding the type of diagram based on the individual situations.

Subject Matter:

Spreadsheet:

Data input and data processing, sort and filter data, formatting, printing, calculations, diagrams

Simple business applications

Tests:

One one-hour test (two hours if necessary)

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Spreadsheet'

the students can

- carry out evaluations using functions,
- determine, apply, and combine suitable functions (SUMIF, AVERAGEIF, COUNTIF, decision node e.g. IF-function, VLOOKUP, AND, OR), apply text and date functions,
- import and export data,
- group data, filter and calculate (partial) results,
- evaluate data with pivot-tables,
- create calculation models with input and expenditure areas (calculations etc.) and at the same time back-up input and output (validity, cell protection etc.).

Subject Matter:

Spreadsheet:

Calculations, decision functions, data import, data export, analyses of extensive databases, back-up of data input

Business applications

Tests:

One one-hour test (two hours if necessary)

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Data Bases'

the students can

- describe the ranges of application of a data base,
- modify, delete, add, sort and filter data sets in existing tables,
- create tables based on detailed specifications and set primary keys,
- import and export processed data in an optimal way,
- create simple queries from a table,
- create simple forms,
- enter data into forms and sort them,
- create and modify simple reports.

In the Field 'Computing Systems'

the students can

- select, install, and connect common hardware components and peripheral devices,
- analyse, compare, and assess offers for hardware,
- detect occurring errors in computer systems and report a precise description of the error to the respective person,
- use help systems,
- organise data optimally in networks and the internet according to given tasks.

In the Field 'Data Security'

the students can

- use different media to back-up data and keep them safe,
- make an automated back-up, restore data,
- restore the backup selectively, restore systems (system recovery),
- guarantee data security,
- apply anti-virus programs and firewalls.

Subject Matter:

Data Bases:

Use and development of data bases (simple database queries and reports), analysis of extensive datasets

Computing Systems:

Install IT-work periphery in a functional way (hard- and software, error correction, help systems), purchasing decisions

Data Security:

Data protection

Business applications

Tests:

One one-hour test (two hours if necessary)

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Data Bases'

the students can

- prepare queries with complex criteria,
- collate data through grouping,
- create queries, modify, insert, or delete data,
- use data for filtering by means of date/time functions,
- create parameter queries,
- carry out calculations in queries,
- create reports and in doing so group data and carry out calculations,
- represent and filter data in forms and carry out calculations,
- describe the importance of a primary key and set it according to the task,
- create spreadsheets without detailed instructions, make independent decisions on the correct selection of field data types,
- secure and simplify data input (validation rules, value list, combination fields),
- process, and import data (different data formats),
- provide data for other applications (export).

Subject Matter:

Data Bases:

Process, evaluate, analyse and present data, complex queries

Business applications

Tests:

One one-hour test (two hours if necessary)

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Databases - Database Modelling'

the students can

- depict existing data models in the database,
- differentiate different kinds of relationships,
- define spreadsheets necessary for realising a given task independently and relate them.

In the Field 'Computing Systems'

the students can

- connect and use shared resources in a network,
- connect various devices based on different technologies,
- administer network users,
- share resources in a network and configure them by granting access rights,
- check whether the network settings are configured correctly,
- make changes to the configurations of network settings,
- examine and solve simple network problems.

Subject Matter:

Data Bases – Data Base Modelling:

Data modeling, revision and consolidation of data analyses, reporting and data management

Computing Systems:

Configure and use network resources, user administration, network settings

Business applications

Tests:

One one-hour test (two hours if necessary)

Fifth Year: - Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Data Security, Data Protection and Law'

the students can

- point out possible threat scenarios for digitally saved data,
- assess and configure security and back-up systems in companies,
- differentiate basic data protection regulations,
- reveal gross violations against data protection regulations,
- assess whether actions connected to IT applications violate respective legal regulations,
- describe the importance of data encryption and transfer data safely,
- use E-business applications.

In the Field 'Spreadsheet - Complex Managerial Tasks'

the students can

- create complex calculation models and thus solving business task,
- use macros to rationalise work steps.

Subject Matter:

Data Security, Data Protection and Law:

IT and law (e-commerce, e-government, copyright, data protection)

Spreadsheet – Complex Managerial Tasks:

Solve complex managerial applications by using acquired applications (spreadsheet, databases etc.)

Tests:

One one-hour test (two hours if necessary)

3.5 Office Management and Applied Informatics

Didactic Principles:

Entrepreneurship Education and the use of modern IT-techniques for solving tasks are key elements of learning arrangements. Practice-oriented tasks and competence-oriented teaching shall lead students to think logically, creatively as well as in a cross-linked way, to work precisely and consistently, independently and in a team as well as to decide and act responsibly.

As far as possible relations are to be established between the different subjects, especially between the subjects of the cluster 'Entrepreneurship – Economy and Management' to promote cross-curricular competences.

All subject matter also forms the basis for Business Centre work.

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Computing Systems'

the students can

- organise data locally, on available network drives and in a cloud in a useful way,
- work with files,
- differentiate and connect external devices and solve simple technical problems (check device connections, fix paper jams and low toner),
- differentiate hardware components and interfaces and explain their functions,
- install and uninstall software according to the user's needs as well as start and control software updates and automatic updates,
- make simple settings in the operating system environment volume, password, printer, date/time etc.),
- solve simple application problems in the operating system and use help from the internet for simple problems,
- inform themselves about innovations in the operating system and the application software,
- use learning platforms and learning programs.

In the Field 'Information Technology, Man and Society'

the students can

- choose secure passwords,
- copy, save, protect and refresh data,
- differentiate licensing regulations for software,
- use social media safely.

In the Field 'Publication and Communication'

the students can

- write using the touch-typing system,
- write texts and format and save them appropriately,
- specify print options,
- compile tables,
- insert and place images and graphic elements (suitable for the web and for printing),
- create simple presentations,
- create business documents according to the modern principles of typography adequately,
- use tools to cooperate and communicate in real-time, for meetings, for file and app share,
- keep a digital notebook in which all notes and information are saved in one place.

Subject Matter:

Computing Systems:

Operating systems, user interface, computer and peripheral devices, data management, learning

platforms

Information Technology, Man and Society:

Basic security measures (passwords), secure use of the internet

Publication and Communication:

Touch typing system, standard functions of word processing programs, information procurement on the internet, program and online help, letter design, appealing design according to the modern principles of typography, presentation software, formats suitable for the web

Tools to cooperate and communicate in real-time, for meetings, for file and app share

Simple business applications

Tests:

Two one-hour tests (two hours if necessary)

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Publication and Communication'

the students can

- work with format and document templates, adapt them and create new templates,
- write business documents based on a model,
- layout documents according to the modern principles of typography,
- design presentations (animation, multimedia-effects, slide master, export formats) geared to the target group,
- search the internet, administer browser favourites, compress and upload files, save files in a cloud, see the dangers of the internet,
- communicate by email and administer them,
- manage appointments and tasks.

Subject Matter:

In the Field Publication and Communication:

Extended functions of a word processing program, efficient design of documents, safe use of the internet, electronic communication and communication management, multimedia presentations, appointment and task management

Tests:

One one-hour test (two hours if necessary)

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Publication and Communication'

the students can

- create simple phonograms (running texts),

- edit extensive documents,
- create directories,
- create serial documents.

Subject Matter:

In the Field Publication and Communication:

Serial documents, extensive documents, extended functions of Office applications, correspondence following phonograms and diverse templates

Simple business applications

Tests:

One one-hour test (two hours if necessary)

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Publication and Communication'

the students can

- design complex tables,
- design text blocks and document templates independently,
- edit pictures.
- link calculation programs with a word processing program,
- use batch printing functions,
- design presentation documents geared at a target group,
- prepare an application portfolio in writing ready for delivery as well as apply online,

Subject Matter:

Publication and Communication:

Data exchange, extended batch print functions, presentations tailored to the target group, efficient design of documents, application documents and portfolios

Tests:

One one-hour test (two hours if necessary)

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Publication and Communication'

the students can

- take the minutes according to statements and also according to circumstances,
- create tables,
- create index entries, a bibliography and other registers in an extensive document,
- create case-by-case documents of the operational goods cycle correctly in form and content,
- write documents according to phonograms,
- process information found on the internet in a task- and addressee- oriented way,
- publish on the web (simple changes in the code - HTML, CSS),

- work with a desktop-publishing-program.

Subject Matter:

Publication and Communication:

Extensive documents, forms, minutes, case studies, drafts, basics of a desktop-publishing-program, corporate design, web publishing

Extensive business applications

Tests:

One one-hour tests (two hours if necessary)

3.6 Law

Didactic Principles:

Teaching shall focus on the independent analysis of relevant sources of law starting from current case examples. Thereby the Austrian as well as the European systems of law shall be covered. Training for the communication with public authorities, interest groups and legal departments of companies – especially with the use of electronic media - have priority over the mere accumulation of theoretical basic knowledge in legal matters. Media competence in particular shall be fostered when dealing with digitalised legal information.

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Legal System'

the students can

- name the individual levels of the hierarchical system of the legal system and explain their structural relationships,
- identify as well as compare the individual types of legal acts (decree, sentence, order) and assign them to individual state institutions,
- explain the most important steps of legal enforcement in governmental and judicial proceedings,
- deduce new law sectors independently using electronic means (e.g., the Legal Information System RIS, EUR-LEX),
- successfully communicate with the relevant advisory offices, public bodies (federation and federal states, communities) and public authorities particularly by electronic means.

In the Field 'Trade Law, Business Premises Permit, Business Start-Up'

the students can

- use service offers for young entrepreneurs (e.g., from the fields of trade law, premises permit, business start-up),
- gather and interpret data from the company register and about property as well as from the legal edicts archive,
- explain which legal regulations must be considered when creating a website and the importance of the E-Commerce Trustmark,
- outline basically which legal regulations have to be kept in contractual online traffic (e.g. long distance transaction, online-auction) and enforce their rights in specific instances,
- obtain a digital signature and use it in their professional practice,

- explain the basic rules of domain law and demonstrate how to obtain a domain,
- characterise the most important regulations of the Data Protection Act and outline how to resist privacy breach,
- define the term 'inline-link' and comment on its legal problem,
- explain which legal disadvantages are connected with online exchange platforms and online auctions.

Subject Matter:

Legal System:

Hierarchical structure of the legal system, kinds of legal acts (decree, sentence, order), basics of law enforcement (involved parties, procedures, deadlines and sentence)

Trade Law, Business Premises Permit, Business Start-Up:

Trade law, business premises permit, start-up

Legislation and legal information system, e-government, legal interest groups, access to business information for start-ups

E-commerce guidelines, e-commerce Act, e-commerce Trustmark, function of the internet ombudsman in Austria, legal regulations for long distance transactions

Legal regulations for digital signatures, certification services and types of certificates, Telecommunications Act

Data protection law, legal protection instruments for data protection, domain law (awarding offices, allocation process, procedure for domain disputes)

Links (inline links, links on unlawful sites, copy of link collection)

Exchange platforms and online auctions and their legal problems (compliance, default, compensation)

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the 'Field Private and Trade Law'

the students can

- outline possessions and property of movable and immovable assets as well as the structure and importance of the land register,
- outline a case of civil nuisance as well as assess neighbour law cases,
- state the most important conditions of a contract conclusion, name the importance of contractual freedom and their exceptions as well as outline some of the most important contract types,
- characterise breaches of contract (particularly events of default, warranty and guarantee),
- analyse the character and importance of contract security,
- name the requirements for damage claims as well as the forms of liabilities for one's own and other people's actions (including no-fault liability),
- explain the conditions for the application of consumer protection law and the most important consumer protection requirements (especially the right of withdrawal, quotations, illegal contractual components as well as collective claims) based on examples,
- explain the claims connected to product liability and outline its distinction from warranty claims,
- analyse the most important contents of insolvency proceedings as well as compare insolvency and recovery plans,
- explain the characteristics of a commercial activity, the types of business enterprises and the requirements for the start of a trade,
- name actions which are against fair competition and which are in violation of trademark protection

- and copyright,
- explain what is to be understood under patent and how it can be protected,
- scrutinise what 'intellectual creation' means in copyright law and how it can be protected.

In the Field 'Criminal Law'

the students can

- name the requirements of judicial punishability and characterise the commonly occurring offences,
- name the most important responsibilities of media owners from media law.

Subject Matter:

Private and Trade Law:

Basics of private law (property law, contract law, tort law, product liability, consumer protection law), insolvency law

Basics of trade law and industrial property protection (copyright law, patent law, trademark protection and copyright), of competition law

Criminal Law:

Basics of criminal law, economic crime (distribution of computer viruses, cyber-attacks, software and music piracy, spamming), media law (copyright page, disclosure, labelling)

3.7 Political Economics

Didactic Principles:

Strengthening the role as a responsible citizen with European competence plays a central role. Special focus has to be put on gathering information and on analysing this information critically.

Developing an own position on various economic problems with relevant justifications within debates has to be promoted.

Sustainability, entrepreneurship, and a positive attitude among students toward shaping civil society and economy by means of complex methods (scenario-method, role plays etc.) has to be built up.

Fifth Year – Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Basic Questions of Political Economics'

the students can

- outline the key tasks and the subsections of political economics,
- exemplify the importance of models for the explanation of complex economic interrelationships,
- explain economic parameters.

In the Field 'Economic Theories and Economic Systems'

the students can

- compare different market systems covering a spectrum ranging from free to eco-social market

- economy,
- exemplify the specific features of the Austrian economic system,
- explain the policymakers, objectives and task fields of economic policy.

In the Field 'Market and Pricing'

the students can

- illustrate the model of supply and demand and its limitations.

In the 'Field Prosperity and Quality of Life'

the students can

- outline the different possibilities to calculate prosperity,
- reflect the significance of GDP-calculation for the prosperity and sustainability of an economic system and exemplify possible alternatives.

In the Field 'Labour and Social Welfare'

the students can

- explain frequently used methods for the elicitation and calculation of unemployment figures,
- outline which groups are especially hit by unemployment and present the consequences of unemployment,
- analyse and argue the connection between causes of unemployment and the instruments designed to fight unemployment.

In the Field 'Money and Financial Economy'

the students can

- describe the stages of appearance, the functions, the money creation process as well as the causes and consequences of price increases,
- exemplify the tasks and organs of the European Monetary Union and its monetary policy and instruments,
- outline and reflect the links between the financial market and the real economy.

Subject Matter:

Basic Questions of Political Economics:

Tasks, subsections and research methods, economic cycle, production factors, export quota, trade balance, current account, balance of payments

Economic Theories and Economic Systems:

Economic schools of thought, market economy and its characteristics, economic policy (concept, policymakers, objectives and task fields)

Market and Pricing:

Supply and demand, price mechanism, and pricing policy

Prosperity and Quality of Life

Measurement, distribution and utilisation of wealth, growth and sustainable economic management

Labour and Social Welfare:

Labour, unemployment and labour market policy, distribution of income and income policy, social

policy and social change

Money and Financial Economy:

Origin, kinds and functions of money, definition of money supply, money value and money value disturbances, currency (rate of exchange, rate of exchange development, money supply, monetary policy), market and real economy

10th Semester:

Educational and Teaching Tasks:

In the Field 'Economy and Budget'

the students can

- name indicators for determining the economic situation,
- outline important reasons for economic fluctuations and describe economic policy instruments,
- distinguish between supply-oriented and demand-oriented economic policy and assign individual measures to both concepts,
- explain the purpose of a budget,
- justify which effects repeated budget deficits have on the long-term development of a national economy.

In the Field 'European Economy'

the students can

- name and explain important milestones in the development of the European Union, its most important institutions, and its tasks,
- describe and reflect the importance of the European Union for Austria and see where the future challenges for the European Union will be.

In the Field 'International Economy'

the students can

- explain the term, the causes of globalisation and argue as well as assess the central advantages and disadvantages of globalisation,
- outline and assess the tasks of the most important international economic organisations.

Subject Matter:

Economy and Budget:

Economy and economic policy as well as budget and budget policy, national debts, fiscal policy

European Economy:

European Union (steps of European integration, tasks, and organs), domestic market (chances and risks), EU budget, European Economic and Monetary Union, competition policy, agricultural policy, regional development policy, transport policy, energy policy

International Economy:

Foreign trade and balance of payment, globalisation (term, causes and effects), international economic organisations, developing countries and development assistance

4. SOCIETY AND CULTURE

Educational Objectives of the Cluster 'Society and Culture':

The cluster 'Society and Culture' comprises the subjects 'Political Education and History (Economic and Social History)' as well as 'Geography (Economic Geography)' and 'International Economic and Cultural Areas'. The education in this cluster is to be designed in terms of a holistic education so that reflecting the connections of political, economic, and cultural changes is fostered. Particular emphasis has to be put on building a comprehensive concept of democracy.

4.1 Political Education and History (Economic and Social History)

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Formation of Political Will'

the students can

- discuss political programs critically and assess their effects on individuals and the society,
- assess different values critically,
- analyse political challenges,
- reflect the historical importance of democracy.

Subject Matter:

Formation of Political Will:

Political parties and their ideological principles, political decision-making process, fundamental rights and rights to freedom, civil rights, values and conflict of values, political differentiation and opinion making, current political challenges

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Political System of Austria'

the students can

- explain the functioning of the Austrian democracy and compare it with other models,
- justify their opinion when making decisions,
- discuss the importance of media in opinion making critically,
- notice the differences between information and manipulation,
- name Austrian and European problems, assess these and comment on them,
- develop, reason and defend their own political opinions.

Subject Matter:

Political System of Austria:

The political system of Austria, parliamentarism and political debate, elections, possibilities for representation of interests and lobbying, populism and politics, media, Austria as member of the European Union

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Historical Processes of Change'

the students can

- use historical sources critically to reconstruct and deconstruct history,
- name different historical epochs and identify their essential characteristics,
- describe significant historical processes of change, analyse and explain their causes,
- describe the influence of historical developments on individuals, the society and the state.

In the Field 'State Building'

the students can

- name the basic forms of state building, compare and discuss them,
- describe different forms of rule and leadership structures and discuss their effects on states and the society,
- assign accomplishments of civilisation to epochs.

Subject Matter:

Historical Processes of Change:

History as development process: historical processes and their influence on individual life situations and identities within society

Milestones in the historical development: neolithic revolution, advanced civilisations, industrial, micro-electronic revolution, cultural and civilising achievements, innovation

Transitions and epochs based on the turn from the Middle Ages to the Modern Era

Forms of State Building:

Fundamentals of the modern state and approaches of implementation as well as crosscurrents (antique models, bourgeois revolution and restoration, forms of rule and leadership structures), state building

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Social Developments and their Historical Development'

the students can

- present and analyse social developments and assess their importance in historical context.

In the Field 'Economic Systems'

the students can

- describe and compare ideal models and concrete economic systems by means of their characteristics.

In the Field 'Nationalisms'

the students can

- see causal links between historical and economic developments and explain their possible effects on social changes,
- identify motives for nationalism and exclusion and analyse them critically,

- describe the developments of conflicts and work out their causes as well as their effects.

Subject Matter:

Social Developments and their Historical Development:

Changes in the world of work and in social structures through industrialisation and globalisation

Economic Systems:

Economic systems and their ideological basics: liberalism and capitalism, Marxism, Christian social ethics

Ideal models: centralised economy, market economy

Nationalisms:

Solidarity and exclusion: nationalism, racism, anti-Semitism

Conflicts between nationalities and cultural conflicts: development of European states, Habsburg Monarchy and successor states

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'State and Religion'

the students can

- describe and assess the interactions between state and religion critically and analyse their socio-political implications based on selected examples.

In the Field 'Phenomena of Political Instrumentalisation'

the students can

- analyse the conditions under which authoritarian systems arise,
- assess the phenomena of political instrumentalisation and their threats.

In the Field 'War and Securing of Peace'

the students can

- analyse and discuss the reasons, motives and importance of wars,
- name peace-making measures for political stabilisation, assess the importance of international organisations to secure peace and evaluate their actions regarding sustainability critically.

Subject Matter:

State and Religion:

State and religion: theocratical state, feudal state, secular state, fundamentalism

Enlightenment and its importance for the modern state

Phenomena of Political Instrumentalisation:

Totalitarian and authoritarian systems: Fascism, National Socialism, Austro-Fascism, real socialism, military juntas

War and Securing of Peace:

Escalation of political conflicts: war, civil war and genocide, the human being and war, holocaust

Peace settlements (peace contracts, peace process and conflict-solving strategies)

Responsibility when dealing with history: forms of resistance, reconciliation and restitution

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Historical and Current Global Political Spheres of Influence'

the students can

- name different historical and current geopolitical spheres of influence, analyse their effects critically as well as assess their importance for regional conflicts and developments,
- assess the development of a bipolar world and its mechanisms as ideological and power political confrontation as well as analyse their regional implementations,
- highlight the tension between neutrality and European integration,
- outline different political transformation processes from a historical perspective and identify factors for their success or failure based on selected examples.

In the Field 'Current Socio-Political Challenges'

the students can

- identify and discuss current socio-political challenges in modern, increasingly interconnected information and service societies,
- know the importance of the Arts as an expression of the zeitgeist, see and critically assess artistic expressions in a historical context.

Subject Matter:

Historical and Current Global Political Spheres of Influence:

Europeanisation and Americanisation, colonialisation and de-colonialisation, neo-colonialisation

Bipolar world: superpowers, cold war, arms race and disarmament

Non-aligned and neutral states using the example of Austria's period of occupation, Independency Treaty, Austria's international role

Living environments West and East, North and South

Political transformations in Europe, South America, China and the Arab World

Current Socio-Economic Challenges:

Living environments of developed states: information and service society, globalisation, consumer society, dynamic world of work, the role of education and upbringing, multi-cultural society, gender pedagogy and gender mainstreaming.

Art as form of expression of social development and zeitgeist

4.2 Geography (Economic Geography)

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Spatial Orientation'

the students can

- apprehend and explain the earth as a dynamically changing environment,
- understand the coherences between spatial, social and economic structures in their dynamics, explain as well as apply these findings in every-day and job-relevant situations,
- name and interpret cartographic images and use them to solve various problems,
- orientate themselves topographically across the globe and use topographical fundamental knowledge for various topics.

In the Field 'Geo-Ecologic Complexes and Economic Effects'

the students can

- rate the causes and effects of anthropogenic climate change as problematic and act responsibly in day-to-day situations,
- explain ecologic and social effects of endogenous and exogenous forces,
- analyse natural utilisation potentials and their limits.

In the Field 'Global Population, Global Centre - Periphery Structures'

the students can

- analyse demographic processes and their effects on different societies,
- explain differences in economic and social development as well as their causes on a global level,
- analyse problems of developing and emerging countries.

Subject Matter:

Spatial Orientation:

Cartography and geographic information systems, topographic basics and orientational knowledge

Geo-Ecologic Complexes and Economic Effects:

Endogenous and exogenous forces (formation and transformation), natural disasters and their economic effects, atmosphere and weather, interaction between climate and vegetation, economic utilisation and its effects (areas of conflict and conflict management regarding the environment, natural resources, resource allocation)

Global Population, Global Centre-Periphery Structure:

Population development (migration, mortality, fertility) and population distribution

Causes and effects of economic and social disparities

Developing and Emerging Countries:

Characteristics, problems, developmental theories

Second Year:

3rd Semester: - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Spatial Orientation'

the students can

- interpret and use cartographic images for problems,
- use topographic basic knowledge for different applications.

In the Field 'Centres of World Economy'

the students can

- analyse important non-European economic areas and their control centres as well as assess their importance and interrelationships.

In the Field 'Non-European Living and Economic Areas'

the students can

- describe and critically reflect on the convergences and divergences of European regions and states as well as discuss development and solution concepts.

In the Field 'European Living and Economic Areas'

the students can

- discuss selected policy fields of the EU in a problem-oriented way as well as assess their socio-economic importance for their own living environments.

Subject Matter:

Spatial Orientation:

Topographic basics

Centres of World Economy:

Control centres of world economy, economic alliances

Non-European Living and Economic Areas:

Economic and social structures and processes, centre-periphery-structure

European Living and Economic Areas:

Divergences and convergences of European regions and states, European unification process and EU enlargement, structures of the EU, European regions as well as states outside of the EU

4th Semester: - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Spatial Orientation'

the students can

- interpret and use cartographic images for problems,
- increase their topographic knowledge and use it for different applications.

In the Field 'Economic and Living Environment Austria'

the students can

- explain Austria's natural utilisation potentials and their regional differentiations,

- analyse Austria's demographic structures and processes as well as their effects,
- give reasons for the necessity of regional planning and development and explain their instruments,
- see Austria's socio-economic disparity and assess its importance for different living environments,
- outline the interdependence between urban and rural areas,
- present the business location Austria in a regionally differentiated way taking energy and transport policies as well as tourism development into consideration.

In the Field 'Internationalisation and Globalisation'

the students can

- assess aspects of globalisation and their effects on individual countries and evaluate their importance for their own living environment.

Subject Matter:

Spatial Orientation:

Topographic basics

Economic and Living Environment Austria:

Natural utilisation potentials, demographic structures, business location, infrastructure and regional planning, energy and transport policies, tourism, socio-economic disparities

Internationalisation and Globalisation:

Processes of internationalisation and globalisation as well as their effects on politics, society and culture

4.3 International Economic and Cultural Areas

Didactic Principles:

Strengthening the role as a responsible citizen with European competence plays a central role. Special focus has to be put on cross-curricular teaching with Political Education and History (Economic and Social History), Geography (Economic Geography) as well as Political Economics.

Fifth Year - Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Concepts of Space'

the students can

- apply the competences acquired in the subjects 'Geography (Economic Geography) and 'Political Education and History (Economic and Social History)' to independent analyses,
- compare different concepts for economic and cultural areas and assess their political and social relevance.

In the Field 'Globalisation, Global Economy and World Politics'

the students can

- describe globalisation processes and explain their social, economic, and ecologic effects,
- explain economic and social structures of the globalised world and use this knowledge in regional

- and sectoral case studies,
- characterise important players in global economy and policy, explain their historic development as well as analyse and assess possible socio-economic and political future scenarios.

Subject Matter:

Concept of Space:

Economic and cultural areas: historical development, spatial concepts and their political and social relevance

Globalisation, Global Economy and World Politics:

Aspects of internationalisation and globalisation: economic, social, ecologic, political and cultural relations

Global economy and global politics: development and payers, overview, and topical case studies

10th Semester:

Educational and Teaching Tasks:

In the Field 'Current Challenges In Economy, Politics and Society'

the students can

- analyse current areas of conflict in economic, political, social and ecologic fields, reflect their historical development critically and assess their effects,
- develop understanding for foreign cultures and ways of living and evaluate them based on democracy and human rights,
- reflect their individual living conditions related to economic, social and political aspects.

Subject Matter:

Current Challenges in Economy, Politics and Society:

Conflict areas in economy, politics and society and their historic roots

Current challenges in modern society: gender and diversity, multi-cultural society, intercultural learning, integration

5. MATHEMATICS AND NATURAL SCIENCES

Educational Objectives of the Cluster 'Mathematics and Natural Sciences'

The cluster comprises the subjects 'Mathematics and Applied Mathematics', 'Natural Sciences' as well as 'Ecology, Technology and Merchandise Technology'. The connection with the subjects of the cluster 'Entrepreneurship – Economy and Management' fosters interdisciplinary and networked thinking.

The students

- know mathematical and scientific terms, methods and ways of thinking necessary for their professional practice as well as for their further education and training and can apply them,
- can describe and analyse simple facts especially from business using mathematical and scientific models,
- can communicate, argue, document and interpret results in the respective technical language,
- can see the connection between mathematics, natural sciences, economics and social sciences using a holistic approach towards ecology, technology and merchandise technology,
- are aware of the importance of mathematics and natural sciences for the economy, technology,

and the environment and, thus, can act responsibly and sustainably.

Mathematics and Applied Mathematics:

The students can

- apply mathematical terms, methods, and ways of thinking necessary for their professional practice and for their further education and training,
- describe, analyse and interpret simple facts especially from business using mathematical models,
- communicate, argue, criticise and interpret facts using exact mathematical terms,
- assess the results of mathematical analyses regarding the starting situation,
- apply general calculating methods for different problems (natural sciences, technology, economics etc.),
- use up-to-date technical aids in a target-oriented way.

Natural Sciences as well as Technology, Ecology and Merchandise Technology:

The students can

- observe natural and environmental processes and appearances using formulas, variables as well as units systematically and can describe, calculate, visualise and explain them in the respective technical language,
- grasp and understand the importance of scientific processes for the economy, technology and the environment,
- gather technical information from different media, formulate and analyse scientific questions,
- plan simple scientific analyses, formulate solution approaches, apply typical scientific work methods and interpret and document the research results,
- assess generated results of natural sciences according to valid scientific and up-to-date cultural, economic, technical and ecological criteria and see and justify the benefit for society,
- assess the reliability of a scientific statement, see validity limits and draw conclusions from this knowledge,
- see the beneficial application of scientific findings and prognoses for themselves and for society (economy, environment, and technology) and describe them,
- explain the life cycle of merchandise based on selected examples and make connections between the stages of the life cycle,
- identify scientific, economic, ecological and social aspects of goods and technologies and describe them in the respective technical language,
- identify characteristics and qualities of goods by analysing samples using scientific methods,
- analyse and evaluate the market supply of goods seen from the market perspective and the perspective of customers in a target-oriented way.

5.1 Mathematics and Applied Mathematics

Didactic Principles:

The dimensions of action modeling/transferring, operating/use of technology, interpreting/documenting, argumenting/communicating have to be integrated in teaching in a balanced way.

Teaching shall enable the students to understand mathematical symbolism and the technical language and to apply it actively by putting arguments forward.

Up-to-date technologies shall be used for solving tasks. In this process the students shall get to know technologies as calculation tool as well as didactic medium for the development of learning content.

The students

- shall experience different teaching methods and forms of learning which lead to independent and autonomous work as well as to teamwork.

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Numbers and Measurements - Number Ranges and Quantities of Numbers'

the students can

- describe the number ranges of natural, integral, rational and real numbers and calculate with them,
- visualise quantities of numbers along the number line,
- describe quantities of numbers by means of mathematical symbols,
- make relationships between the quantities of numbers and explain them.

In the Field 'Numbers and Measurements - Calculations and Conversions'

the students can

- express numbers in fixed-point and floating-point notation, change the form of presentation and calculate with them,
- describe basic measurements (linear measure, square measure, solid measure and measure of capacity, time, mass), interrelate them and calculate with them,
- convert any measurements based on given criteria,
- estimate the results of calculations,
- understand figures in percent and in parts per thousand, calculate percent and parts per thousand and calculate in percent and parts per thousand in various contexts,
- carry out calculations with sensible accuracy and round results appropriately.

In the Field 'Algebra and Geometry - Powers, Terms and Linear Equations'

the students can

- apply and justify the mathematical laws of powers with integer exponents,
- calculate with terms, convert terms and justify this with mathematical laws,
- see the structure of a term to be able to process terms with the respective technology in a targeted way,
- set equations for problems from the field percentage calculation and movement,
- solve linear equations with one variable,
- interpret, document and justify the solution set of a linear equation with one variable in relation to the problem given,
- explicate linear equations (formulas) in several variables with one variable, interpret and explain the correlation of the variables.

In the Field 'Functional Relationships - Definition of Function and Linear Functions'

the students can

- describe the definition of the function as clear allocation,
- understand and explain functions as models for describing relationships between quantities,
- visualise functions in one variable in a Cartesian coordinate system,
- describe the model of a linear function in various contexts, particularly with an economic focus (cost function, proceeds and turnover function, profit function, fixed costs, variable costs and break-even point) and form a linear model functions independently,
- present linear functions implicitly and explicitly and change between these,
- interpret and explain the presentation forms of linear functions, particularly the importance of the parameter 'slope' and 'intercept',
- apply the term inverse function on linear functions.

Subject Matter:

Numbers and Measurements:

Sets of numbers N , Z , Q , R , symbols of mathematical notation, calculating with numbers, decimal and floating-point representation, percentage calculation, units of measurements

Algebra and Geometry:

Powers with integral indices (incl. calculation rules), calculating with terms, linear equations

Functional Relationships:

Concept of functions, inverse function, linear functions

Tests:

Two one-hour tests

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Algebra and Geometry - Powers'

the students can

- describe the power mode with rational exponents, apply and justify the relevant mathematical laws,
- transfer power and root mode into one another,
- interpret and explain the correlation of mathematical quantities in formulas which also include powers with rational exponents and explicate them in a variable quantity.

In the Field 'Algebra and Geometry - System of Linear Equations'

the students can

- set up systems of linear equations in two variables for problems from the field of percentage calculation and movement,
- name different solution procedures for systems of linear equations in two variables,
- solve systems of linear equations in two variables,
- interpret, document (also graphically) and argue the solution set for systems of linear equations relating to the problem,
- translate problems from different fields of application into systems of linear equations with several variables, solve them with the use of technology and interpret as well as argue the solution relating to the problem.

In the Field 'Algebra and Geometry - Matrices'

the students can

- name the matrix notation as form of presentation, interpret and explain matrix elements,
- visualise linear systems of equations in a matrix notation, rearrange and solve them with the use of matrix calculations and technology,
- carry out additions, subtractions, multiplications as well as the calculation of the inverses of matrices with the use of technology,
- apply matrix calculations on economic problems and interpret gozintographs.

In the Field 'Functional Correlations - Linear Functions and Linear

Equations'

the students can

- describe the correlation between a linear function and a linear equation in two variables,
- interpret the solution set of a system of linear equations in two variables as the point of interception of two straight lines.

Subject Matter:

Algebra and Geometry:

Powers with rational exponents, systems of linear equations in two variables, matrices, systems of linear equations in more than two variables

Functional Correlations:

Linear functions

Tests:

One one-hour test

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Numbers and Measurements - Angle Measures'

the students can

- name the different angle measures and calculate with degree and radian measure.

In the Field 'Algebra and Geometry - Quadratic Equations'

the students can

- solve quadratic equations in one variable,
- interpret and document the solution set of a quadratic equation in one variable with the underlying set R and argue it relating to the problem.

In the Field 'Algebra and Geometry - Sine, Cosine, Tangent in a Right – Angled Triangle'

the students can

- model, interpret and argue sine, cosine and tangent of an angle as aspect ratio in a right-angled triangle,
- solve at least right-angled triangles with the use of angular functions.

In the Field 'Functional Correlations - Power, Polynomial and Angular Functions'

the students can

- represent power and polynomial functions graphically and interpret their mathematical properties,
- set up quadratic functions from three given points respectively from the vertex and a further point of the function graph,
- describe and interpret the importance of the coefficients in a quadratic function f with $f(x)=ax^2+bx+c$ on the characteristic of their graph,
- interpret the correlation between the solution set of a quadratic equation and the zeros of a quadratic function and argue with them,
- apply the model of a quadratic equation in various contexts, particularly with reference to

- business,
- model, interpret and represent the sine, cosine and tangent function of an angle with the use of a unit circle graphically.

Subject Matter:

Numbers und Measurements:

Degree and radian measure (rad), algebra and geometry

Quadratic equations, sine, cosine, tangent in a right-angled triangle

Functional Correlations:

Power functions, quadratic functions and polynomial functions of higher degree, sine, cosine, tangent in a unit circle

Tests:

One one-hour test

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Algebra and Geometry - Logarithms and Exponential Equations'

the students can

- describe the term logarithm,
- apply logarithmical laws,
- solve exponential equations of the type $a^{(k \cdot x)} = b$ after the variable x with the use of logarithm,
- solve complex exponential equations with the use of technology.

In the Field 'Functional Correlations - Growth and Acceptance Processes'

the students can

- describe the term exponential function and its characteristics,
- describe the term log function as inverse function of the exponential function and its characteristics,
- represent exponential functions graphically,
- interpret exponential functions as models for growth and decrease processes and calculate with them,
- describe the importance of the individual parameters of the exponential function $f(x) = a \cdot b^x$ respectively $f(x) = a \cdot e^{(k \cdot x)}$, interpret them in various contexts and argue with them.

In the Field 'Functional Correlations - Models of Growth'

the students can

- describe the continuous models for linear, exponential and logistical growth as well as the continuous model for restricted growth $f(x) = S - a \cdot e^{(-\lambda \cdot x)}$ respectively $f(x) = S + a \cdot e^{(-\lambda \cdot x)}$,
- calculate with these models, represent them graphically, interpret them and explain them generally and in an economic context,
- compare the different models structurally and assess their suitability.

In the Field 'Functional Correlations - Calculations of Interest and

Compound Computation of Interest'

the students can

- describe the basic decursive interest and the decursive interest with the use of compound interest for annual and intra-year interest periods as well as the constant interest,
- apply these interest models contextually.

Subject Matter:

Algebra and Geometry:

Logarithms and related calculation rules, exponential functions

Functional Correlations:

Growth and decrease processes (exponential function, log function, linear, exponential, restricted and logistical growth in a constant model), calculations of interest and compound computation of interest (decursive interest – annual and intra-year interest, simple interest, compound interest, content interest)

Tests:

One one-hour test (two hours if necessary)

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Functional Correlations - Calculation of Annuity and Debt Repayment'

the students can

- describe the correlation between geometric progressions and the calculation of annuity,
- calculate and interpret the characteristic quantities of annuities as well as explain them contextually,
- explain the term effective interest rate, calculate it with the use of technology and interpret the result,
- represent payment flows graphically and interpret given graphic representations of a payment flow,
- describe debt annuity as a possibility of debt repayment and apply it on economic problems,
- carry out pension and debt conversions and interpret their results.

In the Field 'Functional Correlations - Investment Calculation'

the students can

- describe different methods of dynamic investment calculation, at least the net present value method, the method of the internal interest rate and the method of the modified internal interest rate,
- carry out investment analyses using these methods and evaluate investments.

In the Field 'Functional Correlations - Rate and Return of Investment: Calculation'

the students can

- explain the terms rate and return of investment calculation and argue using them,
- calculate and interpret return, present value, purchase and sales price (on the day of the coupon payment), at least for annual coupon payment based on fixed-interest securities and explain them contextually.

Subject Matter:

Functional Correlations:

Calculation of annuity, debt repayment, investment calculation, rate and return of investment calculation

Tests:

One one-hour test (two hours if necessary)

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Analysis - Difference and Differential Quotient'

the students can

- grasp the terms limit of a sequence and continuity of functions intuitively and argue with them,
- describe the correlation between difference and differential quotients and interpret it as average/local rates of change as well as secant/tangent slope,
- apply differential quotients on problems, carry out calculations and interpret the results.

In the Field 'Analysis - Derivative Functions and Interference Rules'

the students can

- describe the term derivative function, represent it graphically and explain its characteristic,
- apply derivative functions for the description of facts from various topics and calculate as well as interpret local rates of change,
- differentiate power and polynomial functions as well as exponential functions to the basis e and the natural log functions with the use of the sum, factor, chain, product and quotient rule,
- explain the characteristics of functions, especially monotony and curvature characteristics with the use of derivative functions and calculate them.

In the Field 'Analysis - Optimisation and Regression Calculation'

the students can

- explain the idea of optimisation under restrictive conditions and model as well as explain it based on the model: first-order condition $a \cdot b$ under the second order condition $a+b=\text{const.}$ respectively under the first-order condition $a+b$ under the second-order condition $a \cdot b=\text{const.}$,
- outline the principle of the method of the smallest quadrant and its underlying concept and assess the quality of the results,
- determine functional equations for given model functions with the use of technology and the method of the smallest quadrant.

In the Field 'Analysis - Cost and Price Theory'

the students can

- determine demand and supply functions, explain their characteristics and distinctive points (minimum price, maximum price, saturation quantity, market equilibrium), represent them graphically and interpret them,
- explain the terms of (point) elasticity and arc elasticity in a business context,
- calculate elasticities and interpret the results,
- describe the term and characteristics of the diminishing return cost function and calculate it as third-degree polynomial function,
- describe and interpret typical cost performances (degressive, progressive),

- calculate and interpret typical terms of cost and price theory (particularly cost changes, optimum operation performance, long-term lowest price limit, operating minimum, short-term lowest price limit, break-even point, profit zone, Cournot point, contribution margin, maximum revenue),
- describe the term frontier function, explain and apply it in an economic context.

Subject Matter:

Analysis:

Intuitive limit, intuitive term of continuity, difference and differential quotients, interference rule, characteristics of functions, regression calculations, cost and price theory

Tests:

One one-hour test (two hours if necessary)

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Analysis - Antiderivatives'

the students can

- describe the term antiderivative as well as the correlation between function, antiderivative and their graphic representation,
- describe the term indefinite integral and its correlation with the antiderivative,
- calculate antiderivatives of power and polynomial functions as well as of the function f with $f(x)=1/x$ and g with $g(x)=a \cdot e^{(k \cdot x)}$ with the use of the necessary rules of integrations.

In the Field 'Analysis - Integral and Integral Calculus'

the students can

- explain the term definite integral based on the intuitive limit, explain and describe it as the limit of a sum of products,
- explain the definite integral as oriented surface area and calculate with it,
- apply the integral calculus on economic applications, particularly on antiderivatives of limit functions and continuous payment flows, carry out calculations as well as interpret the results and argue with them.

In the Field 'Stochastics - Data and Data Representation'

the students can

- describe different types of data (nominally scaled, ordinally scaled, metrical) and allocate the collected data accordingly,
- collect data, represent the frequency distributions graphically (absolute and relative frequency) and interpret them,
- argue the choice of a specific way of representation in a problem-related manner.

In the Field 'Stochastics - Central and Variation Measures'

the students can

- calculate and interpret different central measures (arithmetic mean, median, modus, geometrical mean) as well as argue their application on different types of data among others,
- calculate and interpret different measures of variation (standard variation and variance, span width, quartile),
- represent and interpret median, quartile and span width in a boxplot.

In the Field 'Stochastics - Correlation and Gini Coefficient'

the students can

- calculate and interpret the Pearson correlation coefficient,
- name the Lorenz curve and the Gini coefficient as concentration ratio measure, explain the underlying context, calculate them and explain the results contextually.

Subject Matter:

Analysis:

Integra calculus

Stochastics:

Descriptive statistics

Tests:

One one-hour test (two hours if necessary)

Fifth Year - Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Stochastics - Probability Calculation'

the students can

- describe the classical and statistical concept of probability, apply and explain it,
- apply the summation and multiplication rule on results, interpret the results and argue them,
- describe the terms binominal coefficient and 'factorial', calculate and explain them.

In the Field 'Stochastics - Probability Functions, Probability Density and Distribution Function'

the students can

- explain the difference between discrete and continuous random variables, the terms probability and probability density function, distribution function as well as expectancy value, variance and standard deviation,
- explain, apply and interpret the models of binominal and standard distribution,
- describe the standard distribution as approximation of the binominal distribution and convert the binominal distribution into the standard distribution,
- explain the effect of return value and standard deviation on the standard distribution curve and argue it.

Subject Matter:

Stochastics:

Probability calculation

Revision of the problems from all previous years according to the defined competences

Tests:

One two-hour test (three hours if necessary)

10th Semester:

Educational and Teaching Tasks:

In the Field 'Revision of the Previous Years according to the Defined Competences'

the students can

- describe, analyse and interpret simple facts particularly also from the economy with mathematical models,
- communicate, argue, criticise and evaluate facts using exact mathematical language,
- assess the results of mathematical analyses regarding the initial situation,
- apply general calculation methods on different problems,
- use current technical facilities in a target-oriented way.

Subject Matter:

Revision of the problems from all previous years according to the defined competences

Tests:

One two-hour test (three hours if necessary)

5.2 Natural Sciences

Didactic Principles:

The students shall gain a holistic scientific worldview through teaching, therefore, knowledge about the basics of biology, physics and chemistry is required.

Thereby, methodological clarity through experiments, exercises, projects and other practice-oriented implementations shall be considered.

Aspects from biology, physics, ecology and merchandise technology shall always be thematically connected so that the students can see the relations between the structure, function and information in nature.

The connection to Mathematics has to be made within the cluster insofar as methods acquired in Mathematics have to be applied in Natural Sciences and scientific knowledge is built up which can be applied for solving mathematical problems.

Scientific work shall enable the students to see the world in an analytic and rational way. Furthermore, scientific literacy shall qualify the students to orientate themselves towards scientific and technical occupational areas as well as disciplines of study and at the same time lay the basis for lifelong learning in this field. Therefore, independent research and the evaluation of information is of major importance and has frequently to be made possible for the students during the lessons.

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Scientific Fundamentals'

the students can

- see scientific problems and assign their phenomena to the individual areas (biology, chemistry, physics),
- plan and carry out basic scientific research (observations, measurements, experiments) as well as document and present the results,
- name the basic parameters and the respective units of the International System of Units,
- understand the structure of matter from particles and apply this model to describe physical

- phenomena,
- describe the properties of substances,
- explain the structure of atoms and use the periodic system as a source of information for this purpose,
- explain simple chemical formulas,
- name regulations for the handling of hazardous substances as well as the matching hazard symbols, gather respective information from media independently and assess products for everyday use based on this knowledge,
- describe the structure of living organisms (bacteria, plants, fungi, animals, and humans) from molecules, cells, organs and organ systems,
- describe the characteristics of life and isolate living organisms from viruses,
- explain the structure and functionality of eco-systems,
- gather information on current ecological questions independently with the use of field studies and data from media, document the results and evaluate them.

Subject Matter:

Scientific Fundamentals:

Operating Principles and Methods in Natural Sciences: Sections (biology, chemistry, physics), observations, experiments, measurements, models, law of nature, parameters, units, order of magnitude, International System of Units

Physics: Substance properties, aggregate phases, concentration, matter, energy, forces (adhesion, cohesion, buoyancy, air pressure etc.), power line, circuit based on simple experiments

Chemistry: Atoms, molecules, macromolecules, atomic structure and periodic system, isotope, formula notation, nomenclature, chemical reactions as chemical changes based on simple experiments, safety in handling hazardous substances

Biology: Signs of life, cells, viruses, bacteria, fungi, organisms, research of biological objects (microscoping etc.), organs and organ systems of plants, animals and humans

Ecology: Eco-systems, food chains and food webs, hydrologic cycle, water economy, field studies

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Chemical Bonds and Reactions'

the students can

- explain the structure of atoms with models,
- explain the formation of chemical bonds,
- see the correlation of chemical bond and substance properties,
- explain how mass and energy change during chemical reactions,
- describe redox reactions as loss and gain of electrons and represent them in the form of chemical equations,
- describe acid-base reactions as gain and loss of protons and represent them in the form of chemical equations,
- plan, carry out and document simple experiments for chemical bonds.

In the Field 'Inorganic Raw Materials'

the students can

- apply their knowledge of chemical bonds and chemical reactions on the description of inorganic raw materials and their use,
- gather information on inorganic raw materials and assess as well as present the results.

Subject Matter:

Chemical Bonds and Reactions:

Atom models, chemical bonds, energy during chemical reactions, endothermic and exothermic reactions, redox reactions, electrochemistry, acids and bases

Inorganic Raw Materials:

Extractive metallurgy and metal industry, salts and fertilizers, minerals and rocks, glass and potteries etc.

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Basic Principles of Organic Chemistry'

the students can

- explain the structure of hydrocarbons and apply the rules of nomenclature,
- identify functional groups and match the formulas as well as the names with the different substance classes of organic chemistry,
- explain the correlation between the chemical structure of organic substances and their characteristics,
- identify products of petro-chemistry and fossil raw materials (natural gas and crude oil) as limited resources,
- explain processes of fermentation as metabolic processes of micro-organisms and carry out as well as document relevant tests.

In the Field 'Organic Raw Materials'

the students can

- assess the characteristics and reactions of different alcohols,
- apply their knowledge about hydrocarbons and their derivatives for describing organic raw materials and their usage,
- gather information on organic raw materials and interpret as well as present the results.

Subject Matter:

Basic Principles of Organic Chemistry:

Hydrocarbons, nomenclature, petro chemistry, derivatives of hydrocarbons, alcohols, carboxylic acids and processes of fermentation, reactions of hydrocarbons, soaps and detergents

Organic Raw Materials:

Textiles, wood, paper, plastics, dyes etc.

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Biochemistry'

the students can

- explain and compare the biochemical molecules most essential for the construction of biological

structures and the metabolism.

In the Field 'Agriculture and Nutrition'

the students can

- compare the different forms of agriculture regarding soil cultivation, use of chemicals, cultivated varieties and animal farming,
- give an overview of the market offer of food products, drink and tobacco, explain their production and processing based on selected examples and assess their physiological value and quality,
- explain different forms of nutrition, compare them and reflect on their effects.

In the Field 'Human Organ System'

the students can

- describe the structure and functionality of exemplary human organ systems.

In the Field 'Human Ecology'

the students can

- analyse human-ecological matters, define and justify their positions as well as draw conclusions for their own way of life.

Subject Matter:

Biochemistry:

Fats, proteins, carbohydrates, cells as biochemical system (membrane, diffusion, osmosis), metabolism (photosynthesis, respiration, digestion)

Agriculture and Nutrition:

Forms of agriculture, food products, drink and tobacco (dairy products, fish, meat and sausage products, fruit and vegetables, crop and cereal products, fats and oils, tea, coffee, cocoa and alcoholic beverages), forms of nutrition

Human Organ Systems:

Respiratory system, digestive system and excretory system, cardiovascular system etc.

Human Ecology:

Immune system, health and illness, addiction and addictive drugs, mental hygiene and stress, learning biology, ergonomics and locomotor system

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Mechanics'

the students can

- explain the most important sizes of mechanics and their appropriate units, connect them in form of tables, diagrams and equations and plan appropriate experiments,
- apply mathematical methods for the solution of physical problems in mechanics.

In the Field 'Energy and Energy Industry'

the students can

- describe the most important forms of energy and energy conversions,
- understand the laws of thermodynamics as special cases of the law of energy conservation,
- name the most important energy carriers and their application in technology and business,
- assess energy carriers regarding their sustainability.

In the Field 'Micro and Macrocosm'

the students can

- explain some phenomena of microcosm and macrocosm physically.

Subject Matter:

Mechanics:

Velocity, acceleration, force, work, energy, power, Newton's laws

Energy and Energy Industry:

Forms of energy, conservation of energy (laws of thermodynamics), energy conversion, efficiency, energy carriers (fossil and renewable sources of energy, nuclear energy), climate, greenhouse effect, sustainability

Micro- and Macrocosm:

Nuclear and particle physics, radioactivity, Kepler's Laws of Planetary Motions, gravitation, astrophysics etc.

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Electricity and Magnetism'

the students can

- name the most important physical quantities for the description of electric and magnetic phenomena and carry out appropriate experiments,
- explain current technological developments in electrical engineering, gather and present appropriate information from media.

In the Field 'Oscillation and Waves'

the students can

- name the most important quantities for the description of oscillation and waves and carry out appropriate experiments,
- give an overview of the ranges of the electro-magnetic spectrum and explain the effects and importance of electro-magnetic waves in technology and nature,
- apply mathematical methods for the solution of physical problems from the areas electricity, magnetism, oscillation and waves,
- reflect on current developments of information technology and their importance for their environment as well as for society.

In the Field 'Biological Mechanisms in Human Beings'

the students can

- explain the functional principle of the nervous system and the sensory organs,
- explain biophysical phenomena, connect medical and technical applications and reflect on their

importance for society.

Subject Matter:

Electricity and Magnetism:

Electrostatics, physical fields, electro-dynamics, direct current, alternating current, Ohm's law, magnetism, electromagnetism, kinds of current conductions, semiconductors (diodes and transistors), technical applications

Oscillation and Waves:

Fundamentals of wave theory (optics, acoustics), electromagnetic spectrum
Biological Mechanisms in Human Beings:

Nervous system, structure and functional principles of sensory organs, biophysics

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Biological Mechanisms In Human Beings'

the students can

- explain the importance of the endocrine system for the control of metabolic processes in the human body,
- judge the advantages and disadvantages of contraceptive methods.

In the Field 'Genetics and Evolution'

the students can

- evaluate the methods of reproductive biology based on ethical and their own principles,
- explain the most important terms of genetics and GM technology, gather further information and explain their importance for society, economy and environment,
- understand essential statements of the theory of evolution as scientifically justified theory.

In the Field 'Ecosystems'

the students can

- explain the most important factors for the ecosystem and relate them to each other.

In the Field 'Products'

the students can

- explain the product life cycle based on examples,
- name the most important regulations of consumer protection and conduct relevant research.

Subject Matter:

Biological Mechanisms in Human Beings:

Endocrine system, reproduction and reproduction biology

Genetics and Evolution:

DNA, molecular genetic principle, cell division, genetics, mutation, phylogeny and evolution, GM technology

Ecosystems:

Ecosphere, natural and artificial systems, abiotic and biotic factors, energy and material cycle, ecological balance, biodiversity

Products:

Product life cycle, consumer information and consumer protection

5.3 Technology, Ecology and Merchandise Technology

Didactic Principles:

The interdisciplinary character of this subject which addresses scientific, economic, ecological and sociological aspects has to be demonstrated to the students by an interconnected approach of contents from ecology, technology and merchandise technology. These insights shall be intensified using various social forms in teaching.

The basic criteria for ecological management have to be entirely dealt with regarding the content as they form the basis for topics from the areas applied ecology, applied technology and applied merchandise technology. From these suitable examples, which are appropriate for abstraction and transfer on other problems and issues, have to be selected taking regionality and topicality into account.

The students shall connect contents from natural sciences, ecology, technology and merchandise technology through a holistic approach to these topic areas. Thus, good judgment as precondition for the competence to act regarding complex issues shall be acquired.

Fifth Year - Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Ecological Management'

the students can

- analyse the fundamentals, instruments and principles of ecological management,
- apply ecological knowledge on economic problems,
- use ecological knowledge for the interpretation and risk assessment of current environmental situations,
- explain some current technological processes,
- analyse and evaluate sustainable economic developments regarding their global effects.

In the Field 'Applied Ecology'

the students can

- assess questions of economic ethics with respect to their own actions.

,In the Field 'Applied Technology'

the students can

- connect ecological, technological and goods-related contents and draw conclusions for themselves and the society.

Subject Matter:

Ecological Management:

Principle of sustainability, ecodesign, life-cycle assessment, ecological management, ethical management, fair trade, globalisation
Applied Ecology:

Selected examples: forest and wood management, agribusiness and ecological agriculture, conservation of nature and protected areas (nature reserves and national parks etc.), climate change, environmental pollution (air, water, soil)

Applied Technology:

Selected examples: Information technology, biotechnology, solar technology, hydrogen technology, environmental technology etc.

10th Semester:

Educational and Teaching Tasks:

In the Field 'Applied Merchandise Technology'

the students can

- connect scientific basic knowledge with example from applied merchandise technology,
- analyse and connect ecologic, technological and goods-related contents.

In the Field 'Topic of Choice'

the students can

- evaluate developments in ecological, technological and goods-related fields and draw conclusions for themselves and society.

Subject Matter:

Applied Merchandise Technology:

Selected examples: building materials and construction physics, food and food industry, nanotechnology, bionic, packaging and waste management

Topics of Choice:

Sports and leisure time activities, health, transport and mobility, living, household, tourism, globalisation, nutrition, energy economy, agriculture, raw material economy, research, telecommunication

A.2 AREA OF EXTENSION – COMMUNICATION AND MEDIA INFORMATICS

Didactic Principles:

In terms of Entrepreneurship Education extensive, interdisciplinary, cross-linked business knowledge has to be developed. Problems have to be put into a practical context. Business problems have to be dealt with a cross-curricular approach applying suitable quality and project management instruments.

Current developments in the specialist field have to be considered. Various teaching and learning methods have to be used. Modern IT-technology has to be used for dealing with business problems. All curricula contents provide the basis for Business Centre work.

If possible and effective, different subjects which support the development of cross-curricular competences have to be related.

2.1 Media Informatics

Didactic Principles:

The digital acquisition, processing and transfer of information and multimedia-based contents are particularly relevant for success in terms of a cross-linked and digital world of work. The ability to communicate with the corporate environment (interested public, customers, suppliers, public authorities, shareholders, employees etc.) and to pass information on in an effective, time-relevant, target group-oriented and respectful way is a factor essential for the survival of business enterprises and organisations. Processing and transferring information with the help of multimedia technology via modern communication channels are the basis of successful communication in an enlightened and cross-linked civic society.

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

In the Field 'Media Studies'

the students can

- identify the essential media systems and media structures like structures of the dual broadcasting system, the work of journalists, program formats and genres (media studies),
- deal with media in an analytical and reflexive way (media criticism),
- spot manipulation of images and through images in a multimedia world and analyse it according to ethical criteria,
- see the respective codes of media as well as their aesthetic and social forms of expression (cultural competence),
- interpret the consumption behaviour of various media domestically and abroad (media use),
- name essential technical basics in the multimedia area.

In the Field 'Image Editing'

the students can

- explain the most important factors and technical possibilities of a photo camera and apply it in a practical manner,
- angle and use a camera purposefully and situationally,
- choose a suitable subject for a photograph and take a photo considering the artistic design rules,
- assess and interpret photo material,
- create photo material for further processing and optimise it for a range of applications,
- specify the legal basis regarding the use of photo material,
- describe digital (pixel) images in terms of their characteristics and explain their use,
- improve existing visual material using an image editing program,
- analyse images for various communication purposes, process them effectively and save them for various media correctly as well as make them available,
- retouch and correct images,
- modify specific image parts and knock out the background,
- design images with effects, save, convert, govern and file digital images on computers, in networks and in internet clouds.

Subject Matter:

Media Studies:

Media criticism, media design, media use

Image Editing:

Camera technology, equipment, motive settings, image composition, creation, assessment and selection of photos, colour theory, copyright law, data protection, photo and image editing, use of a professional image processing software, file formats, compression, production, processing images and

making images and photos available for public and media relation

S e c o n d Y e a r :

3rd S e m e s t e r - C o m p e t e n c e M o d u l e 3 :

Educational and Teaching Tasks:

I n t h e F i e l d ' T V A d a p t a t i o n a n d V i d e o E d i t i n g '

the students can

- name the basic terms concerning television and video technology,
- name the technical basis of a camera and its operation,
- write and develop a screenplay and/or a storyboard,
- apply creative stylistic means like e.g., pictorial design, camera setting, camera work appropriately,
- manage the challenge regarding light when filming,
- process o-tones and background noise (atmosphere) and include dialogues and music in the atmosphere,
- generate synthetic sounds and sound effects,
- carry out a film project starting from idea generation and planning to concept and production,
- provide and optimise video material.

Subject Matter:

TV Adaptation and Video Editing:

Basics video technique, technology of a video camera, screenplay, storyboard, camera work, analysis and assessment of video films, production and release of multimedia publications (film), sound editing, normalising soundtracks, interference-free recording of sound recordings

4th S e m e s t e r - C o m p e t e n c e M o d u l e 4 :

Educational and Teaching Tasks:

I n t h e F i e l d ' T V A d a p t a t i o n a n d V i d e o E d i t i n g '

the students can

- put multimedia sources together to create a video contribution using an editing program,
- edit video material and use sound elements and special effects,
- change, transfer and save digital film materials,
- apply legal conditions in dealing with film-relevant data sources,
- manipulate videos using Greenscreen techniques,
- use modern recording equipment,
- create motion-designs for title sequences, trailers and advertisements,
- include morphing elements in film recordings.

Subject Matter:

TV Adaptation and Video Editing:

Film and video editing, use of video editing programs, creation of screenplays and videos, editing, saving, saving and uploading, transferring and presenting, copyright law

T h i r d Y e a r :

5th S e m e s t e r - C o m p e t e n c e M o d u l e 5 :

Educational and Teaching Tasks:

In the Field 'Typography'

the students can

- name the basics of typography (macro and micro typography),
- apply the rules of typography,
- provide information about colour theory, colour effect (harmony/contrast) etc.,
- name the differences and fields of application between pixel and vector graphics,
- outline the basic terms of font,
- inform about the diversity of fonts, its applications and usage,
- name the basics of legibility regarding fonts, font size, line width, line distance, letter spacing etc.

In the Field 'Design of Print Products'

the students can

- name the different page formats and their fields of application,
- carry out design analyses,
- create scribbles independently and visualise them afterwards,
- integrate images in texts,
- create simple print forms (flyers incl. tear-off coupon, cards in various final formats., etc.), using design principles,
- use basic functions in a DTP program,
- apply different printing techniques incl. printing preparations.

Subject Matter:

Typography:

Basics of typography, font, colour theory (CMYK)

Design of Print Products:

Design principles, page formats, print products, DTP-Program (range incl. guides, graphic text and set text incl. highlighting, objects incl. formatting, images incl. conversion)

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Design of Print Products'

the students can

- analyse and plan customer wishes and show the implementation possibilities,
- design and produce complex print forms like flyers, fold-out brochures, journals/magazines, cards in various final formats, CD/DVD covers etc. using design principles in an DTP-program,
- prepare print results for printing,
- develop a corporate design (incl. templates),
- present media concepts,
- classify a creator's intellectual property legally and use it appropriately.

Subject Matter:

Design of Print Products:

Design principles, basic functions/fundamentals, DTP-program incl. additional effects, copyright and Creative Commons, print preparation incl. conversion into different formats

2.2 Internet, Social Media and Communication

2.3

Didactic Principles:

The application of modern electronic communication technology for solving up-to-date problems are essential elements of learning arrangements. The electronic possibilities of sharing information and communication using the internet – Web 2.0 in particular – shall lead the students to think logically, creatively and in a cross-linked way as well as lead them to application-oriented decision-making and acting based on practice-oriented tasks and competence-based teaching alone and in a team. Strategic planning as well as the structure and practical application of internal and external communication platforms and means of communication as well as the relevant sharing of information have priority.

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

In the Field 'Social Media'

the students can

- describe the mode of operation and services of the internet,
- give an overview of common media platforms,
- provide cross-platform content,
- plan a social media campaign,
- plan and provide internal and external information and communication possibilities.

In the Field 'Web Design'

the students can

- interpret and create an HTML source code manually, format HTML-documents using CSS

Subject Matter:

Social Media:

Social media, electronic information platforms

Web Design:

HTML basics, CSS basics

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

In the Field 'Web Project with CMS'

the students can

- give an overview of the most common web-based CMS-systems,
- operate a CMS editorially,
- analyse and document requirements,
- plan a web project with CMS,
- choose a provider in accordance with the requirements,
- customise the layout and design of the CMS-frontend,
- publish the web project.

Subject Matter:

Web Projects with CMS:

Web project with CMS

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Web Server and Domain'

the students can

- set up and manage a web space,
- provide a website,
- administer a domain.

In the Field 'Websites with Dynamic Elements'

the students can

- embed an existing script code in a website and adapt it,
- set up a website with database connection.

Subject Matter:

Web Server and Domain:

Webspace, domain administration

Websites with Dynamic Elements:

Websites with dynamic elements, websites with database connection, integration of various modules like e.g., community tools, calendar, photo and document administration

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Websites with Database Connection'

the students can

- integrate websites with database connection in existing web projects,
- set up own dynamic websites with database connection,
- set up internet databases and retrieve data via web interfaces,
- insert, delete and modify data via a self-created interface,
- file coded data in a database,
- integrate data from a data base in an existing CMS,
- solve practice-oriented tasks independently and develop creative solutions.

In the Field 'Security'

the students can

- protect electronic data exchange with up-to-date security technologies,
- protect and release contents through security settings and privacy settings.

Subject Matter:

Websites and Database Connection:

Database basics in web databases, plan, set up, update and maintain dynamic websites with CMS, analyse and solve practice-oriented problems independently

Security:

Secure data connection of individual websites to internet databases

2.3 Network Management

Didactic Principles:

Entrepreneurship Education and the use of modern IT-techniques for solving tasks are key elements of learning arrangements. Practice-oriented tasks and competence-oriented teaching shall lead students to think logically, creatively as well as in a cross-linked way, to work precisely and consistently alone and in a team as well as to decide and act responsibly. The use and the integration of existing networks for internal and external communication have priority.

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Network Basics'

the students can

- explain network basics (client/server, network components, network topology),
- describe the connection to a WLAN as well as WLAN standards,
- name different types of switches and their areas of application,
- list network topologies and differentiate between physical and logical topology,
- explain the differences in transmission methods.

In the Field 'Network Addressing'

the students can

- assign the most important network protocols to the TCP/IP reference model,
- describe the name resolution of DNS and explain the transfer of websites.

In the Field 'Transport Protocol'

the students can

- explain network addressing (IP-address, subnet mask, network addressing, network protocol, MAC address, gateway, name resolution).

Subject Matter:

Network Basics:

Active and passive network components, spatial extension, physical layers, twisted-pair-cable, plug-in connections, fibre-optic cables, levels of cabling, connection by cable, certification measurement, WLAN, active coupling elements, network diagrams

Network Addressing:

The TCP/IP Reference Model, data transfer, addressing, Classless Internet-Domain Routing, subnetting, Address Resolution Protocol, routing

Transport Protocols:

Transport protocol, ports, application log, Domain Name System, HTTP, mail protocol, FTP

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Setting up Peer-to-Peer Networks'

the students can

- explain and use virtualisation,
- install and use client operating systems (local users, printer, device driver, network integration),
- solve technical problems on the client side,
- set up a peer-to-peer network.

In the Field 'Network Planning'

the students can

- create a network diagram,
- plan a Small Office/Home Office technically and economically,
- draft respective tenders, conduct bid evaluations, compile and present the results clearly,
- contribute to hardware-based planning, realisation and expansion of information and communication systems.

Subject Matter:

Setting up Peer-to-Peer Networks:

Virtualisation platforms, installation of client operating systems, event logs, setting up peer-to-peer networks, error analysis and fault corrections

Network Planning:

Network diagrams, planning and formulation of tenders, carrying out bid evaluation, preparing decisions, procurement and acceptance

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Network Security'

the students can

- identify potential sources of danger for networks and fix them to a considerable extent,
- install and administer anti-virus software and anti-spy software.

In the Field 'Data Security'

the students can

- operate and use data backup systems and data backup concepts.

In the Field 'Technological Developments'

the students can

- give an overview of up-to-date technological developments in the IT area,
- work with various cloud solutions.

Subject Matter:

Network Security:

Network threats, computer viruses, threats from the internet, firewalls

Data Security:

Failure protection, data protection measures and data protection concepts, hardware for data protection

Technological Developments:

Current developments in the field of hardware, network technology, mobile platforms, internet services (cloud computing etc.), set up of video calls, video conferences and video transmissions

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Server Installation and Configuration'

the students can

- set up a client-server network using an up-to-date server operating system,
- set up and use DNS and DHCP services,
- plan and set up backup functionalities offered by the selected server operating system.

In the Field 'Network Administration'

the students can

- set up and administer a domain (domain user, group policies),
- identify and patch network failures,
- know and apply data backup concepts,
- prepare basics for IT decisions.

In the Field 'Documentation'

the students can

- document and present their work.

Subject Matter:

Server Installation and Configuration:

Set up and management of domain controllers, DNS, DHCP and group policies

Network operating systems, software for network management, drivers, set up and management of internet services (webserver, proxy server, FTP-server and mail server), client-server databases

Network Administration:

User management, resources management, management of workstations, cloning of personal computers, central management of workstations, remote network management
Documentation:

Documentation software, documentation of network components, recording of the work in progress and updates

2.4 Economic and Organisational Strategy

Didactic Principles:

In terms of the variety of topics and in terms of Entrepreneurship Education teaching in the compulsory subject 'Economic and Organisational Strategy' is predestined to highlight the cross-curricular aspects with all economic, humanistic and scientific subjects. Through transfer and comparison seeing complex connections and understanding interconnected facts are to be fostered in students. Tasks are to be set in practical contexts. Current developments in this field are to be considered.

Attention has to be paid to a variety of methods, points of view and fields of research as well as to an age-appropriate presentation relevant for the students' life situations. Depending on the possibilities a reference has to be made to the students' environments by inviting experts, visiting institutions outside school.

Third Year:

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

In the Field 'Basics of Psychology'

the students can

- outline psychological theories, issues and phenomena from the topic areas 'basics of psychology, perception, emotion and motivation', apply them on examples from everyday life and the world of work as well as reflect them critically and discuss them reasonably,
- see the variety of methods and explanatory approaches as chance,
- apply problem-solving and creativity strategies,
- establish links between psychology, economy and business economics,
- use technical terms as well as analyse and interpret texts subject-specifically.

Subject Matter:

Basics of Psychology:

Topics of psychology, research methods, application areas and directions in psychology, research and task fields of economic and organisational psychology

Perception

Emotion and motivation

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

In the Field 'Social and Media Psychology'

the students can

- outline psychological theories, issues and phenomena from the topic areas 'basics of social and media psychology', apply them on examples from everyday life and the world of work as well as reflect them critically and discuss them reasonably,
- see the variety of methods and explanatory approaches as chance,
- apply problem-solving and creativity strategies,
- establish links between psychology, economy and business economics,
- use technical terms as well as analyse and interpret texts subject-specifically,
- analyse and interpret the importance of group-dynamic processes in and for business enterprises.

Subject Matter:

Social and Media Psychology:

Social Psychology: social perception, strategies of social influence, essential features, functions and development of groups, group processes, achievements in groups, relationships between groups, leadership in groups, group-dynamic processes

Media Psychology: making of opinions and convictions, psychological characteristics of media, effects of different media, language and thought, mass media worlds and mass psychological phenomena

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Market and Advertising Psychology'

the students can

- outline psychological theories, issues and phenomena from the topic areas 'basics of market and advertising psychology', apply them on examples from everyday life and the world of work as well as reflect them critically and discuss them reasonably,
- see the variety of methods and explanatory approaches as chance,
- apply problem-solving and creativity strategies,
- establish links between psychology, economy and business economics,
- use problem-solving and creativity strategies,
- use technical terms as well as analyse and interpret texts subject-specifically.

Subject Matter:

Market and Advertising Psychology:

Market Psychology: target group analysis, product development and product design, branding policy, sales psychology, aspects of sustainability and production-fairness of products

Advertising Psychology: basics of information processing, advertising strategies, types of advertising, advertising effectiveness model, emotions and motives in advertising, ethical aspects of advertising

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'Occupational Psychology'

the students can

- outline psychological theories, issues and phenomena from occupational psychology, apply them on examples from everyday life and the world of work as well as reflect them critically and discuss

- them reasonably,
- see the variety of methods and explanatory approaches as chance,
- apply problem-solving and creativity strategies,
- establish links between psychology, economy and business economics,
- use technical terms as well as analyse and interpret texts subject-specifically.

Subject Matter:

Occupational Psychology:

Conditions and effects of work on people, psychological workplace designs, employee motivation, dealing with cultural differences (diversity management), informal organisation, organisational development, basics and methods of Change Management

Fifth Year - Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Organisational Psychology'

the students can

- outline psychological theories, issues and phenomena from the topic areas organisational psychology as well as consumer and stakeholder behaviour, apply them on examples from everyday life and the world of work as well as reflect them critically and discuss them reasonably,
- analyse and interpret the leadership of employees and business enterprises as actively driven process,
- see the importance of responsible, critical and enlightened consumers for product and business development and consider it for communication processes,
- see the variety of methods and explanatory approaches as chance,
- apply problem-solving and creativity strategies,
- establish links between psychology, economy and business economics,
- use technical terms as well as analyse and interpret texts subject-specifically.

Subject Matter:

Organisational Psychology:

The human being as part of an organisation considering psychodevelopmental and personality-related psychological factors, employee motivation and management, functions and effects of management, management theories, management styles and management instruments, managerial dilemma and ethics, morality, economics and profit, staff recruitment, staff development as well as staff assessment, organisational climate and culture, organisational conflicts and organisational communication, coaching, psychological factors of consumers, cognition and activation, brand and habitual behaviour, basics of communication psychology, communication effects and sales technique, basics of target-group analysis, consumer sovereignty or approach to enlightened and responsible consumers, consumer ethics

10th Semester:

Educational and Teaching Tasks:

In the Field 'Economic Philosophy'

the students can

- outline psychological theories, issues and phenomena from the topic areas economic philosophy, apply them on examples from everyday life and the world of work as well as reflect them critically

- and discuss them reasonably,
- have a morally binding basic position and pass justified moral judgement,
- apply ethical principles on the area of economic activity,
- connect psychology and philosophy as well as economy,
- use technical terms as well as analyse and interpret texts subject-specifically.

Subject Matter:

Economic Philosophy:

Basics of philosophy and ethics especially with regard to economic phenomena, theory of economic insights, economic and business ethics, globalisation, regionality and identity, welfare economics, relationship between economics, ethics, moral and profit, sustainability, Social Sustainability Entrepreneurship

2.5 Communication and Public Relations

Didactic Principles:

Planning and handling internal and external communication in business enterprises and organisations as well as the use of IT technologies for solving tasks are essential elements of the learning arrangements. Business ethics and the responsibility of business enterprises and organisations towards the economic, social and ecological environment and the interested public have priority. Practice-oriented tasks, case analyses and competence-oriented teaching shall lead the students to think in a logical, action-oriented and cross-linked way, to work analytically and consistently alone and in a team as well as to decide and act responsibly.

Fourth Year:

7th Semester - Competence Module 7:

Educational and Teaching Tasks:

In the Field 'Communication Psychology'

the students can

- identify constructivist approaches and transfer them to communication,
- name important basics and models of successful communication,
- design corporate communications and know how to build confidence and create room for maneuvers,
- understand communication as part of strategic business management,
- plan, implement and evaluate communication strategies,
- identify the most important legal and ethical frameworks of corporate communications,
- act sensitively regarding the media and policy landscape,
- measure, assess and manage communication success.

Subject Matter:

Basics of Communication Psychology:

Models and theories, constructivist approach

Theory and practice of public relation (concept and planning of PR strategies), differentiation of marketing and public relations (to sell versus to tell), fields of application and history of public relations

Media landscape and media structure and political contexts, media-related change, evaluation of corporate communications, (methods and instruments)

8th Semester - Competence Module 8:

Educational and Teaching Tasks:

In the Field 'External Communication'

the students can

- see the strategic importance of employer branding,
- see the importance of the positioning and identity of a business enterprise,
- explain the social responsibility of a business enterprise,
- analyse the modern variety of communication possibilities and understand their implementations,
- define target groups in terms of specific communication partners,
- use selected up-to-date communication applications and assess their range.

In the Field 'Communication Tools'

the students can

- match communication instruments,
- name and implement the basic rules of external communication,
- assess the dangers and problems which can be connected to the instruments of Web 2.0 and prevent fundamental errors.

Subject Matter:

External Communication:

Communications policy of business enterprises/organisations, theory and practice of Corporate Identity and Corporate Responsibility, brand as an image of trust, employer branding (start, development and measures)

Communication via Social Media: trends, online presence and social media profile, factors of success and dangers, lobbying and networking

Communication Tools:

Public relations and media relations (podcasts, TV and radio reports, blog, video, apps), public relations, press releases, professional articles, forums, newsletters, social networks, brochures, flyers, advertisements in newspapers, direct customer contact, phone calls, chats, video calls and video conferences, correspondence, storytelling, panel discussion etc.

Fifth Year - Competence Module 9:

9th Semester:

Educational and Teaching Tasks:

In the Field 'Internal Communication'

the students can

- compare different business enterprises concerning their internal communication structures in Austria and abroad,
- analyse intercultural overlaps in a business enterprise,
- identify relevant aspects of diversity in a business enterprise and outline their benefits for a business enterprise,
- explain and assess the aims and benefits of Corporate Governance, particularly by drawing a line to corporate constitution,
- agree on and document ethical principles for economic activities,
- explain and implement Compliance Management in business enterprises,
- highlight and outline core values like justice, solidarity and responsibility in a business enterprise, name and apply all modern forms of communication means and methods and work with them in a

cross-linked way.

Subject Matter:

Internal Communication:

Corporate culture, cross cultural ad diversity management (international characteristics, culture-bound specifics), Corporate Governance (legal and factual regulatory framework for managing and supervising a business enterprise), economic policy, Compliance Management, Corporate Social Responsibility and Social Sustainability Entrepreneurship

Communication instruments and Internal Information Channels: company magazine, electronic communication channels, works meetings, video messages, staff meetings, management guidelines, intranet, introductory seminars for employees, information sheets, work instructions

10th Semester:

Educational and Teaching Tasks:

In the Field 'Risk Management'

the students can

- outline the basics of risk management in a communication crisis,
- apply the communication tools for the risk management of a business enterprise/organisation,
- derive and recommend communication measures for a business enterprise,
- plan and implement the most important communication options and channels for a business enterprise in the event of a crisis,
- analyse and identify internal and external reasons for company crises,
- analyse communication errors and determine their causes,
- outline different communication solution options which can be used in a company crisis,
- understand the impact of change management processes,
- deal with mistakes in a business context and learn from them.

Subject Matter:

Risk Management:

Risk analysis (liability risks), risk management process, instruments of risk identification, risk evaluation, risk hedging, planning information and communication strategies in an event of crisis

Crises: types of crises, strategies of public relations to manage crises

Strategies to prevent and reduce crises, emergency and contingency plans, crisis communication, redundancy packages, internal revision and internal control system, controlling, early warning systems, communication in the event of a crisis

Scenario techniques and basics of change management, human resource development and organisational development, process management, employee survey, error management (Crew Resource Management), business ethics and corporate responsibility

A.3 COMPULSORY EXERCISES

Definition in the school-autonomous curriculum regulations. See section V.

B. COMPULSORY INTERNSHIP

The compulsory internship is to be prepared by the teachers in charge of the internship. It has to comprise at least 300 hours outside teaching hours and has to be completed between the second and the beginning of the fifth year. The compulsory internship can be split in several tranches of at least one week if necessary and can be done in an EU country if possible. Labour-law Provisions, in particular the Children and Youths Employment Act 1987, Federal Law Gazette BGBl. Nr. 599/1987, as amended Federal Law Gazette BGBl. I Nr. 61/2018 and the Working Hours Act Federal Law Gazette BGBl. 461/1969 as amended Federal Law Gazette BGBl. I / Nr. 100/2018 as well as collective agreements are observed.

The internship performed is to be proved in a suitable way by written company confirmations, reports, certificates etc.

The compulsory internship in a company or in an organisation serves as compliment and consolidation of the knowledge and skills acquired in the subjects.

The students shall

- put their competences acquired at school until the start of the internship into practice in a professional reality,
- gain comprehensive insight in the organisation of companies and organisations if possible,
- know the rights and obligations of employers as well as of employees and can reflect them in connection with their immediate work situation,
- act correctly and self-confidently towards superiors and colleagues,
- gain a positive attitude towards professional life in general and their concrete professional environment in particular,
- include entrepreneurial thinking and acting in their activities,
- arrange and reflect their external appearance, language and behavior in a situation-adequate and person-oriented way,
- get to know the importance of entrepreneurial responsibility,
- get to know the world of work in a European country.

Furthermore, the compulsory internship shall promote insights in social relationships as well as operational-organisational connections and enable the students to get an insight in the world of work. Apart from technical knowledge also social and personal competences shall be acquired.

After the compulsory internship in-depth analysis of the practical work has to be carried out.

School-related activities in accordance with § 13a of the School Education Act Schulunterrichtsgesetz-have to be accounted for the mandatory minimum duration of the internship to the extent of the working hours actually worked if they fulfill the objectives of the compulsory internship.

C. NON-COMPULSORY SUBJECT

Definition in the school-autonomous curriculum regulations. See section V.

D. NON-OBLIGATORY PRACTICE

1. Supportive Language Training German

Didactic Principles:

Language competence in the language of instruction is the basis for teaching and learning processes. The concrete use (linguistic, speaking and writing correctness) shall be trained intensely and deepened.

First Year (1st and 2nd Semester):

Educational and Teaching Tasks:

The students train and deepen their competences in the fields 'listening', 'speaking', 'reading', 'writing' and 'language awareness'.

The students can

- apply the language and reading competences necessary for their occupation and their individual development,
- use their written and oral communication skills,
- gradually use standard language eloquently in written and oral communication,
- realise different everyday and work-orientated speech acts taking the communicative adequacy of verbal expressions as well as the formal correctness into account.

Subject Matter:

Listening and Speaking:

Active listening and reproduction of relevant information from memory

Reading:

Reading strategies, reading techniques

Writing:

Process-oriented writing, editing of own texts, vocabulary exercises

Language Awareness:

Training of linguistic structures (word classes, phrases, sentence types, text grammar), of spelling rules and punctuation, error analysis

Second Year:

3rd Semester - Competence Module 3:

Educational and Teaching Tasks:

The students can

- apply the language and reading competences necessary for their occupation and their individual development,
- use their written and oral communication skills,
- gradually use standard language eloquently in written and oral communication,
- realise different everyday and work-orientated speech acts taking the communicative adequacy of verbal expressions as well as the formal correctness into account.

Subject Matter:

Listening and Speaking:

Active listening and reproduction of relevant information from memory

Reading:

Reading strategies, reading and understanding the content, silent reading and reading aloud, formative reading

Writing:

Process-oriented writing, editing of texts, vocabulary acquisition for everyday and occupational

topics

Training of writing experiences, summarising, reporting

Language Awareness:

Deepening training of linguistic structures (word classes, phrases, sentence types, text grammar), of spelling rules and punctuation, error analysis

4th Semester - Competence Module 4:

Educational and Teaching Tasks:

The students can

- apply the language and reading competences necessary for their occupation and their individual development,
- use their written and oral communication skills,
- gradually use standard language eloquently in written and oral communication,
- realise different everyday and work-orientated speech acts taking the communicative adequacy of verbal expressions as well as the formal correctness into account.

Subject Matter:

Listening and Speaking:

Phonetically conscious use of standard language; role plays for argumentation using structures prepared in advance

Reading:

Reading strategies, reading and understanding the content, silent reading and reading aloud, formative reading

Writing:

Process-oriented writing, editing of texts, further vocabulary acquisition for everyday and occupational topics, writing of functional texts

Training of writing experiences: summarising, reporting, commenting, argumenting

Language Awareness:

Deepening training of linguistic structures (word classes, phrases, sentence types, text grammar), of spelling rules and punctuation, error analysis

Third Year;

5th Semester - Competence Module 5:

Educational and Teaching Tasks:

The students can

- apply the language and reading competences necessary for their occupation and their individual development,
- use their written and oral communication skills,
- gradually use standard language eloquently in written and oral communication,
- realise different everyday and work-orientated speech acts taking the communicative adequacy of verbal expressions as well as the formal correctness into account.

Subject Matter:

Listening and Speaking:

Active listening and reproduction of relevant information from memory, situation-specific use of terminology

Reading:

Reading strategies, reading and understanding the content, silent reading and reading aloud, formative reading

Writing:

Process-oriented writing, editing of own texts and texts written by others

Training of writing experiences: informing, analysing and interpreting

Language Awareness:

Securing grammatical, orthographic and stylistic knowledge, command of comma rules, error analysis

6th Semester - Competence Module 6:

Educational and Teaching Tasks:

The students can

- apply the language and reading competences necessary for their occupation and their individual development,
- use their written and oral communication skills,
- gradually use standard language eloquently in written and oral communication,
- realise different everyday and work-orientated speech acts taking the communicative adequacy of verbal expressions as well as the formal correctness into account.

Subject Matter:

Listening and Speaking:

Phonetically conscious use of standard language, situation-specific use of terminology

Reading:

Reading strategies, reading and understanding the content, silent reading and reading aloud, formative reading

Writing:

Process-oriented writing, editing of own texts and texts written by others

Training of writing experiences: commenting, argumenting, appealing

Language Awareness:

Securing grammatical, orthographic and stylistic knowledge, command of comma rules, error analysis

2. COMPETENCE-ORIENTED, INDEPENDENT LEARNING

Educational and Teaching Tasks:

The students

- deepen their knowledge and competences in all subjects,
- train to reflect their own actions by identifying their strengths and weaknesses and by improving their deficits in all subjects in a target-oriented way,
- can develop their performance potential regarding independent actions,
- acquire the linguistic and reading competence necessary for their individual development and their academic progress,
- train the use of the standard language German in writing and speaking by paying particular attention to its communicative appropriateness as well as to its formal correctness,
- can use language acquisition strategies and basic linguistic structures in a foreign language.

Subject Matter:

Drafting individual agreements on objectives, exercises for self-assessment, feedback culture, learner training, learning guidance, learning techniques and learning strategies, time management, working with competence grids

Individual language training as learning support for the subjects of the cluster 'Languages and Communication'

Individual training and support of the subjects of the cluster 'Entrepreneurship. Economy and Management'

Exercises based on practice-oriented problems, simulations

Independent learning in all subjects

E. REMEDIAL INSTRUCTIONS

Educational and Teaching Tasks:

The students affected by a drop in performance shall develop the competences which enable them to fulfil the Educational and Teaching Tasks in the respective subject.

Subject Matter:

As in the respective compulsory subject of the respective year, limited to the teaching content which needs repetitions and training.

VIII. GERMAN REMEDIAL ISTRUCTIONS

A. COMPULSORY SUBJECTS AND COMPULSORY EXERCISES

1. German in German Remedial Instructions

See Annex A1 Section VII Subsection F Z1

2. Religious Instruction

See Section V1

3. Further Compulsory Subjects and Compulsory Exercises

The respective subject matter is to be applied for further Compulsory Subjects and for Compulsory Exercises as stated in the Subsections A1 – A4 considering the student's linguistic competences and individual requirements.

B. NON-COMPULSORY SUBJECTS

The respective subject matter is to be applied for Non-compulsory Subjects as stated in Subsection C considering the student's linguistic competences and individual requirements.

C. NON-OBLIGATORY PRACTICE

The respective subject matter is to be applied for the further Non-Obligatory Practices as stated in Subsection D considering the student's linguistic competences and individual requirements.