TEACHING MANUAL

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1 - TEACHING MANUAL – INTRODUCTION

Dear teaching staff of the University of Vienna, dear colleagues,

providing the best possible education to students is the central task of the University of Vienna. The way instructors teach and assess students in individual courses contributes significantly to the development and level of skills of our students, whom we wish to prepare for the academic professional world and subsequent study programmes in the best possible way.

The University of Vienna has undertaken numerous efforts in the past years to promote the high quality of study programmes and establish new central support and service offers. Apart from improving administrative and organisational procedures, the Rectorate has introduced a bundle of measures to increase the quality and standing of teaching, for instance by launching an initiative for the improvement of the quality of examinations and academic theses in cooperation with office-holders.

These qualification offers in university didactics have been continually developed to provide sufficient options for further professionalisation to early-stage lecturers as well as experienced teaching staff and office-holders. In doing so, the University of Vienna is following the international trend to lend more importance and appreciation to teaching skills in academics' portfolios. Through the annual UNIVIE Teaching Award, the University seeks to recognise and highlight commitment to teaching as well as exceptional teaching performance. The Teaching Newsletter will keep you up to date about new developments in teaching.

We are very happy to be able to provide you with this Teaching Manual offering compact information on the most important university-wide framework conditions for your teaching activities. In it you will find information on organisational procedures, provisions of study law and technical systems that aim to support you in your teaching. The manual covers a broad range of topics, from planning courses to supervising and assessing academic writing. Moreover, individual entries will give you information on central counselling, training and qualification offers available to you.

We wish you all the best for your course and thank you for your commitment to teaching and educating our students at the University of Vienna.

Christa Schnabl, Vice-Rector for Educational Affairs

Peter Lieberzeit, Studienpräses

2 - ORGANISATIONAL AND STUDY-PROGRAMME STRUCTURE

2.1 - Organisational structures in teaching at the University of Vienna

The Rectorate defines the strategic goals of studying and teaching at the University of Vienna in the Development Plan. Based on this Plan, the Rectorate and faculties/centres as well as the directorates of studies (SPL) routinely negotiate target agreements. The Vice-Rector for Educational Affairs is in charge of further developing the range of degree programmes, coordinating the directors of studies, developing student services and handling student admission. The central tasks of the Senate of the University of Vienna in the field of teaching and studying include issuing and amending curricula and the Statutes as well as supporting habilitation and appointment procedures. The Senate also participates in development planning. The Studienpräses is in charge of enacting the provisions of study law (especially the provisions with regard to examinations). The SPLs of the University of Vienna are responsible for organising and managing degree programmes. Their range of responsibilities include the planning and organisation of teaching as well as examinations administration. The Studienpräses has delegated numerous of the competences assigned to this office by the provisions of study law to the SPLs (e.g. the recognition of examinations, the conferral of academic degrees). Other important tasks include informing and advising teaching staff and students in issues specific to their degree programmes as well as implementing quality-assurance measures. The studies conference constitutes the advisory body of the directors of studies and is convened at least once per semester. The body consists of half students and half teachers and, among other tasks, drafts recommendations and statements on teaching demand planning and the course offer as well as improving study conditions. The studies service centers (SSC) and studies service units support the directors of studies in their tasks at the faculties and centres. They help teaching staff in all questions regarding the organisation and execution of courses. A member of the leadership team of the faculty or centre will be in charge of teaching affairs ("vice-dean for educational affairs", this job may also be assumed by the dean/head of the centre). This includes coordinating the activities of the directors of studies at the faculty or centre (e.g. for the target agreements), assigning teaching responsibilities following the SPLs' proposal and preparing development planning for the degree programmes at the faculty or centre. Teaching Affairs and Student Services (SLW) is responsible for offering support processes in the areas of degree programmes, teaching affairs and examinations. They also inform prospective students on the range of degree programmes and admission. The Coordination of Student Services together with the Vienna University Computer Center is in charge of providing IT tools for students (u:space) and lecturers (interface for teaching staff). This office also supports the SSCs in all procedures relating to teaching and examinations

administration. The Center for Teaching and Learning provides qualification offers in university didactics and supports teaching staff. The Unit for Quality Assurance (BefQS) supports the University of Vienna in its endeavour to ensure a high level of quality in teaching, study and research activities.

Materials in Depth

Organisation Plan of the University of Vienna (in german)

Statutes of the University of Vienna (in german)

Delegationsverordnung (delegation regulation) of the Studienpräses (in german)

Overview of directorates of studies

Teaching Affairs and Student Services (SLW)

Unit for Quality Assurance (BEfQS)

2.2 - Study architecture

The University of Vienna has implemented the Bologna study architecture, comprising bachelor's, master's and doctoral programmes, in almost all subjects. With about 180 different study programmes, it has the most extensive range of degree programmes in all of Austria. The University of Vienna offers 56 bachelor's programmes and 120 extension curricula (modules that provide a broader subject-specific education within the bachelor's programmes), 103 master's programmes, the teacher education programme within the bachelor-and-master architecture, including 27 subjects and one specialisation, 2 diploma programmes and 82 fields of doctoral research in 13 doctoral and PhD curricula.

In the field of postgraduate education, more than 40 university continuing education and training programmes provide interdisciplinary, professionally relevant and complementary qualification offers. About 94,000 students are currently enrolled at the University of Vienna. Every academic year, about 13,000 courses, 550,000 examinations and close to 4,000 supervised master's and diploma as well as doctoral theses form the basis for evaluating student performance and conferring degrees. In the academic year of 2015/16, about 10,100 degree programmes were completed at the University of Vienna.

Materials in Depth

University of Vienna 2020 Development Plan

Performance reports and intellectual capital reports

Range of degree programmes at the University of Vienna

Curricula (Curriculum Committee) (in German)

Postgraduate Center

Information on doctoral studies at the University of Vienna

2.2.1 - Bachelor's programmes

Bachelor's programmes comprise 180 ECTS credits and have a standard duration of six semesters. They aim to provide students with academic core and basic

competences as well as with the competence to solve problems by applying academic methods. Another objective of bachelor's programmes is to familiarise students with the basic content and methods of a subject. The University of Vienna is committed to practising research-led teaching from the beginning onwards, i.e. including in bachelor's programmes. While the initial stage of an academic study is in fact marked by the teaching of shared bases and well-founded knowledge, exemplary learning, for instance, offers the possibility to integrate the latest research from the beginning onwards. In the course of a bachelor's programme, students have to write bachelor's papers to complete certain courses. Many bachelor's programmes also contain extension curricula (EC). They give students the opportunity to acquire additional competences that are not taught in the respective bachelor's programme and that prepare them for a non-consecutive master's programme.

Materials in Depth

Click here for a complete list of the bachelor's programmes taught at the University of Vienna.

Extension curricula

University of Vienna 2020 Development Plan

Universities Act, § 51 (2) item 4 (in German)

Universities Act, § 54 (in German)

Universities Act, § 80 (in German)

2.2.2 - Introductory and orientation period

Every bachelor's and diploma programme starts with an introductory and orientation period (STEOP), comprising 15-20 ECTS credits. Students complete the STEOP, which introduces them to the contents and methods of their degree programme, in the first semester. This period aims to give students an insight into their respective programme and help them assess if the course contents meet their personal expectations and whether they can meet the programme requirements. Only after passing all STEOP examinations, students can attend additional courses and take further examinations.

Materials in Depth

Further information on the web site of Teaching Affairs and Student Services

Universities Act, § 66 (in German)

2.2.3 - Extension curricula

In many bachelor's programmes in the humanities, cultural studies, social sciences and business and economics, extension curricula (EC) have to be completed alongside compulsory and elective modules. In the academic year of 2017/2018, the University of Vienna offers more than 100 extension curricula for 15 or 30 ECTS credits. The learning outcome, modules, module descriptions and examination regulations are laid down in the curriculum. The extension curricula are regularly evaluated based on student surveys, the results of which are used for further developing EC. They give students the opportunity to acquire specific competences that are not taught in their bachelor's programme for the purpose of building an

individual profile. Students can also use EC to bridge knowledge gaps in a targeted way in case they wish to pursue a non-consecutive master's programme. "Alternative extensions" give students the opportunity to complete existing examinations and courses in the extent of 15 ECTS credits independently instead of enrolling in an EC.

Materials in Depth

Click here for the current offer and further information.

2.2.4 - Master's programmes

A master's programme usually comprises 120 ECTS credits (4 semesters), depicting the entire range of research at the faculties and centres. Students are actively involved in ongoing research, encouraged to develop research questions of their own and supported in the process of working on them. In the course of a master's programme, students have to complete a master's thesis proving their ability to work on research topics independently regarding both contents and methods. Some master's programmes have a particular interdisciplinary and international focus and are closely aligned with innovative fields of research. Find more information at Masterstudien im Fokus (focus on master's programmes).

Materials in Depth

Click here for a complete list of the master's programmes taught at the University of Vienna.

University of Vienna 2020 Development Plan

Universities Act § 51 (2) item. 5 (in German)

Universities Act § 81 (in German)

2.2.5 - Teacher education programmes

In the winter semester of 2016/17, the Teacher Education for General Secondary Education of the Verbund Nord-Ost (association north-east) programme was introduced. In the framework of a jointly developed and established bachelor's and master's programme, students of the teacher education programme can choose from the entire course range of the University of Vienna, the University Colleges of Teacher Education Vienna and Lower Austria, the University College of Teacher Education Vienna/Krems (KPH) and the University College for Agrarian and Environmental Pedagogy. These programmes prepare students for their teaching assignments in general subjects across the entire secondary level (academic secondary schools, new secondary schools, technical and vocational schools and colleges, pre-vocational schools, special needs schools) in their chosen subjects of instruction or their specialisation in inclusive education (focus on impairments). Upon graduation, they are qualified to teach at any of these types of schools. The cooperation with the Verbund Nord-Ost covers the joint bachelor's programme amounting to 240 ECTS credits/8 semesters and the joint master's programme amounting to 120 ECTS credits/4 semesters. Students choose from 27 subjects and one specialisation.

Materials in Depth

Information for (prospective) students (in German)

profiles of the participating educational institutions (in German)

Information on all available subjects within the teacher education programme

Centre for Teacher Education (ZLB) (in German)

2.2.6 - Doctoral programmes

Doctoral programmes focus on independent academic research culminating in a doctoral thesis to be presented and defended at the end of the degree programme. In the course of their doctoral studies, young researchers generate new knowledge and make an important contribution to research ("training through research"). Doctoral programmes have a duration of three years. Depending on their fields of doctoral research, doctoral candidates graduate from their studies with the academic degree of "Doktor/Doktorin (Dr.)" or "Doctor of Philosophy (PhD)".

Important cornerstones of the doctoral programme are the following:

- submission of an application for approval of the intended doctoral project within the first year following admission to the degree programme
- public presentation of the intended doctoral project at the faculty
- doctoral thesis agreement between the doctoral candidate and the supervisor following the public presentation
- submission of a progress report once a year
- writing the doctoral thesis
- public defence of the doctoral thesis in front of a committee upon positive assessment of the doctoral thesis by the reviewers.

Materials in Depth

Click here for more information on the doctoral programmes at the University of Vienna.

Universities Act, § 51 (2) item 12-14 (in German)

Universities Act, § 54 (in German)

Universities Act, § 82 (in German)

3 - TEACHING PLANNING

3.1 - Assigning courses

The directorates of studies (SPL), which are responsible for the course range offered in one or more degree programmes, draft a first plan of the course offer. The organisation and administration is handled by the respective studies service centers or studies service units with the support of the departments.

► The application for and assignment of courses differ in the various degree programmes. For more detailed information, contact the respective SPL.

Please keep in mind the following rules when designing or planning a course:

If you make suggestions for new courses, take into account the corresponding descriptions of learning outcomes of the individual modules and courses in the curriculum.

The course types (lecture, introductory seminar, seminar, etc.) that have to be announced and the differentiation between courses with continuous assessment and courses with non-continuous assessment must correspond to the stipulations of the curricula. The curriculum assigns a certain number of ECTS credits to the individual courses. ECTS credits define students' workload (1 ECTS credit = 25 hours of student workload including attendance, preparation and follow-up work for both the course and the examination). The SPLs in charge decide on the deadlines for announcing courses.

Materials in Depth

Overview of directorates of studies

Overview of curricula in order of directorates of studies (in German)

3.2 - Blocked courses

Blocked courses are courses that are not taught throughout the entire semester, but with a correspondingly higher weekly number of hours. Blocked courses can also be taught during periods where no other courses are held. Teaching a course as a blocked course is contingent on the director of studies' approval following the course instructor's application. Directors of studies may approve a blocked course if there are valid reasons and if the required rooms are available. In case of long waiting lists or for other administrative reasons, blocked courses may be approved upon consultation with the course instructor also without a written application. In periods during which no regular courses are held, blocked courses may only be approved if the number of parallel courses offered during the semester is insufficient.

If you are planning to teach a blocked course, please get in touch with the competent director of studies in due time.

Materials in Depth

Statutes, section on study law, § 5 (2) (in german)

3.3 - Relevant labour-law aspects for teaching staff

All members of the University of Vienna's teaching staff who have entered into an employment contract from 2004 on are subject to the labour-law provisions of the Collective Bargaining Agreement for University Staff that entered into force in 2009. The Collective Bargaining Agreement for University Staff regulates the terms of employment of academic (teaching) staff, including provisions on working hours, paid leave, salary, additional professional activities as well as protection from dismissal and pension fund regulations. Click here for more information. The University of Vienna employs professors, associate professors, assistant professors and associated professors, university assistants and university lecturers. The extent of teaching duties varies for the individual staff categories. The Handbuch Vergütungscodes (manual on compensation codes) provides an overview of teaching duties and compensation for all staff categories and types of employment. It has been drafted for teaching administration by the studies service centers and dean's offices and includes administrative details. Third-country nationals (nationals of non-EU/EEA states) require an entry or residence permit in order to take up academic (teaching) employment at the University of Vienna. Click here for an overview and checklists on this topic. The University of Vienna calls upon all its employees to consider the stipulations of its Code of Conduct in addition to the mentioned provisions.

Materials in Depth

Collective Bargaining Agreement for University Staff

Handbuch Vergütungscodes (manual on compensation codes) in German

3.3.1 - University lecturers

A significant share of the courses offered at the University of Vienna are taught by university lecturers and quasi-freelancers on the basis of individual teaching assignments. They are part-time employees who are exclusively assigned teaching duties within an academic or practical subject (teaching assignment). This teaching assignment includes duties such as preparing courses, supervising students in courses, conducting examinations on courses, participating in evaluation measures and completing administrative tasks related to the course within the framework of the provisions of study law and organisation law.

The employment contract states the hours per week per semester of the assigned course. One hour per week per semester corresponds to the following numbers of working hours:

● course in an academic subject with the exception of university-level language

instruction: 45.00 working hours

● course in university-level language instruction: 38.25 working hours

● course in an academic or practical subject where the course instructor primarily instructs and supervises: 24.25 working hours

● courses taught by especially qualified external experts: 18.25 working hours.

> ▶ One hour per week per semester equals 3 working hours, 45 minutes of which are considered active teaching and 2 hours and 15 minutes of which are considered time to prepare and follow up. Thus, a quarter of the time is spent on active teaching and three quarters on preparation and follow-up.

Course instructors and language instructors receive a one-semester employment contract as employees of the University of Vienna and are registered with the Austrian Insurance Fund for Civil or Public Servants (BVA). Under certain conditions, persons who are exclusively assigned teaching duties at the University and hold another occupation can be employed as quasi-freelancers. Quasi-freelancers need to fulfil the following requirements:

● They are exclusively assigned teaching duties.

● They teach a maximum of 4 hours per week per semester.

● They are fully covered by social insurance due to another professional activity.

● They have a gross income of at least € 3,330 per month (as of 2021).

In all other cases, university lecturers receive the usual contract for teaching assignments, i.e. an employment contract for university lecturers.

Quasi-freelancers are registered at the **BVAEB (Versicherungsanstalt öffentlich Bediensteter, Eisenbahnen und Bergbau).**

Employment contracts and quasi-freelance contracts are administered in the same way: the unit in charge of human resources, services and teaching affairs (within Human Resources and Gender Equality, Human Resources Administration) submits the contract through the decentralised organisational unit (dean's office/office of the centre or department). University lecturers and quasi-freelancers must return a copy of the employment contract or quasi-freelance contract to the decentralised organisational unit in charge, digital to i3v.pers@univie.ac.at. Following confirmation by the director of studies, Human Resources Administration can initiate the payment of the salary.

Materials in Depth

Click here for more information on external teaching (value adjustment of teaching salaries) (in german)

Click here for detailed information on external lecturers with other professional duties and quasi-freelancers (in german)

Click here for more information on the chain contract regulation and quasi-freelancers (in german)

Click here for more information on course categories and teaching assignments (in german)

3.3.2 - Hours per week per semester v ECTS credits

There are two different ways to measure the scope of a course:

Hours per week per semester indicate the contact hours of the course, i.e. the time lecturers spend with students in the lecture hall, seminar room or laboratory.

> ▶ One hour per week per semester equals as many teaching units (à 45 minutes) as there are weeks in the semester (in general 15 weeks).

Contrary to hours per week per semester, ECTS credits comprise the entire average student workload (attendance, studying outside of the lecture room, preparing for examinations and examinations).

Neither hours per week per semester nor ECTS credits are suitable to describe lecturers' workload. Apart from completing the teaching units, hours for the adequate preparation and follow-up of the course (planning, supervising, examining) have to be taken into account.

3.4 - Booking a room for courses and examinations

Once you have announced possible dates, the administrative facilities in charge or the employees at the studies service centers, studies service units, departments or dean's offices/offices of the centres will book a suitable room for your courses and examinations. At the individual directorates of studies, different staff are responsible for booking rooms.

> ▶ In any case, the dates for all courses must be available to students at the time the course directory goes online (1 July or 15 January).

The number of expected/registered students is an important criterion when it comes to the assignment of lecture halls. If these numbers change or other problems in this respect occur, please get in touch with the administrative facility in charge. They will do their best to fulfil your wishes or find a suitable replacement.

> ▶ Short-term cancellations of individual teaching units should be announced to the administrative facility and the students via u:space (e-mail).

If you wish to stream your course, you will need to book a suitable room (see chapter 4.1.11 on lecture streaming). Please advise staff of your intention to stream your course as early as possible (when announcing the dates).

3.5 - Maximum number of participants

For courses with continuous assessment, the maximum number of participants depends on the stipulations of the curriculum or the competent directorate of studies. If the number of students exceeds the maximum number of participants, parallel courses will be organised. You will find information on the designated number of participants in the respective curriculum.

Materials in Depth

Overview of curricula (in order of directorates of studies) (in German)

3.6 - Exceeding the capacity of the lecture hall

If the number of students exceeds the maximum number of participants allowed in a given lecture hall, please get in touch with the employees of the studies service center, studies service unit or department in charge.

▶ At the beginning of the winter semester, lecturers can call the service number of Facility and Resources Management in case of an overcrowded lecture hall. You will reach the task force for lecture hall management at +43 (0)664 60277 12760. At your request, the task force staff will support you directly in the lecture hall and manage the relocation of courses and (if possible) streaming. You will find more information on their operating hours and services on the web site of Facility and Resources Management before the beginning of the respective winter semester.

Materials in Depth

What to do in case of an overcrowded lecture hall (in german)

4 - PLANNING COURSES

4.1 - The course in the context of the curriculum

Students and the development of their competences are at the centre of attention when it comes to conducting teaching within the study programmes. Central elements in this respect include the orientation of teaching towards learning outcomes, the use of modules as a way of structuring curricula and the appropriate use of ECTS credits to estimate the average student workload.

Every course is part of one or more modules aimed at achieving learning outcomes as the result of teaching defined in the respective curriculum. The modules make up the respective study programme. The curricula stipulate how courses are embedded in the study architecture. To clarify, lecturers can consult the respective curriculum or the course directory (see chapter 5.3).

Materials in Depth

Compendium on the rules for curricula design (in German)

Overview of curricula (in order of directorates of studies) (in German)

4.1.1 - Curriculum

A degree programme's curriculum is the foundation for teaching and provides the legal framework for the specific design of courses and examinations. Among other things, the curriculum defines the qualification profile and learning outcomes, admission requirements as well as duration and scope of a study programme. It also stipulates the structure and contents of the modules of the respective degree programme, the types of courses to be offered (with and without continuous assessment), prerequisites for participation and the regulation on examinations.

> ▶ Find more information on the function of your course within the study programme and the provisions of study law pertaining to it in the curriculum or the course directory. The directorate of studies will also keep you informed in the course of teaching planning.

The Curriculum Committee of the Senate decides on the drafting of new or amending of existing curricula and charges working groups with the specific drafting of new curricula.

Materials in Depth

Overview of curricula (in order of directorates of studies) (in German)

Information on the curricular procedure (in German)

Compendium on the rules for curricula design (in German)

Sample curricula (in German)

Meeting dates and information of the Curriculum Committee (in German)

Universities Act, § 51 (2) (in German)

4.1.2 - Modules (cooperating with other lecturers)

All bachelor's and master's programmes at the University of Vienna consist of individual modules. A module comprises one or more courses that pursue similar learning outcomes, whose contents and didactics align and that have to be completed within one or (at the most) two semesters. The student workload of a module generally ranges between 5 and 15 ECTS credits.

> ▶ The modular design of the study programme means that you need to align your courses with the learning outcomes of the module your course belongs to. Alignment between the lecturers of a module contributes to avoiding unnecessary repetitive content for the benefit of the students and the broadest possible range of topics within the courses offered.

The curriculum may stipulate the completion of certain modules as a requirement for completing other modules. It may also require that within a module, completing certain courses or examinations is a requirement for completing further courses and examinations of the same module. Lecturers should consult the prerequisites for participation to see which skills and competences can be expected from the students or for which courses and modules their course is supposed to lay the groundwork.

Materials in Depth

Compendium on the rules for curricula design (in German)

Standards von Prüfungen und schriftlichen Arbeiten (standards of examinations and academic papers)

Checklist modular setup of CRUS

4.1.3 - Learning outcomes

The alignment of teaching with learning outcomes is an essential element of the design of both bachelor's and master's programmes taught at the University of Vienna. This also applies to individual courses. Learning outcomes describe the subject-related, methodical and interdisciplinary "knowledge" and "skills" (in the sense of competences) that students have to acquire.

The curriculum defines learning outcomes for the entire study programme (qualification profile) as well as for the individual modules. Based on the learning outcomes stipulated for the respective module, you as course instructor define learning outcomes for your course and announce them in the course directory in due time.

Based on the learning outcomes, you can choose appropriate and activating teaching and learning methods as well as adequate means of performance assessment.

Teaching staff within a module are recommended to align their contents in order to promote the achievement of the module's learning outcomes in cooperation with each other.

Materials in Depth

Compendium on the rules for curricula design (in German)

Information brochure on phrasing learning outcomes on the levels of study programme, module and course" (in German)

4.1.4 - ECTS credits

ECTS credits describe the workload students typically have to fulfil in order to achieve certain learning outcomes, i.e. complete a course, a module or the entire degree programme.

According to the European Credit Transfer System (ECTS), an academic year comprises 60 ECTS credits, equivalent to a workload of 1,500 hours. One ECTS credit is therefore equivalent to an average workload of 25 hours. This comprises course attendance including examinations as well as studying outside of the lecture hall, preparation and follow-up work and internships, if applicable.

The stipulated workload designates the estimated time an average student will require to achieve the learning outcomes and not the actual time each individual student will have to spend on the course. Students receive ECTS credits after submitting documentation of their performance and the corresponding assessment.

For preparing your course and the examinations, it is important for you to know the amount of ECTS credits stipulated by the curriculum and thus the workload expected from students for their participation in the courses/examinations as well as preparation and follow-up. You can find details on the ECTS credits in the curriculum that the examination or course forms part of. Students are informed about ECTS credits and hours per week per semester of a course via the course directory.

▶ An example: a course comprises 2 hours per week per semester and 4 ECTS credits. At 15 teaching units per semester, 22.5 hours go toward attendance, leaving the remaining 77.5 hours for studying outside of the lecture hall.

Lecturers should instruct students in their self-study in an educationally meaningful way to make sure it is used to enhance and continue learning processes and prepare for the next teaching unit and the examination. The graduate survey provides information on the actual student workload of a study programme and thus also on the amount of completed self-study.

Materials in Depth

Find more information on ECTS credits in the ECTS Users' Guide of the European Commission or on the web site of the Center for Teaching and Learning.

Graduate survey results

Universities Act , § 54 (2)

4.1.5 - Research-led teaching and learning

In its Development Plan, the University of Vienna reiterates its commitment to the unity of research and teaching as well as to research-led teaching and learning. Bachelor's programmes offer exemplary learning methods in order to include current research developments from the beginning on. Renowned researchers also teach the University's undergraduate students, conveying their love of research and research-related know-how to students right from the start. Students of the bachelor's programmes complete bachelor's papers to prove their ability to employ academic methods to work on research questions.

Master's programmes are designed according to the faculties' and centres' research profiles, actively involving students in research activities. The academic master's thesis proves students' ability to conduct independent research. The graduate survey is the University of Vienna's tool for getting regular feedback by graduates on the acquisition of (subject-related, methodical and interdisciplinary) research competence. This feedback is considered in the further development of teaching.

As lecturer, it is your responsibility to support students in going beyond the reception of research results and developing research competence of their own when you design and conduct your course. To this end, you can use activating teaching methods that aim at promoting processes of in-depth learning and understanding and guide students toward working on research questions independently.

If you wish to receive support in university didactics when designing research-led courses, feel free to contact the Center for Teaching and Learning.

Materials in Depth

Further information on the qualification and consultation offers on university didactics of the Center for Teaching and Learning (CTL) is available here (in german)

Development Plan "University of Vienna 2020"

Graduate survey

4.1.6 - Conducting courses in languages other than German

The curriculum may stipulate that all or individual modules, courses and examinations must be conducted in a language other than German, and also that academic theses must be written in a language other than German. If the curriculum contains no such stipulation and students have the option to choose a parallel course with the same examination purpose or all students present at the first session of the course agree to it, courses may exclusively or for the most part be taught in a language other than German.

As a course instructor you may also choose to conduct a course and the examination

in a language other than German if that language constitutes the subject of the degree programme, the module or the extension curriculum. The curriculum states the required level of linguistic competence for the respective degree programme, extension curriculum or module.

Materials in Depth

Statutes, section on study law, § 4 (1) (in german)

4.1.7 - accessible teaching

Students with physical and/or mental disabilities may, depending on the definition, account for as much as 12 % of your course participants. It is very likely that you will not notice that a student has a disability or chronic disease as many students shy away from making their impairment public.

Unforeseen bouts of illness, inaccessibility of course rooms, bad acoustics in lecture halls, deafness, difficulties concentrating, affected performance depending on the time of day, visual impairment or reading and writing difficulties are just some of the reasons that might make it impossible for a student to attend your course (on a regular basis), take notes in class or follow your lecture for a longer period.

There are measures you can take to create a teaching and learning environment enabling all students to participate equally.

1. Make course contents available in advance in a written, digital and accessible form. This enables students to print documents in high contrast, a larger font or Braille and bring them to your course or use screen readers to listen to the documents' text at home. Click here for tips on creating accessible teaching and learning documents.
2. If students ask you to, allow them to make video and/or audio recordings of your course or to bring sign language interpreters to your courses and examinations. This enables students with motor-skills-related writing impairments or deaf students to fully comprehend the information offered in your course and to prepare thoroughly for the examination.
3. Let all your students know at the beginning of your course that you will be happy to make your lecture and examination(s) accessible, but that you need information from the students to do so. Do not ask individual students to open up about their impairment in front of their colleagues. Rather, make yourself available for personal conversations or requests per e-mail. The accessible studying team will be happy to advise you on accessible teaching. Tell students about the possibility of alternative modes of assessment. You could also play the informative five-minute video clip produced by the accessible studying team that contains the most important information in your class.

Materials in Depth

Find information for course instructors on how to make their lectures, course documents and examinations accessible on the web site for accessible teaching.(in German)

The University of Vienna's disability officer Tim Brunoehler will be happy to advise you personally on all

questions relating to inclusive teaching.

Barrier-free access (access guide to lifts)

4.1.8 - E-learning

E-learning in the framework of university teaching complements on-site teaching through e-learning components. It aims at supporting students in achieving the learning outcomes as well as promoting continuous processes of learning and understanding. This might include the provision of teaching and learning material, streaming, online quizzes, learning pathways, online assignments, communication through forums or tutor-led online projects with small groups of students.

For e-learning courses, the University of Vienna provides the university-wide learning platform Moodle. The University Library also offers extensive support and e-resources.

The Center for Teaching and Learning (CTL) supports e-learning processes on a media-didactics level and offers materials and counselling. To facilitate subject-specific understanding, continuous learning and preparing for examinations for students of highly sought-after degree programmes, the CTL supports the development and conducting of e-learning-assisted courses with a high number of participants through e-tutors. Before the beginning of a new semester, the directorates of studies conduct a respective needs assessment.

Materials in Depth

Click here for more information on e-tutors. (in German)

Find more information on the web site of the Vienna University Computer Center.

4.1.9 - E-learning and copyright

The use of e-learning as a teaching tool raises specific issues in relation to copyright – this can be due to the incorporation of third-party content which normally enjoys copyright protection, or because lecturers create copyrighted material in the course of their work and thus become authors themselves. With the 2015 amendment to the Austrian Copyright Act (Urheberrechtsgesetz), teachers are permitted to reproduce published works for the purpose of illustration for teaching on certain conditions and make them accessible online in a password-protected area. These requirements are fulfilled by the learning platform Moodle of the University of Vienna:

- Teachers can make copyright-protected works of other authors available for download in Moodle if the works' contents are connected with the course.
- For works that are available as licensed e-resources at the University Library, the respective link must be provided, as has been the case so far. Upon authentication, students can download them independently via u:access.
- To gain access to these materials, students are required to register properly and this registration needs to be activated, mere self-enrolment will not suffice.
- Textbooks are still excluded from the unrestricted right of use on the learning platform. Textbooks must only be included in teaching materials based on

quotation rights. The quotation has to serve a specific purpose (example, reasoning, explanation) and must be recognisable in the direct context as a third-party quotation.

Please note that strict rules apply to the use of copyright-protected material that is not directly connected with teaching (such as pictures to enhance presentations, web sites, etc.), cf. Copyright Guidance. The free utilisation of works for the purpose of illustration for teaching applies to teachers at educational establishments but not to students. Please inform the students in your courses about copyright legislation and its possible consequences:

- Students can make personal use of teaching materials and contents on Moodle within the framework of the respective course.
- However, students must not make copyright-protected teaching materials and content on Moodle available elsewhere online (e.g. on Facebook or in clouds, even if it is protected by a password). As a rule, this constitutes a copyright infringement which can lead to legal and financial claims (the obligation to remove the content, the obligation to pay licence fees later, as well as indemnity costs and legal fees).
- Students are strictly forbidden to pass on their own details for login to the u:account (for Moodle, u:space, e-mail, etc.) to third parties.
- Courses may not be recorded without prior permission of the course instructor. However, please consider the information on accessible teaching.

Similarly, video or audio recordings of courses to which access has been granted must not be disseminated anywhere else (such as Facebook, YouTube) without the prior permission of teachers.

Materials in Depth

Urheberrechts-Novelle 2015 (2015 amendment to the Austrian Copyright Act)

Lehren mit (digitalen) Medien) - Ein Leitfaden durch das Urheberrecht in der Praxis (teaching with (digital) media – a guide on the practical implications of copyright legislation)

Services relating to copyright questions on the web site of the CTL

For any queries on copyright legislation, you can also refer to the eLearning-Rechtsportal (e-learning legal portal) of the Forum Neue Medien in der Lehre Austria (Austrian forum for new media in teaching).

4.1.10 - Learning platform Moodle

Moodle is a stable learning platform for teaching staff and students at the University of Vienna. Apart from sharing materials, Moodle has functionalities such as assignments, (self-)quizzes for students, forums, learning pathways and wikis.

> ▶ To access Moodle, you need a valid u:account from the University of Vienna, which you can use to log into the system at https://moodle.univie.ac.at.

The e-learning support team of the Vienna University Computer Center (ZID) provides technical support in the use of e-services to both teaching staff and students. These include direct technical support (assistance in technical problems, help uploading content to the learning platform, advising course instructors on the possibilities to implement certain projects in the learning platform and on the possible applications of the e-learning tools) and workshops for teaching staff. Find the current workshop dates in the seminar and training programme on the web site of Human Resources Development.

Materials in Depth

Find detailed instructions and tutorials on Moodle for teaching staff here (in German) or directly in the Moodle tutorial course.

More information and assistance

The Center for Teaching and Learning (CTL) offers support in questions related to media didactics. Click here for more information. (in German)

4.1.11 - Lecture streaming

The u:stream service of the Vienna University Computer Center (ZID) makes it possible to record or live-stream courses with little effort. u:stream is available in selected lecture halls at various locations of the University of Vienna.

> ▶ Find an up-to-date list of lecture halls equipped with u:stream at: http://zid.univie.ac.at/staff/ustream/#c376378.

The lecture halls from the list have the necessary equipment to record and live-stream courses. All lecturers who teach a course in one of these lecture halls may use this service. If you wish to teach in a lecture hall equipped with streaming hardware, please make this known as early as possible when booking a room.

In order to use u:stream, you have to complete a one-time registration to this service for your course. After that, lecturers can start and finish the individual recordings/live streams directly on the computer in the respective lecture hall. The following profiles are available for recording and live-streaming:

- lecture hall PC/notebook and audio
- lecturer at the lectern and audio
- lecturer at the blackboard and audio
- audio only.

In lecture halls featuring modernised streaming equipment (see the list of applicable lecture halls), it is also possible to combine a view of the lecture hall PC/notebook with a camera view of the lecturer.

The u:stream support of ZID supports lecturers with general information on the service as well as assistance in the preparation, implementation and publication of

the recordings or live streams. For more information see here.

In the lecture halls featuring modernised equipment, technical support staff for AV and media technology in the lecture hall (where applicable) provide assistance in producing streams as well.

The Center for Teaching and Learning (CTL) offers advice on questions related to media didactics for course instructors teaching e-learning-assisted courses with high numbers of participants. Click here for more information.

Materials in Depth

Instructions and short video tutorials (in German)

FAQ (in German)

4.1.12 - Tutors

Tutors are a category of student staff as laid down by the Collective Bargaining Agreement for University Staff. Their responsibilities include student support, preparing courses and participating in evaluation measures. The directors of studies assign tutors to courses based on a needs assessment. As of the winter semester of 2016/17, tutors must be employed in the amount of 4 hours per week per semester at the minimum. Their employment is capped at 10 hours per week per semester and person. Tutors are employed for six months per semester (March through August and September through February). They are part-time employees who, at the time of signing the employment contract, have not yet graduated from the master's or diploma programme in or for which they act as tutors. The terms of employment stipulate a subject-specific or subject-related degree programme and sufficient qualification.

Materials in Depth

Weitere Informationen zum Beschäftigungsverhältnis von TutorInnen erhalten Sie hier.

4.2 - Course support by the University Library

The Vienna University Library offers support to teaching staff in the following ways:
- acquisition of the literature relevant for the respective course (if necessary also several copies for the textbook collection)
- establishment of semester course reserves for the various courses in the special libraries.

To promote students' information competence, the University Library offers interdisciplinary and subject-specific seminars and workshops on research techniques and other topics relevant for the use of the library. Interdisciplinary events are held at the Main Library, subject-specific workshops are conducted by the special libraries. Events for students that are tailored to the respective course or

department can be arranged with the head of the respective library. These events can be held within the library's facilities or directly in the course. For more information, please contact the head of the respective library or the Helpdesk of the University Library. Dates of current user training measures can be found here. The University Library also supports lecturers with an extensive digital offer (see chapter 4.2.1 E-resources).

4.2.1 - E-resources

The digital offer of e-resources acquired by the University Library comprises (among others) many (text)books, academic journals and databases. These resources can be found and increasingly searched on a full-text level through u:search, the search engine of the Vienna University Library. Upon registration at u:access, the Vienna University Library's authentication service, they are available to lecturers and students of the University of Vienna anywhere in the world. Students and staff can register at u:access with their u:account.

Phaidra, the digital permanent archiving system, makes it possible for lecturers to store, document and permanently archive their publications in research and teaching (e.g. course materials). It can be used by every member of the University of Vienna (log-in via u:account). Phaidra can be easily integrated into teaching practice thanks to numerous special functionalities. Every object can be linked to every other object, making it possible to create collections. It also allows lecturers to create course materials that they can then make available to students in different formats.

u:scholar is the University of Vienna's publication service. As an institutional repository, it collects and presents the research results produced at the University of Vienna. These include monographs, contributions to journals and conferences as well as working papers.

Diploma and doctoral theses authored by students of the University of Vienna can be accessed via E-Theses, the University's server for academic theses. Some of them are available as full-text versions.

Materials in Depth

Click here for more information (including instructions, etc.) on the University Library's e-resources.

Click here for information on u:access.

Click here to access the Phaidra portal.

5 - CONDUCTING COURSES

5.1 - Information requirements of teaching staff

Due to the legally stipulated information requirements in relation to students and for the purpose of transparency and clarity concerning contents and requirements, course instructors must announce the following information via the course directory (u:find) in due time before the beginning of the course:

- aims, contents and method of the course
- examination topics (for courses with non-continuous assessment)
- mode of assessment (written/oral; for courses with continuous assessment, the stipulations for every performance component must be announced)
- course and examination language
- permitted aids for the examination or individual performance components
- minimum requirements students must meet for a positive assessment (assessment criteria, regulations on attendance for courses with continuous assessment) and assessment standard (subject to § 59 (6) Universities Act).

Lecturers are required to announce this information in due time via u:space and at the latest when the course directory goes online (15 January or 1 July). Students need to register for courses before the beginning of the semester. They also need this information to prepare and plan their semester.

Materials in Depth

Find more details on entering and editing information in u:space in the instructions „(see "About u:space")"

Statutes, section on study law, § 8 and § 10 (in German)

5.2 - u:space for teachers

u:space is a university-wide web platform for the organisation of courses, examinations and interaction with students. Apart from its function as a registration system for students, u:space is the central tool for teachers in conducting all administrative procedures related to their courses and examinations.

u:space for teachers allows you to:

- (de)register students for courses and examinations in the registration system;
- create student lists with all participants in your courses and examinations;
- send e-mails to course and examination participants;
- enter grades;
- enter a description of the course for the course directory (u:find);
- access exam remuneration;
- create Moodle courses for courses and examinations and import grades from

Moodle.

Additionally, u:space offers two new and helpful applications:

- The new landing page is designed as a personal to-do list, providing an overview of future examination dates, missing grades including deadlines and course descriptions for u:find that have yet to be entered. Find all of your courses and examinations on the respective overview pages at "Teaching -> Courses" or "Teaching -> Exams (Grading)".
- Course evaluation enables you to create online surveys and order questionnaires for pen-and-paper evaluations.

In order to use u:space, you need a valid u:account of the University of Vienna. Access is granted with the UserID and your password. In case you do not know your UserID and password or no account has yet been created for you, ask the Vienna University Computer Center to do so at https://www.univie.ac.at/ZID/uaccountanmeldung-staff/.

By 1 July for the winter semester and 15 January for the summer semester, the directorate of studies will have finalised planning to the extent that you can edit your courses yourself via u:space.

Materials in Depth

Find more information on the functionalities of u:space in the online tutorials at "About u:space". (in German)

5.3 - Course directory (u:find)

Courses can be found in the course directory from 1 July for the winter semester and from 15 January for the summer semester. Course instructors must announce the following information via the course directory in due time before the beginning of the course:

- aims, contents and method of the course
- examination topics (for courses with non-continuous assessment)
- mode of assessment (written/oral; for courses with continuous assessment, the stipulations for every performance component must be announced)
- course and examination language
- permitted aids for the examination or individual performance components
- minimum requirements students must meet for a positive assessment (assessment criteria, regulations on attendance for courses with continuous assessment) and assessment standard (subject to § 59 (6) Universities Act).

> ▶ You can enter this information yourself via the teacher interface of u:space. Please double-check all information on the course in u:space and make sure to

> ▶ complete it before the beginning of the semester. The landing page in u:space lists all courses for which you need to enter course descriptions at "Ausstehende Bekanntgaben für u:find" (announcements for u:find to be completed). You will only be shown as the course instructor upon clearance by the respective dean's office/office of the centre.

Changes you cannot realise via the u:space interface (e.g. a change of dates or course titles) must be addressed to the respective studies service center or studies service unit.

Materials in Depth

Find more information on the functionalities of u:space in the online tutorials at "About u:space". (in German)

Statutes, section on study law, § 8 and § 10 (in German)

5.4 - Prerequisites for participation

In order to complete individual courses or modules, students may need to fulfil certain prerequisites for participation. The curriculum may, for instance, stipulate that certain courses of the same module or other modules must have been completed.

You can consult the prerequisites for participation to understand which skills and competences you can expect from students or for which courses and modules your course should lay the groundwork.

The University of Vienna's registration system will conduct a check to make sure students fulfil the prerequisites for participation in the course. Students will only be assigned a place in the course or on the waiting list if they fulfil all prerequisites for participation.

You may not accept students whose name is not on the waiting list for your course. In such cases, please have the students contact the studies service center. This rule is in place to guarantee equal treatment of all students and the fulfilment of the prerequisites for participation as stipulated by the curriculum.

5.5 - (De)registering students for courses and examinations

u:space also includes the university-wide registration system used to (de)register students for courses and examinations. Students may continue to (de)register for courses via UNIVISonline. In general, the registration phase for the winter semester is in September and in the summer semester, it is in February.

The directorate of studies (SPL) is in charge of determining the exact periods of

registration for each semester. Depending on the SPL, students register and are assigned a place via a system of points or preferences. The SPL may determine further criteria (e.g. bonus points for students further advanced in their studies). Students have to register by the registration deadline set by the SPL (the principle of "first come, first served" is not applied).

You can get live updates on how many students have booked your course already during the registration phase. Prospective course participants receive the status "preregistered". After all available places have been assigned following the end of the registration phase, the preregistration status is changed to either "registered" (participants) or "on the waiting list" (in case of overbooked courses).

As course instructor, you can register students from the waiting list for the course or deregister students from the course. In case prospective course participants fail to attend the first session, you have to deregister these students and take on the same number of students from the waiting list in your course.

Within the predefined deregistration phase, students may deregister from courses themselves. We advise you to set the deadline for independent student deregistration at the beginning of your course to enable students from the waiting list to move up at an early stage and participate in the entire course. After the end of the registration phase, registration for the chosen courses is binding, as students have filled a spot that could otherwise have been filled by another student. After that, students are no longer allowed to deregister from the course themselves. You may choose to deregister a student from your course even after the deadline if the student can state a valid and credible reason. Find more details on entering and editing information in u:space in the instructions (see "About u:space") .

Materials in Depth

Find more information on the functionalities of u:space in the online tutorials at "About u:space". (in German)

Statutes, section on study law, § 10 (in German)

5.6 - Change of course dates

In the event of any changes of course dates, you must announce this change to the facility in charge of course date administration (in most cases the studies service center) without delay. This way it can be communicated to other lecturers who might require a lecture hall that one has become available.

Any changes to the course dates must be carried out by the competent employees via the room-booking programme of the University of Vienna to avoid double-bookings and keep an overview of existing capacities. The course directory will be adjusted based on these data.

Please let your students know in case you need to cancel or change the date of a

teaching unit in due time, e.g. via the e-mail function of u:space.

6 - PREPARING AND CARRYING OUT EXAMINATIONS

Materials in Depth

Informationen zu formalen Aspekten bei Prüfungen finden Sie in der Übersicht des Büro Studienpräses hier.

6.1 - Types of examinations

Module examinations and examinations in courses with non-continuous assessment are carried out as a single (oral or written) examination. There is no attendance requirement for the courses leading up to these examinations. They differ significantly from the examinations in courses with continuous assessment, which are made up of several exams or performance components.

This manual describes the various types of examinations in detail with regard to legal, didactic and administrative aspects.

See chapter 6.3 for students' right to an alternative mode of assessment in the event of a long-term impairment.

Students can enquire about their rights and duties with regard to examinations at the studies service unit (SSS)/the studies service center (SSC) and the student representatives of their degree programme.

Materials in Depth

Intranet, Topicals A-Z: Standards von Prüfungen und schriftlichen Arbeiten (standards of examinations and academic papers)

Statutes, section on study law, § 6, § 7 and § 8(in German)

6.1.1 - Examinations in courses with non-continuous assessment

In courses with non-continuous assessment, e.g. lectures, assessment is based on a single written or oral examination.

Whether continuous or non-continuous assessment is applicable for a given course is stipulated in the relevant curriculum under § 7 "Course classification". Please keep in mind that the rules for continuous and non-continuous assessment differ considerably!

Examinations must be carried out by the course instructors themselves. If necessary (particularly in the case of visiting professors), the directorate of studies has to appoint further examiners who are competent in the subject area.

Course instructors must announce the following information via the course directory in due time before the beginning of the course:

Students' attendance in the course leading up to the respective examination is not required in order to register for and participate in the examination.

The dates or periods of examinations are set by the director of studies. The director of studies usually delegates this task to the course instructors.

> ▶ For courses with non-continuous assessment, at least four examination dates must be offered: at the end of the semester in which the course was held and at the beginning, in the middle and the end of the following semester. This is a minimum requirement. More examination dates can be offered upon consultation with the SPL. The examination dates must be announced in the course directory (u:find) of the University of Vienna at least 14 days before the start of the registration period. If necessary, examination dates can be offered at the beginning and end of semester breaks. In this case, you must ensure that this does not disadvantage the students concerned. With the consent of the students concerned, you may also offer examination dates at other times during semester breaks.

Students who do not sit an examination at the dates offered are not entitled to another date for an examination on the same course contents. The SPL determines which examination fulfils the same examination purpose (usually the same or a similar course is offered every semester so that students can take an equivalent examination).

Students who are officially registered have the right for the examination to be held. Students who are not properly registered are not permitted to sit the examination. Only the performance of properly registered students will be assessed.

Students who have received a failing grade in an examination of a course with non-continuous assessment may repeat the examination three times. The fourth attempt has to be an examination before an examination committee.

Materials in Depth

Statutes, section on study law, §8

Universities Act , § 66, § 77

6.1.2 - Module examinations

In the course of module examinations, the performance for an entire module is assessed in a single written or oral examination. Courses on the module's content (e.g. lectures) are offered to support students. However, students are not required to take these courses before registering for module examinations.

Students must take an examination in the form of a module examination if this is stipulated in the respective curriculum. Passing individual courses with non-continuous or continuous assessment will not suffice.

For module examinations, the director of studies has to set examination dates at least at the beginning, in the middle and at the end of each semester (STEOP examination: at least two examination dates per semester). The director of studies must also announce the registration periods and the names of the examiners in a suitable and timely manner before the examination dates.

Students' attendance in the course leading up to the respective examination is not required. This also means that attendance is not an assessment criterion.

Students who are officially registered have the right for the examination to be held. Students who are not properly registered are not permitted to sit the examination. Only the performance of properly registered students will be assessed.

Students who have received a failing grade in a module examination may repeat the examination three times. The fourth attempt has to be an examination before an examination committee.

Materials in Depth

Statutes, section on study law, §8 (in German)

Universities Act , § 66, § 77 (in German)

6.1.3 - Combined module examination

The curriculum might stipulate that certain examinations must be taken as a combined module examination. Such an examination consists of several parts:

- a written or oral module examination and
- one or several courses with continuous assessment.

Combined module examinations will be considered as completed when the student has received positive grades on all parts. Students may repeat the individual parts of a combined module examination independently of each other. However, it is possible that the curriculum states the order in which the parts must be completed. Each part of the combined module examination is carried out and assessed separately.

> ▶ This manual describes the rules for examiners applicable to the various parts. Please refer to the parts relevant to you.
>
> With regard to combined module examinations, it is crucial that all course instructors and examiners align the objectives of the module and the support provided in the courses to reach these objectives. Any questions with regard to study law should be discussed with the director of studies in advance.

Materials in Depth

Statutes, section on study law, § 2 (4)

6.1.4 - Written and oral examinations

Written and oral examinations are used as modes of assessment to assess students' performance. Depending on the framework conditions or learning outcomes, you can apply different modes of assessment. Some curricula stipulate which modes of assessment should be used.

What all modes have in common is that criteria should be set in advance to ensure that the assessment is as fair as possible.

The examiner must carry out the examination in a fair way and refrain from doing anything that could discredit students or violate their personal integrity. The content, scope and number of questions or tasks making up the examination as well as its duration should be decided based on the content and scope covered in the examination and also consider stipulations of the curriculum.

See chapter 6.3 for students' right to an alternative mode of assessment in the event of a long-term impairment.

Written examinations may be carried out as written tests with open or essay questions. These questions can also be combined with a multiple-choice test.

While assessing students' answers in a multiple-choice test is relatively straight-forward ("right or wrong"), it is a good idea to phrase sample solutions in advance when using open questions in written examinations. Sample solutions are particularly suitable for questions that only have one correct, meaningful answer (e.g. all components are mentioned, the examples asked for are given, etc.). For more complex questions and particularly for essay questions, it is advisable to work out an assessment scheme made up of criteria that are assessed individually to ensure the performance assessment is fair and valid. You should inform students about the examination's requirements depending on the type of examination in advance.

For **written examinations**, students must be assigned adequate work space and rooms that ensure that the examination can be carried out as intended, in an orderly way and free of disturbances. The directorate of studies (SPL) must ensure that there are competent invigilators at examinations.

Not only course instructors, but also other qualified people competent in the subject area (e.g. teaching assistants) can act as invigilators. Students must present a picture ID (e.g. student ID card) at the examination. Invigilators must establish the identity of all students at examinations without a doubt and check off their names on the registration list.

> ▶ Before starting an examination, make sure that only students registered for the

> ▶ examination participate. Tell students about this rule orally and by writing it on the examination sheet: "Only students properly registered for the examination will be assessed (§ 12 (1) section on study law of the Statutes)." Neither you nor the SPL nor the studies service center may enter grades in the system for students who have failed to properly register for the examination.

With a view to transparency, the examination sheets of **written examinations** should contain the following details:

- information regarding the examination: course/examination title, course number, course instructor, examination date (first, second, third or fourth), date, time, duration of the examination, location, grading system
- a question whether this is the student's fourth attempt (this is relevant with regard to study law as the fourth attempt must be carried out as an examination before an examination committee)
- student information: student ID number, degree programme code of the programme in which the examination is taken, last name, first name
- information regarding study law: regular registration, requirements are met, proof of identity, permitted/not permitted aids, failure to complete the examination
- student's signature
- space for the examiner or invigilators to note down any incidents occurring in the course of the examination.

Examiners can download and use a template cover sheet for written examinations. Alternatively, you can choose to state the information outlined above on your own examination sheets.

In general, **oral examinations** are public. However, access may, if necessary, be limited to the number of people the room can hold. Students have the right to be accompanied to oral examinations by a person they trust. It is mandatory to keep an examination protocol. If the examination protocol is missing, incomplete or grossly inadequate, this might constitute a reason to contest the validity of the examination. The result of an oral examination has to be made known to the student immediately after the examination. In case of a negative assessment, the reasons have to be explained to the student.

> ▶ Ensure that only registered students participate in the examination before it starts. Neither you nor the SPL nor the studies service center may enter grades in the system for students who have failed to properly register for the examination.

Materials in Depth

Intranet, Topicals A-Z: Standards von Prüfungen und schriftlichen Arbeiten (standards of examinations and academic papers)

Statutes, section on study law, § 12

Cover sheet for written examinations (Word-Version, english)

6.1.5 - Multiple-choice examinations

The University of Vienna is facing the demanding task of offering examinations that are as standardised as possible in courses with a large number of students while simultaneously increasing the quality of examinations and keeping the time required for grading short. Multiple-choice examinations have the potential of satisfying all of these demands. They are especially suitable when examinations with the same conditions must be offered to a large number of students.

Using the "offline quizz" activity in Moodle, you can create multiple-choice tests online, save question and answer sheets as PDF, have the filled-in answer sheets assessed automatically after scanning them and, if necessary, give students the possibility to view their examination results online. Click here for more information.

To ensure that teaching staff and employees who are charged with carrying out multiple-choice examinations can offer exams that are theoretically well founded and efficient, there are training opportunities on both the didactics and the technical aspects of such examinations. You can register for these seminars and workshops on the web site of Human Resources Development. Moreover, the Center for Teaching and Learning (CTL) offers practical advice on the (further) development of multiple-choice examinations.

6.1.6 - Final examinations (public defence)

The public defence is the last examination students take in a master's or doctoral programme. It includes a defence of the academic thesis and a general discussion of the research subject. The final examination may also cover further subjects stipulated in the curriculum.

> ▶   Please refer to the respective curriculum to find out more.

The director of studies assesses whether the candidate meets the requirements for taking the final examination as defined by the curriculum. If this is the case, he or she appoints an examination committee including at least three persons competent in the subject area (pursuant to § 14 and § 15 of the section on study law of the Statutes). The director of studies either chairs the committee him- or herself or appoints an examiner as the chair of the examination committee.

If applicable, the examiners agree on the content of the examination pursuant to the curriculum when the doctoral student registers for the public defence.

The examination must be public and carried out orally. If the student has established legal or business interests related to the academic thesis (e.g. with regard to patent or data protection), they must be taken into account in the examination.

Following the examination, the members of the examination committee confer about the assessment in a closed-door meeting. The examination committee awards a grade for the public defence of the academic thesis including the discussion of the research subject. If the final examination includes further subjects, the examination committee awards further grades for each subject.

The grades are awarded based on a majority decision (i.e. if two examiners award the grade "good" and one examiner awards the grade "excellent", the grade given will be "good".) If there is no majority (i.e. every examiner has awarded a different degree), the mean average of the individual grades awarded is calculated and rounded up for results in which the first figure after the comma is 6 or above and rounded down when the first figure is 5 or below.

The chair of the examination committee informs the doctoral student of the awarded grades immediately after the examination.

Immediately following a public defence for which the student was awarded a positive grade, the student can ask the examination committee to issue a confirmation of the completion of the last examination required to complete the programme.

Materials in Depth

The curriculum may stipulate comparable requirements for the public defence in master's programmes. For more information, see "Mustercurriculum Masterstudium" (master's programme curriculum sample).

Statutes, section on study law, § 9, § 14, §15 (in German)

Universities Act, § 72, § 86 (in German)

6.2 - Courses with continuous assessment

Courses with continuous assessment can be regarded as an examination spanning the entire duration of the course. The examination must include at least two (oral or written) performance components. For the assessment, the individual performance components must be considered in a way that is adequate regarding their content as well as fair and transparent. The course instructor may stipulate a rule regarding students' attendance as a minimum requirement for a positive grade.

It is up to you whether you assess the performance in examinations based on a points system or qualitatively with regard to the degree to which certain qualitative criteria have been met.

Course instructors of courses with continuous assessment must announce the following stipulations in the course directory in due time before the start of the registration period:
- objectives and content of the course
- methods used to convey content
- language of instruction
- mode of assessment (for each of the minimum two written/oral performance

components) and permitted aids per performance component
- minimum requirements students must meet in order to receive a positive grade (assessment criteria including rules on attendance)
- share of the individual performance components with regard to the overall grade of the course with continuous assessment (assessment standard).

Minimum requirements and assessment standard examples:

- Seminar with seminar paper:
Minimum requirements (What is required of students in order to receive a positive grade?): "Minimum requirements for a positive grade: writing a seminar paper satisfying the requirements defined by the course instructor and a successful oral presentation of the paper's content in the course. Attendance is compulsory; up to two absences without notice will be excused."
Assessment standard (What will be assessed?): "Every performance component will receive a grade. The seminar paper accounts for 70% and the oral presentation for 30% of the course's grade."

- **Example for an exercise with several tests:**
Minimum requirements (What is required of students in order to receive a positive grade?): "Minimum requirements for a positive grade: passing grade on at least one of the two mid-term exams and the final exam. Moreover, attendance is compulsory; up to two absences without notice are permitted."
Assessment standard (What will be assessed?): "Assessment is based on a points system. Students can reach a maximum of 100 points. The final exam accounts for 40 points, a maximum of up to 20 points each are awarded for the mid-term exams. For active class participation, up to 20 points are awarded. Points required for a positive grade on the course: 51 points."

Please observe the relevant stipulations of the Statutes when assessing performance components:

- "adequate with regard to content": as a course with continuous assessment can be regarded as an examination spanning the entire duration of the course, students should not have to complete all individual performance components at the end of the semester. Moreover, no one individual performance component should be decisive for the grade. If the subject requires it, however, more substantial performance components can be accorded more weight than others (e.g. seminar papers, bachelor's papers).
- "fair": it is not permissible to make one individual performance component decisive for the grade. If the assessment standard assigns so much weight to a given performance component that it is decisive for the grade (e.g. bachelor's paper: 80%, oral presentation: 15%, class participation: 5%), students must be adequately prepared for this performance component in the course of the semester and they must in any case be provided the possibility to improve the assessment of this performance component. It is never permissible to

circumvent the stipulation of "a minimum of two performance components": in addition to the decisive performance component, a further performance component must be part of the course (e.g. seminar paper and oral presentation)!

- "transparent": the assessment standard must be transparent for students (i.e. the weighting of the individual components must be clear to them). The didactic design of the course must reflect the approach taken. It is not necessary to decide on all possible details in advance. If substantial changes become necessary (e.g. because of didactic reasons or the points system must be changed because an exam question turns out invalid), you may implement changes that benefit the students. Please communicate any such changes to all course participants and via the course directory.

> It is advisable to point to shared standards with regard to courses or examinations of the same subject, see Standards von Prüfungen und schriftlichen Arbeiten (standards of examinations and academic papers). If you have any questions regarding this topic, contact your directorate of studies (SPL)!

The SPL announces the procedures for assigning the spots in courses as well as the registration and deregistration deadlines in the University Gazette before the start of the semester. If there is a risk that students cannot complete the programme within the defined degree programme duration, the SPL can increase the number of participants per course upon discussing the matter with the teaching staff and taking into consideration the didactic concept, the available space and safety regulations.

Registered students who do not show up for the first class without notice must be deregistered so that students from the waiting list can move up the list according to the defined procedure. The performance of all students who obtain a spot in a course in this way is assessed (unless they deregister by the set deadline or do not complete the course for a valid reason).

> You can permit students to hand in written work up until 30 April for courses held in the previous winter semester and up until 30 September for courses held in the previous summer semester. For blocked courses held in periods where no other courses are held, the deadline for submitting written work is not later than three months after the last teaching session.

Materials in Depth

Registering for and deregistering from courses with continuous assessment (in German)

Ghostwriting bei Seminararbeiten (ghostwriting in seminar papers) (in German)

Intranet, Topicals A-Z: Standards von Prüfungen und schriftlichen Arbeiten (standards of examinations and academic papers)

Statutes, section on study law, § 10

6.2.1 - Bachelor's and other papers

A paper can be a performance component of a course with continuous assessment. Assessment criteria should be defined in advance to ensure the assessment is as fair as possible. The more freedom students have with regard to the paper, the more detailed the assessment criteria should be.

Papers, such as papers written in introductory seminars, seminar papers or bachelor's papers, are performance components in courses with continuous assessment. For diploma, master's and doctoral theses, see chapter 9 on academic theses.

▶ When assessing papers such as seminar papers, it is advisable to design and communicate to students an assessment scheme made up of criteria that are assessed individually (e.g. "structure and text organisation", "coherence of arguments", "style and language") to ensure the performance assessment is fair and valid. Click here for an example of an assessment scheme for grading papers based on qualitative and quantitative aspects. For students, it is important to receive feedback in addition to their grade so that they know where they can improve.

The bachelor's thesis is a "term paper" that has to be written as part of a course with continuous assessment. This course can be a seminar specifically designed to support the writing process of the bachelor's thesis. Alternatively, bachelor's theses can be written in a number of courses. In such a case, students receive ECTS credits for the bachelor's thesis in addition to the credits awarded for completing the course. The bachelor's thesis should demonstrate students' ability to use research methods independently. However, the requirements should not be comparable to a diploma or master's thesis. For bachelor's theses, the topic and supervisor do not need to be approved. Instead, the course instructor of the respective course supervises the thesis. The grade awarded to the thesis is a performance component that is considered in the overall assessment of the course (in addition to the oral presentation, class participation, etc.). The thesis can be weighted more heavily (e.g. more heavily than a seminar paper) with regard to the final grade. Please refer to the respective curriculum to find more detailed stipulations regarding the content and scope of (the) bachelor's thesis/theses.

Materials in Depth

Ghostwriting bei Seminararbeiten (ghostwriting in seminar papers)(in German)

Intranet, Topicals A-Z: Standards von Prüfungen und schriftlichen Arbeiten (standards of examinations and academic papers)

Overview of curricula (in order of directorates of studies) (in German)

6.3 - Right to alternative modes of assessment

Students with a (long-term) disability or chronic disease have the right to alternative modes of assessment. This can mean that more time is granted for the examination (e.g. for students who find it difficult to concentrate or whose fine motor skills are affected), that examination documents using a larger font are provided (e.g. for visually impaired students), that an oral performance component or participation in parts of the course or in excursions can be substituted by a written paper (e.g. for students with limited mobility or who suffer from a chronic disease) or that technical aids can be used (e.g. for blind students). The content and standards of the examination must not be limited by the alternative mode of assessment.

Students who provide documentation of a long-term disability or chronic disease can apply for an alternative mode of assessment. The application should be submitted to the director of studies as soon as the disability or disease occurs and not later than the registration for the examination.

If the situation seems unclear or it is deemed necessary by a party, the University's accessible studying team can issue a written recommendation for an alternative mode of assessment based on medical certificates and a personal consultation with the student. This recommendation should be submitted together with the mentioned application.

If the director of studies does not directly grant the application for alternative modes of assessment submitted by a student who can prove to suffer from a long-term disability or chronic disease, the Studienpräses establishes through an official notice whether the requirements for alternative modes of assessment have been met upon consulting with the student and the examiner.

It is not permissible for the student to retroactively waive his or her right to make use of alternatives modes of assessment. If it is established that the student requires an alternative mode of assessment, this alternative mode must be used in all comparable examinations this student takes in the course of his or her degree programme.

Please inform students of the possibility of alternative modes of assessment at the beginning of the semester and advise students to obtain information and request a recommendation by the accessible studying team (which may take a while to prepare) in a timely manner.

Materials in Depth

web site for accessible teaching (in German)

Click here for information for your students.

7 - FINALISING EXAMINATIONS

7.1 - Assessment

Examination results express how students' performances have been assessed. They are the most visible feedback tool in a university's teaching activities. For this reason, clear and transparent assessment criteria must be established prior to an examination. Moreover, these criteria must apply to all students taking an examination and satisfy principles of fairness.

In order to adequately assess student performance, the respective learning outcomes defined in advance should serve as a frame of reference. The degree to which the requirements defined in the learning outcomes has been fulfilled determines the grade.

Examination results must be assessed according to a five-point grading scale: "excellent" (1), "good" (2), "satisfactory" (3), "sufficient" (4) or "failed" (5). When this is not possible or reasonable (e.g. for excursions, practical courses), the assessments "participated with success" (+) or "participated without success" (-) should be used.

To be able to assess and grade students' performance in an examination, the assessment criteria and the assessment standard have to be set in advance (also see the information for the respective types of examination).

Materials in Depth

Intranet, Topicals A-Z: Standards von Prüfungen und schriftlichen Arbeiten (standards of examinations and academic papers)

Universities Act G, §72 (in German)

7.1.1 - Grading deadlines

Written course and module examinations must be graded not later than four weeks following the examination date. Courses with continuous assessment must also be graded not later than four weeks after the last performance component has been submitted. Students are legally entitled to receive their grades by these deadlines.

Being graded in a timely manner is especially important for students who require the respective grade to enrol in another course. This especially applies to the winter semester, as the registration period for summer semester courses already starts in February. If grades are not entered in u:space in time, students will be unable to register for advanced courses, which might result in their inability to graduate within the standard duration of the programme.

For information on assessing diploma and master's theses, see chapter 9.1.3; for information on assessing doctoral theses, see chapter 9.2.3.

Materials in Depth

Universities Act , § 74

7.1.2 - Entering grades

You can enter grades directly in u:space. Grades entered must always be checked by a second person. Valid grades entered in u:space have to be confirmed by clicking the button "Approve assessment". Only then will these grades be visible to students in u:space and appear in their transcripts of records. Grades that have been finalised this way may only be changed by the studies service center in case an exception can be justified and upon consultation with the director of studies/Studienpräses.

For courses with continuous assessment, you can enter grades in u:space at any time. As soon as students have registered for the course, you can click on the menu item "Teaching" --> "Exams (Grading)" to view or edit grades for this course. Please keep in mind the applicable deadlines for grading, which you can also access on the interface for teaching staff (also see chapter 7.1.1 on grading deadlines). Courses with non-continuous assessment (e.g. lectures) have a set examination date.

All students enrolled in courses with continuous assessment who fail to deregister in time or present a valid reason for discontinuing the course receive a grade.

Students who have missed an examination in a course or a module examination without deregistering in due time will be blocked from registering for the next possible examination date automatically. Please select "failed to appear" in such a case. It is not permissible to simply deregister students who do not show up for examinations! If a valid reason for being unable to deregister by the deadline is presented (e.g. illness on the examination date), the automatic blocking can be reversed.

If you do not enter the grades yourself, please submit a list with the names of all students, their grades, the examination date and data regarding the course in which the examination was taken to the staff of the respective department/studies service center. Based on these data, an examination and the respective grades can be entered in the system.

7.2 - Exceptions in grading

7.2.1 - Failure to complete an examination

Students who fail to complete an examination without presenting a valid reason receive a failing grade. This only applies if the student actually leaves after having started to take an examination. If the examiner(s) recognise that there is a valid reason for the termination, they should note it in the examination protocol and deregister the student from the exam/the course with continuous assessment. In such a case, there are no consequences for the student as, according to the respective

legal stipulations, he or she has never attempted to take the examination. It is thus not counted as an examination attempt.

Valid reasons include conditions such as a sudden deterioration of one's physical state, a serious blackout or a panic attack.

If the examiner(s) cannot immediately confirm that there is a valid reason, the student can apply for an official notice to determine whether there was a valid reason. Such an application must be submitted to the Studienpräses without delay and not later than 14 days after the student failed to complete an examination.

Materials in Depth

Statutes, section on study law, § 6 Abs. 6 (in German)

7.2.2 - Non-assessment of performances due to the use of unauthorised means (cheating)

An examination in which a student has used unauthorised aids will not be assessed. However, the incident will be documented in the student files (particularly on the transcript of records).

> ▶ As examiner or course instructor, you must inform the students about which aids they are allowed to use in examinations before the start of the examination/course.

If you detect that a student has used unauthorised aids before grading has been finalised, proceed as follows:

If you find a student to be cheating during an examination, do not grade the examination. However, the attempt is counted towards the overall number of examination attempts. This means that no grade is annulled, but the attempt is not assessed. Such an incident must be recorded in the examination protocol in detail.

In the event that the student used unauthorised means (copying, mobile phone, crib sheet, etc.), the examination performance is considered as obtained by fraudulent means and marked with an "X" in the student's transcript of records. This examination attempt counts! In such a case, invigilators must:

- make a note on the student's examination sheet that he or she cheated;
- if possible, obtain the unauthorised means and attach them to the examination sheet;
- inform the course instructor and the directorate of studies immediately so that all parties can be heard regarding the incident.

The directorate of studies must confront the student regarding the incident in the course of a meeting before entering an "X" in the transcript of records. Such a

meeting must be documented.

If one performance component in a course with continuous assessment is obtained by fraudulent means (e.g. copying, use of unauthorised means, plagiarism, etc.), the entire course performance is to be considered as obtained by fraudulent means and no assessment is carried out. Also in this case, all parties must be heard before this information is entered in the transcript of records. The percentage of the respective performance component in the overall assessment is irrelevant.

If you find that a student has obtained a grade by fraudulent means (e.g. using plagiarism or cheating in an examination), select "do not assess (due to unauthorised materials) ". Do not enter a negative grade.

If you find out a student cheated only after grading a performance, see chapter 7.2.3. on assessment as null and void (because obtained by fraudulent means).

Materials in Depth

Information provided by the Studienpräses on grades obtained by fraudulent means

Information provided by the Studienpräses to guarantee good academic practice

Statutes, section on study law, § 12 Abs 6

7.2.3 - Assessment as null and void (because obtained by fraudulent means)

If you find out a student cheated only after grading his or her performance, the grade has to be declared null and void. This is done by initiating an administrative procedure with the Studienpräses.

Grades are declared null and void in two cases:
- A student has registered for an examination by use of fraudulent means.
- A student has obtained a grade on an examination or for an academic thesis using unauthorised means (e.g. plagiarism).

If a student has obtained a grade by use of unauthorised means (e.g. another person sat the examination for him or her) and this is found out only after the performance has been graded, an administrative procedure with the Office of the Studienpräses must be initiated. If the claims are found to be true, the assessment given will be declared null and void by means of an official notice.

In such a case, the final status of the examination performance in i3v is "Null and void because obtained by fraudulent means" and can only be changed by the respective studies service center/studies service unit based on the official notice.

To make a distinction between students who have failed an examination and students whose grade was declared null and void, an "N" is entered in the record of transcripts. The attempt is counted towards the number of allowed examination

attempts.

If you find out a student has cheated before you have completed grading, you should not assess the performance due to the use of unauthorised means as described in chapter 7.2.2.

Materials in Depth

Information provided by the Studienpräses on grades obtained by fraudulent means

Information provided by the Studienpräses to guarantee good academic practice

Universities Act , § 73

Statutes, section on study law §12 Abs. 6

7.2.4 - Annulment of a negative examination grade

Students may apply to have a negative grade on an examination annulled if there have been serious shortcomings in carrying out the examination. It is not possible to contest a negative grade on an examination that has been carried out in an orderly way. Applying for the annulment of an examination graded with a passing grade due to serious shortcomings in carrying out the examination is not possible either. However, students have the option of repeating the examination in question. In general, there is no legal right to file an appeal against the grade received in an examination.

Materials in Depth

UG, § 79

7.2.5 - Repeating examinations

Students have the right to repeat examinations they have failed three times. The fourth attempt has to be carried out as an examination before an examination committee if the examination consists of only one part. This is the case for examinations in courses with non-continuous assessment and module examinations. Students can apply to take the examination before an examination committee already at the third attempt. If a student receives a negative grade on a course with continuous assessment, he or she has to retake the whole course.

The following applies to the repetition of positively graded examinations: students are entitled to retake passed examinations up to twelve months after taking them but not later than the end of the respective stage of the degree programme or the programme as a whole. An examination cannot be retaken more than once. With the new attempt, the previously earned grade becomes void regardless of the fact that it was a positive grade.

Materials in Depth

Statutes, section on study law, §13

Universities Act § 66, §77

8 - IMPROVING TEACHING AND DEVELOPING EXAMINATIONS

8.1 - Improving courses

Teaching staff should always seek to continuously improve their courses. They can, for instance, do so based on the quality control system outlined in the following: 1. planning the course, 2. carrying out the course including assessment, 3. analysing the course, 4. improving the course.

The analysis of step 3 should establish whether the course's learning outcomes were achieved. This can be done in several ways: for one thing, examination results indicate the degree to which the learning outcomes were achieved. On an institutional level, course evaluations are an important instrument for assessing in how far learning outcomes were realised. With regard to the whole study programme, graduate surveys and feedback provided by both teaching staff and students (for instance in the course of studies conferences) form important input for the further development of the University's teaching activities.

Based on such input, individual lecturers and directors of studies can work out measures for further improvement as a fourth step. Lecturers are encouraged to make use of courses on university didactics offered by the Center for Teaching and Learning (CTL) when further developing their courses (activating teaching/learning methods, adequate exam preparation and examinations).

Materials in Depth

Mehr zum hochschuldidaktischen Unterstützungsangebot für Lehrende erfahren Sie hier.

Informationen zur Lehrveranstaltungsevaluation (inkl. bestehende Fragebögen für Lehrende und Studierende) Ihrer Studienprogrammleitung finden Sie hier.

8.2 - Evaluation of courses

The evaluation of courses based on student surveys aims to improve teaching quality. It particularly serves as a feedback instrument for course instructors and as a feedback and planning tool for directors of studies.

In accordance with the Rectorate's evaluation plan, courses are evaluated by students in a three-semester cycle. Directors of studies can also initiate additional course evaluations in the area(s) they oversee. As a course instructor, you can also choose to have your courses evaluated outside of the regular cycle.

The evaluation of courses is based on standardised survey sheets for each study programme that are provided by the University of Vienna. The preferred evaluation

mode is online in the lecture hall (information sheet). This mode is suitable for all courses in which the registration data of the students taking the course are saved in i3v. The course instructor chooses the survey sheet as well as the date and time for carrying out the online evaluation via u:space ("Teaching" – "Course evaluation"). The course evaluation should be timed in a way that enables the course instructor to report back on the evaluation results to the students before the course ends.

For the time being, it is also possible to carry out evaluations of courses using paper survey sheets. To save resources, however, the University of Vienna expressly asks all course instructors to carry out the evaluation online in the lecture hall.

As soon as the evaluation sheets have been processed by Quality Assurance (BEfQS), the results are automatically sent to the course instructors via e-mail. You can access evaluation results of courses you have taught via your personal u:account at https://eval2.univie.ac.at/ . You can also enter comments on the results, which will show in the evaluation report, in a field provided for this purpose.

Please refer to the web site of BEfQS for comparative figures calculated from all survey sheets evaluated in your study programme. Based on these figures, you can see for every individual question on the survey sheet how the answers of the students in your course compare to those of all students of the study programme who have participated in the evaluation. After the first round of analysis, the comparative figures are also incorporated into the evaluation report of the directorates of studies, which must carry out evaluations of their study programmes according to the three-semester cycle.

Directors of study receive a summarised version of course evaluation results at the end of the semester, where the average value for the question "All in all I think the course is…" appears for each course. Directorates of studies and the members of the deans' team responsible for teaching can access all course evaluation results of the directorates of studies/faculty using the SPL/deans' account. Members of the Rectorate receive evaluation reports upon request.For all other purposes (e.g. appointment procedures or contract extensions), BEfQS states for which courses evaluation results are available. However, the results are not forwarded unless the respective course instructor has agreed to it.

Please contact BEfQS if you have any questions related to course evaluations.

Materials in Depth

Click here for further information: http://www.qs.univie.ac.at/en/evaluation/evaluation-of-courses/.

Existing survey sheets and aggregated evaluation results of the various directorates of studies (i.e. results for individual instructors are not shown):
http://www.qs.univie.ac.at/en/evaluation/evaluation-of-courses/directors-of-the-studies-programme/

8.3 - Feedback in teaching

Feedback is an important component of every researcher's life. The University of Vienna seeks to gradually familiarise students with research practice by immersing them in an active feedback culture. The feedback students receive from course instructors provides important indications about their level of knowledge, enabling them to learn in a targeted way. And, in return, student feedback enables instructors to improve their teaching activities.

The University of Vienna endorses an active feedback policy to foster a communicative teaching and learning environment.

Why is feedback important?
Feedback helps students to better assess the strengths and weaknesses of their own performance and take responsibility for their own learning process.

Feedback...

- increases students' sense of achievement throughout the degree programme;
- fosters a proactive attitude towards learning;
- motivates students to engage in a scientific discourse;
- imparts the joy of acquiring knowledge.

Principles of a positive feedback culture
Giving feedback will be successful if it is done in a practical and simple way: depending on the number of students in a course and the respective learning outcomes, different forms of feedback (personal, written, e-learning-based or peer feedback, etc.) will be required. This means that giving feedback is possible for every course and examination.

Feedback should...

- be timely, objective, related to the specific assignment, improvement-oriented and respectful;
- be closely connected to transparent performance requirements and assessment criteria;
- already be considered when planning a course or examination and be communicated in due time;
- be matched to the number of students with regard to form and intensity;
- be given by course instructors where it concerns seminar or bachelor's papers and by supervisors in the case of master's theses;
- be actively sought by students.

Materials in Depth

Click here for further information on best-practice examples and the feedback policy of the University of Vienna: ctl.univie.ac.at/feedback-in-der-lehre (in German).

If you are looking for personal advice on this topic, please write to ctl.feedback@univie.ac.at.

8.4 - Standards of examinations, papers and theses

High-quality and fair performance reviews are key to a university's teaching activities. For this reason, high quality standards must be applied to preparing and carrying out examinations. In general, performance reviews should be aligned with learning outcomes, i.e. the knowledge and competences to be acquired by students.

Coordination among teaching staff prior to holding examinations has proven highly beneficial in this respect. It can, for instance, ensure that requirements and assessment schemes are comparable across parallel courses or that examinations taken within a given module are comparable.

Transparency with regard to requirements and assessment and a differentiated approach to assessment ensure both fairness and a high quality of examination performances and papers submitted by students. See information requirements of teaching staff (chapter 5.1) regarding the communication of examination requirements via the course directory before the start of a course.

With regard to papers submitted by students, it may be helpful for individual course instructors or the entire study programme to draw up guidelines for writing papers or theses (seminar or bachelor's papers, master's or diploma theses). Such guidelines can include important assessment criteria and contribute to raising the quality of the papers submitted. They also form the basis for a differentiated assessment of these papers.

Materials in Depth

The Center for Teaching and Learning (CTL) also offers work materials, workshops and advice and support in processes aiming to improve the quality of examinations as well as papers and theses to directorates of studies and teams of course instructors. For more information see here.(in German)

8.5 - Diversity in teaching

The University of Vienna 2020 Development Plan states that students and employees of the University of Vienna form a community of individuals of different age and gender as well as divergent social and geographic backgrounds and people with disabilities. They are characterised by different life situations, experiences, views and competences (Development Plan, p. 15). Their interactions are informed by mutual appreciation and respect (see Code of Conduct, chapter 3.1.1). Teaching that appreciates diversity helps students feel part of the academic environment and succeed in meeting the requirements of their individual study programmes. This challenge requires specific diversity competence of the University's teaching staff covering several fields: (1) awareness of the individual diversity of students relevant to their studies and potential problems (see student diversity survey, 2015) (2) knowledge of relevant legal stipulations (see right to alternative modes of assessment, chapter 6.3) (3) competence to plan and execute teaching/learning concepts and methods accordingly (e.g. methods enabling individual learning paths

and paces, feedback methods, instructions for cooperative ways of learning) (4) social competences relevant to teaching (e.g. proactive measures to create a productive atmosphere in a course and to ensure all students can participate in activities while safeguarding their integrity) (5) reflection and determination of one's individual standpoint with regard to the normative dimension of diversity in teaching. In qualification offers regarding university didactics (see chapter 8.6), teaching staff can discuss diversity-related questions in teaching with colleagues and further develop their diversity competence. The offer includes, for instance, workshops on specific diversity dimensions such as differing language competences of students or accessible teaching (see chapter 4.1.7).

Materials in Depth

Click here for further information on the qualification and consultation offer regarding university didactics by the Center for Teaching and Learning (CTL). (in German)

Internet platform on diversity of the Gender Equality and Diversity department

Accessible teaching (in German)

8.5.1 - Trans, inter* und nicht-binäre Studierende: Umgang in der Lehre

Nicht bei allen Personen stimmt das Geschlecht mit dem überein, was Personen bei der Geburt zugeschrieben wurde und welches Geschlecht in den offiziellen Dokumenten aufscheint. Diese Thematik wird in jüngster Zeit vermehrt diskutiert und tritt stärker als früher ins Bewusstsein der Öffentlichkeit. Eine Gruppe von Studierenden ist mit dieser Thematik an die Universität Wien herangetreten. Die Akademie der bildenden Künste hat ein vom BMWFW finanziertes Projekt „Non-Binary Universities. Maßnahmen zur Stärkung der Geschlechter-Diversität an Universitäten in Österreich" gestartet. Dort befasst sich eine Arbeitsgruppe mit möglichen Maßnahmen zum Thema der Geschlechter-Diversität an österreichischen Universitäten.

Formaler Rahmen: Zunächst ist festzuhalten, dass die Universität bei der formellen Erfassung der personenbezogenen Daten verpflichtet ist, auf die offiziellen Dokumente mit dem amtlich dokumentierten Namen („Passnamen") und dem amtlich festgelegten Geschlecht zurückzugreifen. Da es um die Dokumentation von Prüfungsleistungen geht sowie um die Verpflichtung der Universität, gewisse Daten für die formelle Statistik zu generieren, kann eine Änderung der Personenstandsdaten an der Universität erst dann erfolgen, wenn sie offiziell vollzogen worden sind.

Bewusstseinsbildung der Lehrenden: Betroffene Personen befinden sich oftmals in einem längeren, in der Regel schrittweisen Prozess der Geschlechtsentwicklung. Sowohl für Studierende als auch für Lehrende kann es in Lehrveranstaltungen zur Irritation kommen, wenn Situationen eintreten, in denen nicht klar ist, welches Geschlecht die Studierende bzw. der Studierende hat. Das Geschlecht der Studierenden ist nicht immer zuverlässig anhand des Aussehens oder des im Lehrendeninterface registrierten Namens ablesbar.

Studierende wie Lehrende haben unter Umständen wenig Vorerfahrung mit trans und inter* Personen, was mit Berührungsängsten oder fehlender Sensibilisierung für deren Anliegen verbunden sein kann.

> **Trans** Personen sind Menschen, deren Geschlecht nicht oder nur teilweise dem Geschlecht entspricht, das ihnen bei der Geburt amtlich zugewiesen wurde. Dazu zählen Frauen, denen männliches Geschlecht, Männer, denen weibliches Geschlecht und nicht-binäre Menschen, denen ein binäres Geschlecht (m/w) zugeordnet wurde.
>
> ▶ **Inter*** Personen passen chromosomal, hormonell oder anderweitig körperlich nicht in das gesellschaftliche Bild von männlichen und weiblichen Körpern. Sie werden jedoch (in der Regel bereits bei der Geburt) einem der beiden amtlich anerkannten Geschlechter zugewiesen. Inter* Personen sind möglicherweise Frauen oder Männer oder haben andere Geschlechter.
>
> **Nicht-binäre** Menschen ordnen sich keinem der beiden in Österreich amtlich anerkannten Geschlechter zu.

Die Achtung des Privatlebens, zu dem das Geschlecht und die sexuelle Orientierung gehören, ist in der Europäischen Menschenrechtskonvention (Art. 8) als Grundrecht verankert. Die Universität Wien bekennt sich zu gegenseitiger Wertschätzung und gegenseitigem Respekt im Umgang miteinander (Code of Conduct). Das bedeutet, dass Lehrende aufgefordert sind, sich aktiv gegen diskriminierendes oder beleidigendes Verhalten einzusetzen.

Eine diskriminierungssensible Lehre erfordert auch die Reflexion der eigenen Sprachpraxis, da inter* und trans Personen oftmals problematischem Sprachgebrauch begegnen, wie beispielsweise der „falschen" Anrede in Lehrveranstaltungen.

An Lehrveranstaltungen nehmen möglicherweise Studierende teil, deren offizieller Name nicht mit ihrem tatsächlich benutzten übereinstimmt. Im Studienalltag können Anwesenheitslisten und das Aufrufen mit „falschem" Vornamen und Anrede dazu führen, dass inter* und trans Personen gegen ihren Willen geoutet werden. Ein solches Zwangsouting kann für die Betroffenen weitreichende negative Folgen haben.

> ▶ Die Studentin Dalila Kovač, ist ihren Kolleg_innen nur unter diesem Namen bekannt. Alle nehmen sie ohne jeden Zweifel als die Frau wahr, die sie ist. In einer Lehrveranstaltung wird sie jedoch mit dem noch offiziellen Namen aufgerufen. Da dieser Name männlich konnotiert ist, wird sie vor all ihren Mitstudierenden als trans geoutet.

Lehrende unterstützen inter* und trans Personen, wenn sie ihren tatsächlichen

Namen benutzen, auch wenn dieser (noch) nicht der offizielle sein sollte. Nehmen Sie bitte in dem Fall, in dem sich eine Studierende bzw. ein Studierender mit einem entsprechenden Wunsch meldet, diesen proaktiv auf und gestalten Sie die Kommunikation entsprechend. Sie vermeiden damit unangenehme Situationen und ermöglichen den KollegInnen eine Teilhabe an der Lehrveranstaltung.

Die Anrede, sowohl in der Lehre als auch in der schriftlichen Kommunikation kann eine weitere Herausforderung sein. In E-Mails bietet es sich an, auf gegenderte Ansprachen (Sehr geehrter Herr Tanaka, Sehr geehrte Frau Moser) zu verzichten. „Ungegenderte" Anredeoptionen verwenden hier stattdessen Vor- und Nachnamen („Guten Tag Fatih Özkan").

> Ob, wenn Sie über Chris Gruber sprechen, „sie", „er", ein alternatives Pronomen oder keines (hier einfach den Namen der Person verwenden) richtig ist, erfragen Sie am besten im Vorhinein. Eine weniger aufwändige Alternative ist es, alle Student_innen einfach mit Vornamen und Nachnamen anzusprechen. Anstatt des Possessivpronomens ("ihr Argument, seine These") wird dann der Genitiv des Namens ("Kims Erläuterung") verwendet. Weitere Hinweise finden Sie in der weiterführenden Literatur.
>
> ▶ *„Vielen Dank für das Beispiel, Dalila Kovač." „Kim Müller, würden Sie sich der Meinung von Fatih (Özkan) anschließen?" „Das nächste Referat wäre dann jenes von Gruber, kommen Sie bitte nach vorne."*
>
> Falls Sie sich mit der Anrede einer Person irren, entschuldigen Sie sich, verwenden Sie die richtige Anrede und führen das Gespräch weiter. Es nützt der Person nicht, wenn Sie eine große Sache daraus machen, schon gar nicht vor Publikum. Wenn Sie das Gefühl haben, dass der Person die Situation sehr unangenehm war, sprechen Sie vielleicht nach der Lehrveranstaltungseinheit kurz mit ihr und fragen Sie nach, ob die Person etwas von Ihnen braucht oder Wünsche hat.

Je nach Fachrichtung sind Lehrende eingeladen, trans und inter* Aspekte auch explizit in der Lehre zu thematisieren.

8.6 - Qualification offers for teaching staff

The Center for Teaching and Learning (CTL) provides specialised qualification offers regarding university didactics to teaching staff. "Basic Qualification for Junior Staff" is a workshop aiming to facilitate the start for early-stage teaching staff. It also informs them about the framework conditions of teaching at the University of Vienna. This workshop is mandatory for university assistants who do not hold a doctorate. All other course instructors are warmly invited to participate. The basic qualification course is offered in three different specialisations (humanities, social sciences and cultural studies; STEM; law) in German. There is also a cross-subject course taught in English. The CTL also offers practical coaching for new course instructors, offering

guidance throughout their first course. The more specialised Teaching Competence courses are designed for teaching staff at the University of Vienna who are interested in further professionalising their teaching competence and courses and broadening their repertoire of teaching methods. The workshops focus on topics such as course design, research-led/student-centred teaching and learning processes, media competence and assessment. The two-semester certificate course Teaching Competence Plus: Professionalisierung universitärer Lehrkompetenz (teaching competence plus: professionalisation of university-level teaching competence) consists of 15 ECTS credits and is a specialised offer for experienced teaching staff from the post-doc phase on. Participants develop their teaching practice through their own reflection, discussions with peers, workshops on university didactics, one-on-one coaching and guidance by colleagues sitting in on their classes. There are also workshops on designing multiple-choice tests in a theoretically well-founded way. For the CTL Lectures, renowned experts are invited to talk about current concepts and developments in the field of teaching, providing insights into the (inter)national state of research. These events are open to all interested staff members of the University. Please register for all qualification offers via the web site of Human Resources Development of the University of Vienna.

Materials in Depth

Click here for further information on workshops and events for teaching staff.

8.7 - Mobility programmes for teaching staff

Enhancing international mobility among academics and teachers is a key prerequisite for both personal academic careers and the position of the University of Vienna in international contexts. Apart from funding by the University of Vienna (e.g. travel subsidies or funding for guest lectures and business trips), there are national and international (particularly EU) mobility programmes supporting respective activities. Offers specifically designed for teaching staff include the ERASMUS Teaching Staff Mobility programme supporting teaching assignments at ERASMUS partner universities and the CEEPUS Teaching Staff Mobility programme, which has a focus on Central Europe and enables teaching staff of the University of Vienna to teach up to one month at a CEEPUS partner university. Furthermore, the International Office supports teaching staff and academics participating in international projects that seek to develop teaching competences and form networks. Among the range of activities conducted in the framework of EU educational programmes, teaching programmes, full curricula jointly designed with other universities (Joint Curricula) and support in the development of curricula at universities in third countries financed by EU third-party funding are eligible for partial funding.

Teaching staff are encouraged to inform their students about student mobility offers (e.g. a semester abroad in the framework of the Erasmus Programme) or point out these offers in their courses. The International Office has prepared a short presentation on this topic (Intranet / Topicals A-Z / Student Mobility) for all interested course instructors. To ensure that also students who do not spend a semester abroad have the opportunity to broaden their horizons, the International

Office supports "Internationalisation @Home". Offers include the univie: summer and winter schools, where international experts give presentations and encourage students to explore new research directions and points of view. Course instructors can also invite qualified colleagues from partner universities outside of the EU to join the University of Vienna for a short-term teaching visit with the support of funds provided by the Non-EU Teaching Mobility programme.

Materials in Depth

Click here for an overview of all funding opportunities for teaching staff.

Click here for further information on student mobility.

8.8 - UNIVIE Teaching Award

Every year the Rectorate honours outstanding teaching activities with the UNIVIE Teaching Award. This award aims to distinguish highly committed teaching staff of the University of Vienna and highlight the importance of teaching. The multi-level nomination and selection process also takes into account students' views. The award is presented at a ceremony hosted by the Rectorate every year in early June. The UNIVIE Teaching Award, established in 2013, was modelled on the "Ars Docendi" state award founded in the same year. Every year it has a different focus.

Categories of the UNIVIE Teaching Award 2018:

● Learning to solve problems

● The Flipped Classroom as a teaching concept of the age of digitalisation

Categories of the UNIVIE Teaching Award 2017:

● Giving and receiving (peer) feedback

● Guiding and supporting independent learning

Categories of the UNIVIE Teaching Award 2016:

● Teaching and learning with digital media

● Research-focused teaching and learning

Categories of the UNIVIE Teaching Award 2015:

● Study entrance

● Supervising master's and diploma theses

Categories of the UNIVIE Teaching Award 2014:

● Successful study entrance

● Modular degree programmes in practice

Materials in Depth

Click here for information on the current call for nominations (categories, criteria, procedure) and previous recipients of the award. (in German)

Information on the Ars Docendi state award is available here and on the web site of the Austrian Federal Ministry of Education, Science and Research.

9 - ACADEMIC THESES

9.1 - Diploma and master's theses

Diploma and master's theses are academic theses forming part of diploma and master's programmes which serve to demonstrate students' ability to achieve adequate standards of content and methodology when independently addressing academic topics. The topic is jointly agreed on by the students and their supervisors.

The assignments for diploma or master's theses have to be chosen in a way that it can be reasonably expected from the student to complete them within six months.

Materials in Depth

Click here for information on changes in the section on study law of the Statutes relevant for the supervision/assessment and joint supervision of academic theses. (in German)

Regulation on formal requirements for the submission of academic papers (University Gazette, 24 September 2015)

Statutes, section on study law, § 14

Universities Act 2002, § 81

9.1.1 - Supervising diploma and master's theses

Diploma and master's theses may be supervised by: ● university professors: supervision/assessment ● teaching staff with a habilitation degree: supervision/assessment ● associated university professors (Collective Bargaining Agreement): supervision/assessment ● academic university staff who hold a doctorate: supervision of master's/diploma theses funded by the Starting Grants of the European Research Council, the START Programme or Wittgenstein Award, or "Junior Group Leader" funding of the Vienna Science and Technology Fund. Supervision by a staff member of the University of Vienna with a doctorate or by an external expert in a field is only permitted in exceptional cases. If a student is unable to find a supervisor, the director of studies appoints a supervisor for this student through a defined procedure (delegated task). Several students can jointly address a topic provided that they obtain consent from the director of studies and that the performance of the individual students can be assessed separately: every student involved has to write a part individually and the parts have to be labelled respectively. Every student submits a thesis separately. A comment pointing out that the topic was addressed by a team of students must be part of these theses. Changing supervisors is possible until the diploma or master's thesis has been submitted by virtue of the office held for good reasons if the student wishes to do so or if the supervisor suggests it. A change by virtue of the office held has to be carried out by the Studienpräses. A change based on the student's wish or the supervisor's suggestion has to be carried out by the director of studies (delegated task). In justified cases, the Studienpräses can request a joint statement regarding the work and time schedule for completing the academic thesis. If the supervisor and student

fail to create a joint work and time schedule, the Studienpräses has to mediate and reach an agreement on the work and time schedule in a meeting. If an agreement cannot be reached in this case as well, the Studienpräses can dissolve the supervision relationship. Click here for information on changes in the section on study law of the Statutes relevant for the supervision/assessment and joint supervision of academic theses. Guideline to guarantee good scientific practice (University Gazette, 31 January 2006) Regulation on formal requirements for the submission of academic papers (University Gazette, 24 September 2015) Statutes, section on study law, § 14

Materials in Depth

Click here for information on changes in the section on study law of the Statutes relevant for the supervision/assessment and joint supervision of academic theses. (in German)
Guideline to guarantee good scientific practice (University Gazette, 31 January 2006)

Regulation on formal requirements for the submission of academic papers (University Gazette, 24 September 2015) (in German)

Statutes, section on study law, § 14 (in German)

9.1.2 - Jointly supervising diploma and master's theses

As soon as the topic of the master's or diploma thesis and the supervisor have been approved or not rejected, the supervisor may propose an employee holding a doctoral degree to support the supervision (joint supervision) to the leadership team member of the faculty or centre who is responsible for teaching. Approval of this employee by the leadership team member of the faculty or centre who is responsible for teaching is valid provided that ● the employee agrees to joint supervision; ● the topic of the master's or diploma thesis corresponds with the employee's research focus; and ● the joint supervision does not interfere with the employee's other assignments in research and teaching. The employee, the student and the supervisor define the framework of their cooperation and revise the progress of the master's or diploma thesis in regular intervals. The leadership team member of the faculty or centre who is responsible for teaching is entitled to gather information on the progress and revoke the decision on joint supervision for good reasons. Contact the leadership team member of the faculty or centre in advance to find out about the conditions and process first and then work out an understanding between you, the joint supervisor and the student!

Materials in Depth

Information sheet: Mitbetreuung einer wissenschaftlichen Arbeit (joint supervision of academic theses) in German

Form Office of the Studienpräses: Mitbetreuung einer wissenschaftlichen Arbeit (joint supervision of academic theses) (last update: March 2015) (in German)

Click here for information on changes in the section on study law of the Statutes relevant for the supervision/assessment and joint supervision of academic theses.

Regulation on formal requirements for the submission of academic papers (University Gazette, 24 September 2015)

Statutes, section on study law, § 14

9.1.3 - Assessing diploma and master's theses

After a diploma or master's thesis has been submitted, the director of studies assigns it to an assessor (delegated task). The assessment has to be completed within two months upon submission of the thesis. If a thesis receives a failing grade, the student may revise it based on the assessment and resubmit the thesis. There are no limitations regarding the number of resubmissions. Students are entitled to view the assessment documents (particularly the assessment itself) as soon as the grade has been published. This right is in force for a period of six months.

Materials in Depth

Click here for information on changes in the section on study law of the Statutes relevant for the supervision/assessment and joint supervision of academic theses.

Regulation on formal requirements for the submission of academic papers (University Gazette, 24 September 2015)

Statutes, section on study law, § 14

9.2 - Doctoral theses

Doctoral theses are academic theses which, unlike diploma and master's theses, serve to demonstrate the student's ability to master scientific topics independently. Depending on the degree programme, a doctoral thesis deals with a topic on a theoretical level or describes and interprets findings gained through an empirical/experimental approach. As a rule, a doctoral thesis must present new findings on the chosen topic and present no flaws with regard to the methods applied. The University of Vienna has no general rules regarding the length of a doctoral thesis. More detailed rules regarding the supervision and assessment of doctoral theses are part of the Statutes. Doctoral candidates who enrolled in a doctoral programme until and including the summer semester 2009 must complete the programme by 30 November 2017. A doctoral thesis is assessed by two reviewers. The supervisor can only act as a reviewer in exceptional cases and for good reasons. The appointed reviewers must grade the doctoral thesis within four months.

Materials in Depth

Click here for information on changes in the section on study law of the Statutes relevant for the supervision/assessment and joint supervision of academic theses. (in German)
Regulation on formal requirements for the submission of academic papers (University Gazette, 24 September 2015)

Statutes, section on study law, § 15

Universities Act 2002, § 82

9.2.1 - Supervising doctoral theses

Doctoral theses may be supervised by:

● university professors: supervision/assessment

● teaching staff with a habilitation degree: supervision/assessment

● NEW: associated university professors (Collective Bargaining Agreement): supervision of doctoral theses for which they themselves secured funding competitively based on international reviews

● academic university staff who hold a doctorate: supervision of doctoral theses funded by the Starting Grants of the European Research Council, the START Programme or Wittgenstein Award, or "Junior Group Leader" funding of the Vienna Science and Technology Fund

● based on a consultation with representatives of the study programme, people with a habilitation degree or comparable qualification at an accredited Austrian or international post-secondary educational institution or an institution comparable to universities.

The subject of the doctoral thesis is approved based on the research proposal, which contains the most important aspects of the intended doctoral project, includes a work schedule and is introduced at a public presentation at the respective faculty. The research proposal should be submitted for approval and introduced at the public presentation by the end of the first year of the doctoral programme at the latest. If you have no content-related objections to the intended doctoral project (research proposal) and agree to supervise the intended doctoral project, the doctoral candidate can submit the topic for registration at the respective studies service center (SSC). By submitting the topic, the doctoral student is automatically registered for the public presentation. With your signature (on the form SL/D11 "Registration of the doctoral thesis topic and announcement of the supervisor(s)") you agree to supervise the doctoral thesis. In a next step, the intended doctoral project is publicly presented to the competent doctoral advisory board. It is strongly recommended that you attend the public presentation to support the doctoral candidate and be able to react to the feedback of the members of the doctoral advisory board immediately. The director of studies decides on the approval of the intended doctoral project and the supervisors based on the research proposal, its public presentation and, if applicable, a written opinion by the doctoral advisory board (delegated task). Following the approval of the topic and the supervisors, the execution of the intended doctoral project and the conditions of supervision are specified in greater detail in a doctoral thesis agreement concluded between the doctoral candidate and the supervisors (form DZ/V01 "Doctoral thesis agreement"). It is strongly recommended to conclude the doctoral thesis agreement also within the first year of the doctoral programme. Mandatory annual progress reports (form DZ/V02 "Annual report") document the results and progress of the previous year and specify the next steps for the upcoming year.The doctoral candidate has to submit the doctoral thesis agreement and the progress reports to the respective SSC. At some faculties, progress reports can only be submitted during specified periods.

The Research Services and Career Development service unit (Center for Doctoral Studies) offers a broad variety of support services to all doctoral students (advice,

events, etc.), including numerous workshops teaching key competences. The workshops cover a wide range of topics, from drafting research proposals to academic writing and project management.

Materials in Depth

Click here for information on changes in the section on study law of the Statutes relevant for the supervision/assessment and joint supervision of academic theses. (in German)
Regulation on formal requirements for the submission of academic papers (University Gazette, 24 September 2015) (in German)

Statutes, section on study law, § 15 (in German)

9.2.2 - Jointly supervising doctoral theses

As soon as the topic of the doctoral thesis and the supervisor have been approved or not rejected, the supervisor may propose the following employees to support the supervision to the leadership team member of the faculty or centre who is responsible for teaching: ● associated university professor pursuant to § 27 (5) of the Collective Bargaining Agreement for University Staff ● assistant professor pursuant to § 27 (5) of the Collective Bargaining Agreement for University Staff ● an employee holding a doctoral degree who has secured the third-party funding for employing the doctoral student to work on the topic of the research project taking into account an international review (at the Austrian Science Fund or the European Commission). The employee, the doctoral candidate and the supervisor define the framework of their cooperation and revise the progress of the doctoral thesis periodically. The leadership team member of the faculty or centre who is responsible for teaching is entitled to gather information on the progress and revoke the decision on joint supervision for good reasons. Contact the leadership team member of the faculty or centre in advance to find out about the conditions and process first and then work out an understanding between you, the joint supervisor and the student!

Materials in Depth

Information sheet: Mitbetreuung einer wissenschaftlichen Arbeit (joint supervision of academic theses) in German
Form Office of the Studienpräses: Mitbetreuung einer wissenschaftlichen Arbeit (joint supervision of academic theses) (last update: March 2015) (in German)

Click here for information on changes in the section on study law of the Statutes relevant for the supervision/assessment and joint supervision of academic theses.

Regulation on formal requirements for the submission of academic papers (University Gazette, 24 September 2015)

Statutes, section on study law, § 15

9.2.3 - Assessing doctoral theses

Following the submission of the doctoral thesis and upon consultation with the director of studies, the Studienpräses assigns it to at least two assessors. Doctoral students may, upon consulting with their supervisors, submit a list of three potential reviewers (forms SL/D3 and SL/D4). At the request of the doctoral candidate, the competent doctoral advisory board can submit proposals. The appointment of a

supervisor is admissible in justified cases and has to provide for the assessment by an external person qualified in the respective subject. In any case, every supervisor of a doctoral thesis is entitled to present a statement on the thesis of which the assessor has to be notified. The assessment has to be made within a maximum period of four months. If two assessors have been drawn on and one of them assesses the doctoral thesis with a fail, the Studienpräses has to draw on another assessor.

Materials in Depth

Informationen über Änderungen im neuen Studienrechtlichen Teil der Satzung bezüglich Betreuung/Beurteilung sowie Mitbetreuung wissenschaftlicher Arbeiten finden Sie hier.

Verordnung über die Formvorschriften bei der Einreichung wissenschaftlicher Arbeiten (Mitteilungsblatt 24.09.2015)

Satzung, Studienrechtlicher Teil, § 15

9.3 - Good scientific practice

Course instructors are obligated to inform students of the citation rules of the degree programme as well as other formal requirements to be heeded when writing a paper or thesis (seminar, introductory seminar or bachelor's papers, diploma, master's or doctoral theses). They also have to inform them about study-, civil- and criminal-law consequences of any violation of such rules or refer them to the web site of the Studienpräses for this information. The rules of good scientific practice also apply to all students and teaching staff must ensure adherence to these rules (for more information, also see "Assessment as null and void" and "Plagiarism checks" in this manual).

Materials in Depth

More information on how to ensure adherence to the rules of good scientific practice as well as details regarding plagiarism checks are available on the web site of the Studienpräses (in German).

Austrian Agency for Research Integrity – Guidelines for Good Scientific Practice (last update: April 2015)

9.4 - Plagiarism checks

Students have to upload their thesis to the HOPLA platform at https://hopla.univie.ac.at/ to carry out a plagiarism check. This has to be done BEFORE submitting the print version. The responsible director of studies assesses whether the check's results give rise to suspicions of plagiarism. If the text is found to contain no copied passages, the print version is forwarded to the assessors. The permissible period for assessing the thesis starts upon the submission of the print version.

9.5 - Duty of publication

It is a requirement for obtaining an academic degree that both a digital and a print version of the academic thesis are submitted. The duty of publication stipulated in the Universities Act 2002 is fulfilled by lodging it with the University Library. For

doctoral theses, a copy must also be lodged with the Austrian National Library. Information regarding the number of copies to be submitted must be obtained by the responsible studies service center. Before submitting the print copy, the digital version must be uploaded to the HOPLA platform https://hopla.univie.ac.at/, where it is checked for copied text passages. The version uploaded to HOPLA must be identical to the print version. Following positive assessment, the thesis is displayed on the university publication server E-Theses. If the author has agreed to it, also the full text is displayed. Through the university publication server, academic theses can be made available worldwide. A permanent and stable internet address ensures that the thesis can be referenced. Graduates of the University of Vienna who have completed their studies before 2008 can upload their master's, diploma, doctoral or habilitation thesis to the E-Theses server voluntarily. They can publish a full-text version provided that this does not violate any legal or statutory stipulations.

Materials in Depth

Information sheet: Unterschied Veröffentlichung am Hochschulschriftenserver und Sperre (differences publication via university publication server and withholding access)

Information sheet: Hochschulschriften (academic papers)

Universities Act, § 86

9.6 - Remuneration for reviewers and supervisors

The following rules have been in force since winter semester 2012/13. Reviewers of diploma or master's theses are entitled to a gross remuneration of EUR 100 per thesis starting from the third thesis within an academic year. Civil servants and university lecturers pursuant to § 29 of the Collective Bargaining Agreement for University Staff are awarded this remuneration from the first thesis reviewed. From the 29th thesis per academic year, a gross remuneration of EUR 50 is awarded.

Review	No. 1-2/ academic year	No. 3-27/ academic year	No. from 28/ academic year	Staff category
Diploma/Magister/ master's thesis	EUR 100/thesis	EUR 100/thesis	EUR 50/thesis	Staff members who are civil servants and university lecturers
Diploma/Magister/ master's thesis	0	EUR 100/thesis	EUR 50/thesis	All other staff categories

Reviewers of doctoral theses are entitled to a gross remuneration of EUR 100 per thesis and reviewer[MCR1] . Supervisors of doctoral theses are entitled to a gross remuneration of EUR 170 per thesis and academic year. If several people act as supervisors for a doctoral student, the remuneration is split between them

proportionally. If one person acts as supervisor and reviewer for a doctoral thesis, this person is entitled to a gross remuneration of EUR 170 per academic year. If several people act as supervisors for a doctoral student, the remuneration is split between them proportionally.

Review/supervision	No./academic year
Review doctoral thesis	EUR 100/thesis
Supervision doctoral thesis	EUR 170/thesis
Supervision & review doctoral thesis	EUR 170/thesis supervised & reviewed

Works agreement regarding exam remuneration

Materials in Depth

Works agreement regarding exam remuneration   (in German)

10 - TEACHING NEWSLETTER

The Teaching Newsletter keeps you up to date about new developments in our range of degree programmes, initiatives such as the UNIVIE Teaching Award and also provides information on general services in the field of teaching. It is published at least twice per semester. If you have any feedback or ideas regarding the Teaching Newsletter, please write to lehre.rektorat@univie.ac.at. The Center for Teaching and Learning (CTL) is responsible for the content of the Teaching Newsletter.

Materials in Depth

Hier finden Sie die bisherigen Ausgaben:

Newsletter Lehre 01/2014

Newsletter Lehre 02/2014

Newsletter Lehre 03/2014

Newsletter Lehre 04/2014

Newsletter Lehre 01/2015

Newsletter Lehre 02/2015

Newsletter Lehre 03/2015

Newsletter Lehre 04/2015

Newsletter Lehre 01/2016

Newsletter Lehre 02/2016

Newsletter Lehre 03/2016

Newsletter Lehre 04/2016

Newsletter Lehre 01/2017

Newsletter Lehre 02/2017

Newsletter Lehre 03/2017

Newsletter Lehre 04/2017

11 - SAFETY IN THE LECTURE HALL

In case of fire/evacuation

To be able to respond swiftly and in a safe manner in case of an emergency, it is important that all teaching staff learn about fire regulations and the local conditions such as escape routes, emergency meeting points, etc. before they start teaching at the University. In particular, you should know:

·   how to activate a fire alarm and call the fire service;

·   how to inform the porter (in buildings with a porter's desk);

·   the nearest fire extinguishers from your lecture hall, seminar room, laboratory, etc. and how to use them;

·   the escape routes and emergency meeting points.

Please contact the fire safety officer and the fire wardens for more information on this topic.

As a course instructor, you have a number of responsibilities: at the sound of an alarm (e.g. siren or PA announcement), you must instruct the students to leave the building using indicated escape routes and gather at the closest emergency meeting point. Close all open windows in the lecture hall and ensure that everybody has left the room. Close the door upon leaving the room yourself.

Alarm the fire department (fire department: 122; European emergency number: 112) as soon as you notice a fire. Instructions and orders by officers of the fire department as well as by fire safety officers must be obeyed. Only attempt to extinguish a fire if the related smoke formation is not too strong and the extent of the fire is limited. The procedures to be followed when evacuating people with reduced mobility differ for the various locations. Contact the fire safety officer for details regarding your location. Click here for a detailed description of what to do in case of fire/evacuation.

Accidents involving a student

Accidents involving students must be reported within five days. As a course instructor, you must support the reporting process. As students are covered by two accident insurance schemes (AUVA and accident insurance provided by the Austrian National Union of Students), the accident must be reported to both insurance providers to receive all eligible insurance benefits.

·   Accident report to AUVA: if the accident involving a student occurs during teaching activities, the respective form for reporting the accident must be filled in jointly by the course instructor and the student. After three copies of the form have been signed and stamped by the directorate of studies, a report is made to AUVA.

·   Accident report to the insurance provider of the Austrian National Union of Students: students must fill in the accident-report form themselves and send it to the insurance provider.

Materials in Depth

In case of fire/evacuation
Click here for a detailed description of what to do in case of fire/evacuation.

Accidents involving a student
More detailed information and all forms to be downloaded are available on the intranet, Topicals A-Z: Accidents involving a student

First aid

More detailed information on the topic of first aid can be downloaded on the intranet, Topicals A-Z: First aid (in German)

12 - SERVICES FOR TEACHING STAFF

Information for new staff members

- Welcome-Day
  https://personalwesen.univie.ac.at/en/services-for-employees/new-employees/

- Start Up-Mappe
  https://intra.univie.ac.at/fileadmin/upload/personalwesen/Personalentwicklung/
  StartUp_EN_verkuerzt-.pdf

Online and IT services

- u:account
  http://zid.univie.ac.at/en/services/services-from-a-z/u/uaccount/for-employees/

- u:space
  https://uspace.univie.ac.at/en/web/gast/home

- u:find
  https://ufind.univie.ac.at/en/index.html

- IT services ot the Vienna University Computer Center
  https://zid.univie.ac.at/en/services/for-staff/

Organisation and legal framework

- Faculties and centres
  http://www.univie.ac.at/en/about-us/governance-structure/broad-overview/

  - Organisation Plan of the University of Vienna
    http://www.univie.ac.at/rektorenteam/ug2002/organization.pdf

  - University of Vienna Statutes

  - University of Vienna Development Plan

  - Universities Act 2002
    https://www.ris.bka.gv.at/Dokumente/Erv/ERV_2002_1_120/ERV_2002_1
    _120.pdf

Gender Equality

- Intranet
  https://intra.univie.ac.at/en/topicals-a-z/initiale/d/thema/diversitaet/aktion/show/ctlr/tp/?cHash=ce9eab2880975cdd44147eb3eb9358b9
- Website
  https://personalwesen.univie.ac.at/en/gender-equality-diversity/
- Career development for women
  https://personalwesen.univie.ac.at/en/gender-equality-diversity/career-advancement/
- Gender Research Office
  http://gender.univie.ac.at/en/home/

In

W

Contact persons in case of conflicts // Sexual Harassment and Mobbing Counselling Office // Works Council of the Scientific Staff

- Conflict consulting/conflict management http://konfliktberatung.univie.ac.at/

- Mediation
  https://intra.univie.ac.at/en/topicals-a-z/initiale/m/thema/mediation-3/aktion/show/ctlr/tp/?cHash=f281e72784fd788f7a4e22fd05781556

- Sexual Harassment and Mobbing Counselling Office
  https://intra.univie.ac.at/en/topicals-a-z/initiale/s/thema/sexual-harassment-and-mobbing/aktion/show/ctlr/tp/?cHash=cfa0bda0728f9482e38e30ec5a072ca2

- Works Council of the Scientific Staff
  http://brwup.univie.ac.at/

Service centres

- Center for Teaching and Learning
  https://ctl.univie.ac.at/

- Ethics Committee
  http://ethikkommission.univie.ac.at/en/mission-statement/

- Corporate Communications
  http://public.univie.ac.at/en/services/

- Conference and Event Management
  http://event.univie.ac.at/en/

- Data Protection Advisory Board
  http://datenschutzbeirat.univie.ac.at/ (in German)

- English service // translation service: Topicals A-Z on the intranet

- Research Services and Career Development
  https://forschung.univie.ac.at/en/

Career and alumni

- UNIPORT
  https://www.uniport.at/uniport-fuer-studierende/

- Mentoring programme for early-stage researchers
  https://personalwesen.univie.ac.at/en/gender-equality-diversity/career-advancement/

- INiTS – business incubator
  http://www.inits.at/en/

- Alumni Association of the University of Vienna
  http://www.alumni.ac.at/ (in German)

- Choir and Orchestra of the University of Vienna https://philharmonie.wien/en

Seminar and course offers

- Seminar and course offers of Human Resources Development
  http://personalwesen.univie.ac.at/en/services-for-employees/human-resources-development/

- Postgraduate Center
  http://www.postgraduatecenter.at/en/

- Language courses at the Language Centre of the University of Vienna:
  https://sprachenzentrum.univie.ac.at/en/

- Courses offered by the Vienna University Computer Center
  http://zid.univie.ac.at/en/services/services-from-a-z/i/it-courses/

- Courses offered by the University Sport Institute
  http://www.usi.at/en/

- German courses at the University of Vienna
  https://sprachenzentrum.univie.ac.at/en/german-courses/

- International Summer Programme
  http://shs.univie.ac.at/shs

- Workshops offered by the Center for Doctoral Studies
  http://forschung.univie.ac.at/en/services/trainings/

- Events by the Center for Teaching and Learning
  https://ctl.univie.ac.at/veranstaltungen/

Media

- uni:view, online newspaper of the University of Vienna
  http://medienportal.univie.ac.at/ (in German)

- All newsletters of the University of Vienna
  https://intra.univie.ac.at/themen-a-z/initiale/n/kapitel/newsletter/aktion/show/ctlr/tp/?cHash=9922de3d50a326aa586d7e17472d1446

Finding your way around the Main Building

- Area map
  https://www.univie.ac.at/fileadmin/user_upload/startseite/Dokumente/Umgebungsplan2014.pdf

- Floor plans
  https://www.univie.ac.at/fileadmin/user_upload/startseite/Dokumente/Plaene_Hauptgebaeude_2016.pdf

- Barrier-free access (access guide to lifts)
  http://www.univie.ac.at/fileadmin/user_upload/startseite/Dokumente/Barrierefrei_Zugangsinfos2013.pdf

Contacts

3.1 - Assigning courses

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3.2 - Blocked courses

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3.3.2 - Hours per week per semester v ECTS credits

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3.4 - Booking a room for courses and examinations

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3.5 - Maximum number of participants

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5.1 - Information requirements of teaching staff

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5.2 - u:space for teachers

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5.3 - Course directory (u:find)

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5.4 - Prerequisites for participation

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5.5 - (De)registering students for courses and examinations

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5.6 - Change of course dates

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6.1 - Types of examinations

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6.1.1 - Examinations in courses with non-continuous assessment

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6.1.2 - Module examinations

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6.1.3 - Combined module examination

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6.1.4 - Written and oral examinations

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6.1.5 - Multiple-choice examinations

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6.1.6 - Final examinations (public defence)

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6.2 - Courses with continuous assessment

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6.2.1 - Bachelor's and other papers

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6.3 - Right to alternative modes of assessment

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7.1 - Assessment

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7.1.1 - Grading deadlines

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7.1.2 - Entering grades

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7.2.1 - Failure to complete an examination

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7.2.2 - Non-assessment of performances due to the use of unauthorised means (cheating)

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7.2.3 - Assessment as null and void (because obtained by fraudulent means)

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7.2.4 - Annulment of a negative examination grade

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7.2.5 - Repeating examinations

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9.1 - Diploma and master's theses

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9.1.3 - Assessing diploma and master's theses

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9.2.1 - Supervising doctoral theses

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9.3 - Good scientific practice

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9.4 - Plagiarism checks

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9.5 - Duty of publication

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