

Note:

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Curriculum for the
**Bachelor's Programme in Educational
Sciences**

at the Faculty of Educational Sciences at the University of Innsbruck
(New enactment 2023)

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§ 1 Allocation

According to §54 Universities Act 2002 – UA, the Bachelor's Programme in Educational Sciences is grouped among the Humanities and Cultural Sciences.

§ 2 Qualification profile

- (1) The Bachelor's Programme in Educational Sciences serves to provide scientific education, professional preparation and qualification for professional activities that require an understanding and application of educational theories. It systematically combines research and teaching and enables students to argue in theory and practice. It meets international standards and qualifies students for admission to a subject-specific master's programme.
- (2) Graduates of the Bachelor's Programme in Educational Sciences acquire a broad, scientifically sound, theory- and research-based qualification that enables them to respond appropriately to issues in educational sciences and to the changes in educational fields of action and also to help shape them. They have advanced specialist knowledge, theoretical and methodological competences as well as practice-oriented conceptualisation and reflection skills in the individual research areas of educational sciences. They can communicate problems and solutions to experts as well as to non-experts.
- (3) Through self-critical and epistemologically critical personality development, students have learning strategies to independently develop their knowledge and skills in theoretical, methodological and pedagogical-practical areas. They have the ability to identify and limit problems in educational fields of action and to develop, implement and accompany cooperative solutions. They are able to critically question and interpret educational science theories, methods and research results as well as practice in pedagogy and educational sciences and take relevant social and ethical concerns into account. They can reflexively grasp the causes and consequences of social inequality, disadvantages and social stratification on the basis of different axes of difference, take them into account in educational analyses and actions and counteract discrimination.
- (4) The optional completion of a scientifically supervised practical training course enables graduates to strengthen their discourse and action competencies and to reflect on them in a theory-based manner.
- (5) The Bachelor's Programme in Educational Sciences prepares students in particular for qualified executive, planning, analysing and advisory, science-based and science-oriented activities of a professional or freelance nature in educational fields of activity and in educational and research institutions. These include educational and training institutions in the social and health care sectors, in the leisure and cultural sectors, in educational policy and administration, in the media and in business, as well as activities in university and non-university cultural and social science research institutions.

§ 3 Scope and duration

The Bachelor's Programme in Educational Sciences covers 180 ECTS-Credits. This corresponds to a duration of the study programme of six semesters. One ECTS-Credit corresponds to a workload of 25 hours.

§ 4 Types of courses and maximum number of students per course

Courses with continuous performance assessment:

- (1) **Working groups (AG)** serve to treat a topic in collective fashion, examining the theories, methods and techniques of an area using group work. Maximum number of students: 50
- (2) **Practical training courses (PR)** provide practical experience with concrete scientific tasks, complementing occupational and academic training.
- (3) **Seminars (SE)** provide in-depth treatment of scientific topics through students' presentations and discussion thereof. Maximum number of participants: 30, maximum number for the "Seminar with Bachelor's Thesis": 15, maximum number for seminars accompanying practical training courses: 25

Courses without continuous performance assessment:

- (4) **Lectures (VO)** are courses held in lecture format. They introduce the research areas, methods and schools of thought for a given subject. Maximum number of participants: none, for the lecture in the elective module: 150

§ 5 Allocation of places in courses with a limited number of participants

In courses with a limited number of participants, the places are allocated as follows:

- (1) Students of the Bachelor's Programme in Education Sciences have priority over students of other programmes.
- (2) Students for whom the study duration would be extended due to the postponement are given priority.
- (3) If the criteria in no. 1 and no. 2 do not suffice to regulate the admission, then the available places are drawn at random.
- (4) In the course of the procedure described under no. 1 to no. 3, the students shall be allocated at least as many course places as are required for the study of Educational Sciences to the extent of 30 ECTS-Credits.

§ 6 Studies Induction and Orientation Stage

- (1) Within the scope of the Studies Induction and Orientation Stage, to be completed in the first semester, the following course examinations are to be passed.
 - VO Introduction to Educational Sciences (CM 1 lit. a, 2 hrs., 5 ECTS-Credits)
 - VO Social, Institutional and Individual Conditions of Upbringing and Education (CM 1 lit. b, 2 hrs., 5 ECTS-Credits).
- (2) The successful passing of all examinations in the Studies Induction and Orientation Stage entitles to pass all further courses and examinations as well as to writing the Bachelor's Thesis.
- (3) Before the Studies and Orientation Stage has been completed, courses covering a maximum of 20 ECTS-Credits may be passed. The prerequisites specified by the respective curricula must be met.

§ 7 Compulsory modules

Compulsory modules covering 150 ECTS-Credits are to be passed:

1.	Compulsory Module: Educational Perspectives and Ways of Thinking	h	ECTS-Credits
a.	VO Introduction to Educational Sciences	2	5
b.	VO Social, Institutional and Individual Conditions of Upbringing and Education	2	5
	Total	4	10
	Learning Outcomes: Students know basic positions of a scientific pedagogy, distinguish them from everyday understandings and understand perspectives and ways of thinking in educational sciences. They know the individual, institutional and social conditions of education and their interactions. They distinguish theoretical concepts that explain these interactions.		
	Prerequisites: none		

2.	Compulsory Module: Scientific and Pedagogical Fields of Action	h	ECTS-Credits
a.	VO Pedagogical Fields of Action	2	5
b.	AG Scientific Fields of Action	2	5
	Total	4	10
	Learning Outcomes: The students concretise pedagogical fields of action and basic forms of pedagogical action. They distinguish between everyday and scientific ways of thinking and illustrate them with subject-related examples. They understand that professional pedagogical practice requires reference to scientific knowledge. They know the structure and objectives of universities and are able to reflect on their positions and tasks as students. They recognise science as practice and understand how scientific knowledge is generated. They illustrate this by means of selected topics and the objective profile of the Bachelor's Programme in Educational Sciences at the University of Innsbruck. They know the basics of scientific work in educational sciences.		
	Prerequisites: none		

3.	Compulsory Module: Youth, Generation and Education	h	ECTS-Credits
a.	VO Youth, Generation and Education	2	5
b.	SE Youth, Generation and Education	2	5
	Total	4	10
Learning Outcomes: The students understand and explain concepts and basic terms of educational youth and generation research and can explain corresponding theoretical approaches and illustrate them with examples. They recognise the importance of adolescence as well as family and social generational relationships for individual development in the life course, the social reproduction of attitudes and behaviour and the change of society and culture. They analyse processes of socialisation, upbringing, education and lifelong learning as well as intergenerational transmission processes and generational change in different educational contexts and institutions. They can interpret scientific texts on youth and generation research, contextualise debates on relevant research questions, assess methodological approaches and are able to apply their knowledge orally and in writing. They can concretise concepts and goals of youth and generation research in subject-related fields of action such as youth work, youth welfare and family pedagogy and reflect on pedagogical practice from this perspective.			
Prerequisites: none			

4.	Compulsory Module: General, Historical and Pedagogical-Anthropological Perspectives on Education	h	ECTS-Credits
a.	VO General, Historical and Pedagogical-Anthropological Perspectives on Education	2	5
b.	SE General, Historical and Pedagogical-Anthropological Perspectives on Education	2	5
	Total	4	10
Learning Outcomes: The students know perspectives of general educational sciences, historical educational research and historical-pedagogical anthropology. They can explain their basic terminology, concepts, theories and methods, compare them with each other, relate them to different contexts and fields of action and assess their effects using examples. They are able to explain and classify the question and problem arrangements resulting from the different lines of tradition with recourse to their social and scientific history. They capture academic texts in general educational sciences, historical educational research and historical-pedagogical anthropology, reflect on research debates and different methodological approaches. They can apply this knowledge orally and in writing, justify it and adopt a thoughtful and critical attitude.			
Prerequisites: none			

5.	Compulsory Module: Migration and Post-Migrant Perspectives on Education and Upbringing	h	ECTS-Credits
a.	VO Migration in Upbringing and Education	2	5
b.	SE Migration in Upbringing and Education	2	5
	Total	4	10
	Learning Outcomes: Students will be able to explain migration-related and post-migrant perspectives in educational sciences and are able to explain theoretical concepts and basic terminology of critical migration and social research. They engage with experiences of migration, diversity and education and shed light on their seminal relevance for institutions and processes of upbringing, socialisation and education in different contexts. They critically discuss academic texts on migration and post-migrant studies as well as discourses on flight, discrimination practices and social power relations as well as methodological approaches to the respective subject. They are able to apply this knowledge in a written paper and can argue scientifically. They concretise competences in diversity awareness in subject-related fields of action, are able to take a reflexive view of their own subject and are able to communicate problems and solutions in a way that is both practical and relevant to everyday life.		
	Prerequisites: none		

6.	Compulsory Module: Psychoanalytic Perspectives on Upbringing, Education and Culture	h	ECTS-Credits
a.	VO Fundamentals and Applications of Psychoanalysis	2	5
b.	SE Fundamentals and Applications of Psychoanalysis	2	5
	Total	4	10
	Learning Outcomes: Students are able to deal with unconscious processes of human experience, behaviour and forms of socialisation and can understand and explain psychoanalytic theories and terms. They can describe methods and applications of psychoanalysis in different (cultural-theoretical, pedagogical, psychosocial, etc.) contexts. They are able to grasp scientific texts of psychoanalysis, to recognise the research questions they contain and to reflect on the approaches in research methodology to a respective subject as well as on the input of their own subjectivity. They are able to apply this knowledge in a written paper and to argue scientifically. They concretise self-reflective and action-guiding concepts in educational and psychosocial fields of action.		
	Prerequisites: none		

7.	Compulsory Module: Gender Relations in Upbringing, Education and Society	h	ECTS-Credits
a.	VO Key Issues in Gender Research in Educational Sciences	2	5
b.	SE Gender Research in Educational Sciences	2	5
	Total	4	10
	Learning Outcomes: The students know and understand concepts and basic terms of gender studies in educational sciences. They can explain approaches in gender theory, compare and illustrate them with examples. They are able to grasp and assess processes of upbringing, socialisation, education and biography in childhood, adolescence and adulthood as well as the change and persistence of gender relations in different contexts and institutions from the perspective of gender studies. They understand scientific texts and research debates in gender studies and reflect on methodological approaches in terms of gender theory. They apply this knowledge orally and in writing and argue scientifically. They concretise concepts and goals of gender-reflective education and guidance and interpret pedagogical practice from this perspective.		
	Prerequisites: none		

8.	Compulsory Module: Disability Studies, Inclusive Education and Social Participation	h	ECTS-Credits
a.	VO Disability Studies in Education and Upbringing	2	5
b.	SE Inclusion, Participation and Disability	2	5
	Total	4	10
	Learning Outcomes: The students understand inclusive concepts of educational sciences and recognise barriers to equal participation in education. They can explain intersectional approaches in disability studies and inclusion research and explain basic terminology of human rights-oriented education. They illustrate these with examples and describe disability and empowerment in different areas. Students are able to grasp scientific discourses on participation, reflect international debates and methodological approaches. They are able to apply this knowledge in writing and to argue scientifically. They concretise concepts of exclusion, inclusion and participation in subject-related fields of action.		
	Prerequisites: none		

9.	Compulsory Module: Philosophy of Science, Methodology and Methods in Educational Sciences	h	ECTS-Credits
a.	VO Philosophy of Science and Philosophic-Historic Methods	2	3
b.	VO Philosophy of Science and Qualitative Methods	2	3,5
c.	VO Philosophy of Science and Quantitative Methods	2	3,5
	Total	6	10
	Learning Outcomes: The students know and understand different scientific theoretical and methodological perspectives in educational sciences and are able to explain their basic concepts and theories, compare them with each other and relate them to different questions and fields of research. They understand the methodological approaches resulting from the different lines of scientific theoretical tradition and can explain and illustrate them with examples. They are able to reproduce debates on the theory of science, to classify research work in terms of the theory of science and methodology as well as historically, and to adopt a pondering-critical stance on the theory of science and methodology. They know and understand selected philosophical, historical, qualitative and quantitative survey and evaluation methods in educational sciences and are able to relate them to questions in educational sciences, to apply and justify them.		
	Prerequisites: positive completion of compulsory module 1		

10.	Compulsory Module: Professionalisation in Fields of Activity of Education and Pedagogical Intervention	h	ECTS-Credits
a.	VO Professionalisation in Fields of Activity of Education and Pedagogical Intervention – History and Theories of Action Structures	2	5
b.	SE Fields of Action of Support in the Field of Education and Pedagogical Intervention - History, Theories, Developments	2	5
	Total	4	10
	Learning Outcomes: The students know and understand professional education and development and can explain different perspectives and concepts as well as terminology of research in the field of educational professionalisation. They are familiar with the fundamental history of these assisting activities and understand the extent to which professional action has both institutional prerequisites and prerequisites in complex educational processes (professionalisation processes) in academic and professional practice contexts. They are able to comprehend scientific texts of professional and occupational research on processes of upbringing, socialisation and education, to reproduce debates on research questions and to reflect on methodological approaches to respective matters in the research field. They are able to analyse concrete professional actions as well as their institutional and educational biographical prerequisites. They can apply this knowledge orally and in writing and substantiate it scientifically as well as concretise competences for action and concepts of pedagogical professionalisation in subject-related fields of action.		
	Prerequisites: none		

11.	Compulsory Module: Critical Political Education	h	ECTS-Credits
a.	VO Education, Politics and Society	2	5
b.	SE Inequality and Political Education	2	5
	Total	4	10
	Learning Outcomes: Students understand and explain theories and concepts of critical education, political education and inequality research. They distinguish and evaluate these for the design of teaching and learning processes and discuss central content dimensions of education, politics and society. They are able to impart the concept of education, criticism and politics objectively and theoretically, to assess current educational practices and discourses critically and reflexively and to explain how social inequality is also (re)produced by the education system itself. They argue the value of education for emancipatory political self-empowerment. They are able to apply this knowledge orally and in writing in a scientific way. They concretise action competences, theories and concepts of critical political education in subject-related fields of action.		
	Prerequisites: none		

12.	Compulsory Module: Research Methods in Educational Sciences	h	ECTS-Credits
	Two seminars covering altogether 4 hrs./10 ECTS-Credits are to be selected from the course offer below: SE Philosophical-Historical Methods in Educational Sciences (2 hrs. /5 ECTS-Credits) SE Qualitative Methods in Educational Sciences (2 hrs./ 5 ECTS-Credits) SE Quantitative Methods in Educational Sciences (2 hrs./ 5 ECTS-Credits)		
	Total	4	10
	Learning Outcomes: The students know and understand the methodological and methodical terminology, concepts and theories of the selected survey and evaluation methods and are able to relate them to educational science issues, to classify them historically, to assess them critically, to assess their advantages and limitations and to use them in an exemplary manner. They can relate the selected survey and evaluation methods to their own research questions, can plan a study and critically reflect on and justify it in terms of methods.		
	Prerequisites: positive completion of compulsory modules 1 and 9		

13.	Compulsory Module: Upbringing and Education in (Early) Childhood	h	ECTS-Credits
a.	VO Upbringing and Education in (Early) Childhood	2	5
b.	SE Upbringing and Education in (Early) Childhood	2	5
	Total	4	10
	Learning Outcomes: The students know and understand perspectives and concepts of educational sciences in relation to (early) childhood and can explain basic terminology as well as reproduce, historically classify and compare relevant theoretical approaches. They are able to illustrate these with examples and to grasp and assess processes of development, socialisation, upbringing, education and care as well as their respective cultural dimensions in different contexts and institutions from the perspective of elementary education and educational sciences research. They are able to understand scientific texts of research on (early) childhood, to assess debates on research questions and to reflect on methodological approaches to a respective subject. They are able to apply this knowledge orally and in writing and to argue scientifically. They concretise action competences and concepts of elementary education and educational sciences in subject-related fields of action.		
	Prerequisites: none		

14.	Compulsory Module: Violence and Conflicts in Upbringing and Education	h	ECTS-Credits
a.	VO Violence and Conflicts in Upbringing and Education	2	5
b.	SE Violence and Conflicts in Upbringing and Education	2	5
	Total	4	10
	Learning Outcomes: The students know and understand perspectives and concepts of educational sciences related to violence and conflict, can explain approaches to violence and conflict theory as well as basic terminology. They can illustrate these using selected examples. They can understand and assess processes of upbringing, socialisation and education as well as the change in violence and conflict relations in different contexts and institutions from the perspective of violence and conflict research. They are able to comprehend academic texts on violence and conflict research, to reproduce debates on research questions and to reflect on methodological approaches to a respective subject. They are able to apply this knowledge orally and in writing and to argue scientifically. They concretise formats and goals of upbringing, education and counselling that reflect on violence and conflicts in subject-related fields of action from the perspective of violence and conflict research.		
	Prerequisites: none		

15.	Compulsory Module: Seminar with Bachelor's Thesis	h	ECTS-Credits
a.	SE Seminar mit Bachelorarbeit	2	2 + 8
	Total	2	10
	Learning Outcomes: The students are able to complete an independent written paper on a specific topic from the field of educational sciences that meets the requirements of good scientific practice. They can research relevant literature and discuss and analyse it on this basis.		

	Prerequisites: 10 positively passed compulsory modules (including 1, 9 and 12)
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§ 8 Elective modules

(1) Elective modules covering 30 ECTS-Credits are to be passed:

1.	Elective Module: Exploration of the Professional Field in a Pedagogical Field of Action	h	ECTS-Credits
a.	PR Exploration of the Professional Field in a Pedagogical Field of Action		5
b.	SE Seminar Accompanying the Practical Training Course	2	5
	Total	2	10
Learning Outcomes: Students are able to reflect on, analyse and discuss experiences in the professional field using current research in educational sciences. They can include perspectives and concepts of educational sciences on pedagogical action in the field and apply basic theoretical concepts to corresponding cases, problems and questions. They are able to discuss educational action in different contexts and institutions from the perspective of educational sciences. They identify competences for action and concepts in subject-related fields of action. They comprehend academic texts on professional pedagogical action, reproduce debates on research questions and reflect on methodological approaches. They apply the acquired knowledge orally and in writing and justify assessments of professional pedagogical action with the help of educational science theories.			
Prerequisites: positive completion of compulsory modules 1, 2 and 9			

2.	Elective Module: Research Workshop	h	ECTS-Credits
a.	PR Research Workshop		5
b.	SE Research Workshop Accompanying the Project	2	5
	Total	2	10
Learning Outcomes: The students are able to deepen their knowledge of educational theory. They are able to plan and carry out an educational research project with the support of the head on the seminar (research or study design, research hypotheses or heuristics, survey and evaluation procedures and presentation of results). They are able to understand research processes in different contexts and to critically discuss them in terms of methodology. They are able to understand texts on research practice and philosophy of science, to reproduce debates on research questions and to reflect on methodological approaches to the respective subject. They can apply this knowledge orally and in writing and justify it scientifically.			
Prerequisites: positive completion of compulsory modules 1, 2, 9 and 12			

3.	Elective Module: Topics in Educational Sciences and Pedagogical Topics of Contemporary Society	h	ECTS-Credits
a.	VO Topics in Educational Sciences and Pedagogical Topics of Contemporary Society	2	5
b.	SE Topics in Educational Sciences and Pedagogical Topics of Contemporary Society	2	5
	Total	4	10

	Learning Outcomes: Building on theoretical perspectives and basic terminology, the students can grasp further questions and problems in the respective subject area. They classify these into in-depth theoretical and practical discourses of contemporary society, reflect on them critically and present scientific developments of the topic orally and in writing.
	Prerequisites: 7 positively completed compulsory modules (incl. 1, 2 and 9)

4.	Elective Module: Expansion of Perspectives in Educational Sciences	h	ECTS-Credits
a.	SE Expansion: Media and Digitisation	2	5
b.	SE Expansion: Sustainability and Social Change	2	5
	Total	4	10
	Learning Outcomes: Students understand the social challenges facing educational sciences and explain them from a subject-specific and social perspective; These include, among others, challenges posed by social change, by media and media representation as well as questions of sustainability. The students reproduce corresponding theoretical approaches and explain basic terminology. They present scientific discourses of the corresponding fields of research as well as their specific methodological approaches and methodological challenges orally and in writing argumentatively and concretise them with regard to typical fields of action.		
	Prerequisites: 7 positively completed modules (incl. 1, 2 and 9)		

5.	Elective Module: Interdisciplinary Skills	h	ECTS-Credits
	Providing the availability of places, courses covering 10 ECTS-Credits may be freely selected from the curricula of the bachelor's programmes offered at the University of Innsbruck or another university home or abroad.	-	10
	Total	-	10
	Learning Outcomes: The students have additional and advanced competences, skills and qualifications.		
	Prerequisites: The prerequisites specified by the respective curricula have to be met.		

- (2) Providing the availability of places, a Minor for bachelor programmes can be passed instead of the elective modules in the Bachelor's Programme in Education Sciences. Minors are fixed modules from other specialist disciplines covering 30 ECTS-Credits. They are published in the University of Innsbruck Bulletin.
- (3) Elective Module 1: Exploration of the Professional Field in a Pedagogical Field of Action
1. This elective module consists of a practical training to explore the professional field covering 125 hours á 60 minutes and an accompanying seminar covering 2 semester hours.
 2. The practical training must be independently organised by the students: in subject-related pedagogical occupational fields, in institutions of public administration or in regional, national, European, inter- and transnational educational organisations, projects and programmes. Before the start of the practical training, the approval must be obtained from the Director of Studies.
 3. Generally, the practical training takes place parallel to the accompanying seminar. If it is not

possible to pass it parallel to the accompanying seminar, it must be made, if possible, during the lecture-free period, before the start of the accompanying seminar.

4. A certificate from the institution must be submitted regarding the duration, scope and content of the work performed during the practical training. A written report on the practical training must be written and submitted.
- (4) Elective Module 2: Research Workshop
1. This elective module covers a research project of 125 hours á 60 minutes and a project-accompanying research workshop of 2 semester hours.
 2. After consultation with the head of the seminar, the research project can be carried out as an individual project, as group work or within the framework of an existing research project of the head of the seminar.
 3. The research project takes place parallel to a research workshop, during which it is planned, accompanied and reflected on with recourse to methodical and methodological literature. The research project can be carried out as an individual project, as group work or within the framework of an existing research project of the head of the seminar.
 4. A written report on the duration, scope and contents of the work done within the scope of the research project is to be written and submitted.

§ 9 Bachelor's Thesis

- (1) A Bachelor's Thesis is to be written within the Bachelor's Programme in Educational Sciences. The Bachelor's Thesis must reflect the state of knowledge of educational theory and research in terms of content and methodology. By writing the Bachelor's Thesis, students have to prove that they are independently able to apply the theoretical and methodological tools of educational sciences to a specific question that can be proposed by the student. The Bachelor's Thesis is to be written within the scope of compulsory module 15, "Seminar with Bachelor's Thesis".
- (2) The Bachelor's Thesis comprises a workload of 8 ECTS-Credits. It is to be delivered in addition to the performance in the corresponding seminar of compulsory module 15 (2 ECTS-Credits). The Bachelor's Thesis must be submitted in writing and in the electronic form specified by the Director of Studies.

§ 10 Examination regulations

- (1) The performance in a course is evaluated by course examinations:
 1. Examinations that assess the knowledge and skills covered in an individual lecture or course of the Studies Induction and Orientation Stage and in which the performance assessment is based on a single examination at the end of the course. The course instructor has to define and announce the examination method (written and/or oral) before the start of the course.
 2. Evaluation is based on at least two written, oral and/or practical contributions of the participants in courses with continuous performance assessment. Courses with continuous performance assessment include working groups, practical training courses and seminars. The course instructor has to define and announce the evaluation criteria before the start of the semester.
- (2) A module is completed by the positive evaluation of all its courses.
- (3) The performance of the practical training courses (Exploration of Professional Fields or Research Project resp.) in elective modules 1 and 2 is evaluated by the course instructor of the accompanying seminar or the research workshop.
- (4) Modules and courses selected from other study programmes have to refer to the examination regulations of the curricula the courses have been taken from.
- (5) Performance of courses of a Minor is evaluated according to the examination regulations of the curricula the courses have been taken from. Extra-curricular Minors are subject to the examination regulations of this curriculum.

§ 11 Academic degree

Graduates of the Bachelor's Programme in Educational Sciences receive the academic degree "Bachelor of Arts", abbreviated "BA".

§ 12 Coming into force

This curriculum comes into force on 1 October 2023.

§ 13 Transitional provisions

- (1) This curriculum applies to all students commencing their studies as of 1 October 2023.
- (2) Regular degree students who have started their Bachelor's Programme in Educational Sciences at the University of Innsbruck as published in the University of Innsbruck Bulletin of 29 April 2008, Issue 35, No. 264, last modified in the Universität of Innsbruck Bulletin of 2 May 2016, Issue 24, No. 373, before 1 October 2023, are entitled, from this point in time, to finish this study programme within a maximum of 8 semesters. If the Bachelor's Programme is not finished in time, the students are subject to the new curriculum for the Bachelor's Programme in Educational Sciences. In addition, the students are entitled to subject to the new curriculum for the Bachelor's Programme in Educational Studies on a voluntary basis.

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