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Curriculum for the  
**Master's Programme Business Education**  
at the University of Innsbruck Faculty of Business and Management

(New-release 2024)

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## **§ 1 Allocation of the study programme**

Acc. to §54 Universities Act 2002, the Master's Programme Business Education is grouped among the social and economic study programmes.

## **§ 2 Qualification profile**

- (1) The Master's Programme Business Education aims at intensive career preparation in the social and economic sciences and qualifies students for careers which require the application of well-founded, scientific knowledge and methods. As a scientific programme, it essentially covers theories, methods and instruments of business education. Findings from the field of gender research are also taken into consideration.
- (2) In addition to subject-specific competences, the Master's Programme Business Education also promotes general social and personal skills. These include team and problem-solving skills, leadership skills, reflection skills, and ethical and critical thinking and judgment skills.
- (3) The educational objective of the master's programme is to provide graduates with in-depth scientific and scientifically sound, theory- and method-based analysis and problem-solving skills in science and practice. Graduates have the knowledge, skills and competences to
  - work on scientific problems independently, methodically correctly and innovatively, to assess scientific knowledge and apply it in new, particularly research-relevant contexts and to take up further scientific doctoral or PhD studies;
  - integrate the latest findings in business education and knowledge at the interface with other relevant subjects into subject-specific questions in a methodologically correct manner and reflect critically on them with regard to vocational training;
  - work on relevant problems in their respective non-university professional fields in a scientifically sound and practice-orientated manner. Beyond the field of business education, they have knowledge, skills and competences that enable them to work in various professional fields;
  - reflect on the ethical, social, gender and diversity-related and societal consequences and prerequisites of the use of their knowledge;
  - take responsibility for the professional development and management of individuals and groups;
  - utilise their skills for the further development of society and to improve the quality of life in a community through political and non-political processes.
- (4) The Master's Programme in Business Education prepares students in particular
  - for the teacher profession in subjects in economics at vocational secondary schools (BMS/BHS), and
  - for managerial, planning, analysing, research and advisory activities that require a combination of business management and educational qualifications, and
  - for admission to a further scientific doctoral or PhD programme.

### **§ 3 Admission**

- (1) Admission to the Master's Programme Business Education requires a thematically relevant bachelor's programme completed at a university or a university of applied science or other, equivalent studies completed at an acknowledged Austrian or non-Austrian post-secondary educational institution. In any case, the Bachelor's Programme in Economics - Management and Economics, the Bachelor's Programme International Management and the Diploma Programme International Management at the University of Innsbruck are relevant bachelor's programmes. The rectorate decides on study programmes in question or on the equivalence of a study programme passed at a post-secondary educational institution home or abroad for the admission to the master's programme based on the regulations of the Universities Act §64 para. 3.
- (2) In order to compensate for significant subject-related differences, supplementary examinations totalling a maximum of 30 ECTS-Credits may be prescribed, which must be taken by the end of the second semester of the master's programme.

### **§ 4 Scope and duration**

- (1) The Master's Programme Business Education covers 150 ECTS-Credits. This corresponds to a duration of the study programme of five semesters.
- (2) The study programme is structured in modules.

### **§ 5 Types of courses and maximum number of students per course**

- (1) Courses without continuous performance assessment:  
Lectures (VO) are courses held in lecture format. They introduce the research areas, methods and schools of thought for a given subject. No maximum number of students per course.
- (2) Courses with continuous performance assessment:
  1. Introductory seminars (PS) provide an interactive introduction to a subject area and impart knowledge and methods of academic work. Maximum number of students: 40
  2. Seminars (SE) provide in-depth study of contents, methods and techniques of a specialist area including presentations and discussions. Maximum number of students: 30.
  3. Tutorials (UE) focus on the practical treatment of specific tasks in a specialist area and on practicing specific skills. Maximum number of students: 20.
  4. Lecture-tutorials (VU) focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course. Maximum number of students: 150.

### **§ 6 Allocation of places in courses with a limited number of participants**

- (1) In courses that have a maximum number of participants, places are allocated as follows:
  1. Each student on this degree programme is allocated a point quota of two times 1000 points at the beginning of the registration period for the courses of the respective semester, which expires after the end of the registration period for the courses of the respective semester.
  2. Each student can allocate as many points as he or she wishes from his or her initial allocation of 1000 points to courses of his or her choice, thereby expressing his or her preferences for the first round of allocation of course places.
  3. Each student can allocate as many points as he or she wishes from his or her second point quota of 1000 points to courses of his or her choice, thus expressing his or her preferences for the second round of allocation of course places.
  4. Each student is allocated course places in modules of up to 30 ECTS-Credits, for which he/she fulfils the registration requirements for the courses of the module, according to the number of points allocated to the respective courses from the first point quota.
  5. Each student shall be allocated course places in modules for which he or she fulfils the registration requirements for the courses of the module and which were not allocated in the course of the procedure pursuant to no. 2 and 4 according to the number of points allocated to the respective courses from the second point quota.

6. The total number of course places allocated in the procedure pursuant to no. 1 to 5 may not exceed the number of course places required to study for 30 ECTS-Credits in the respective semester.
  7. Among those students who have received fewer course places in the procedure described in no. 1 to 5 than are required to study for 30 ECTS-Credits in the respective semester, the course places not allocated in the procedure according to no. 1 to 5 will be allocated by lottery.
  8. In the course of the procedure outlined in no. 1 to 7, each student will be allocated exactly as many course places as are required to study for 30 ECTS-Credits in the respective semester.
- (2) Courses taken from other study programmes are subject to the regulations of the respective curriculum.

## § 7 Compulsory modules - overview

The following compulsory modules covering altogether 70 ECTS-Credits are to be passed:

	Compulsory Modules	h	ECTS-Credits
1.	Introduction to Business Education	3	5
2.	Theories of Socioeconomic Education	5	10
3.	Teaching and Learning as a Profession	5	10
4.	Vocational Training Structures and Management of Educational Organisations	3	5
5.	Didactics of Business Education (I)	5	10
6.	Didactics of Business Education (II)	5	10
7.	Research Skills in Business Education	4	10
8.	Support Course for Teaching Practice	2	5
9.	Preparation of the Master's Thesis	-	2.5
10.	Research Colloquium for the Master Thesis	1	2.5

## § 8 Elective modules - overview

- (1) Four elective modules covering 20 ECTS-Credits are to be passed from the following catalogue:

	Elective Modules	h	ECTS-Credits
1.	Current Topics in Business Education Research and Practice	3	5
2.	Assessment of School Competences	3	5
3.	Advice and Support for Working Groups	3	5
4.	Employment-Oriented Counselling	3	5
5.	Coaching and Supervision	3	5
6.	Curricular Innovations	3	5
7.	Gender and Diversity in Vocational Education and Training	3	5
8.	Shaping Organisational Development Processes	3	5
9.	Intercultural Human Resource Development	3	5
10.	Teaching and Learning with Digital Media	3	5
11.	Interdisciplinary Skills	-	5

- (2) A further elective module covering 10 ECTS-Credits is to be passed:

	Elective Module in Business Studies	h	ECTS-Credits
	Module(s) or courses from other Master's Programmes at the Faculty of Business and Management or the Faculty of Economics and Statistics	-	10

## § 9 Compulsory and elective modules – detailed information

### (1) Compulsory modules acc. to §7

1.	Compulsory Module: Introduction to Business Education	h	ECTS-Credits
a.	<b>VU Introduction to Business Education</b> Introduction to the basic concepts, history and scientific perspectives of business education; gender aspects relevant to vocational training, such as professional roles, teaching behaviour	2	3
b.	<b>UE Business Education in Practice</b> Business education practice and research fields; professional spectrum, role and competences of business educators	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students are able to critically differentiate between different theoretical perspectives of business education and assess them with regard to their own positioning. They are able to grasp the spectrum of business education fields of action, use the technical terminology in a differentiated way and characterise the competence profile of business educators.		
	<b>Prerequisites:</b> none		

2.	Compulsory Module: Theories of Socioeconomic Education	h	ECTS-Credits
a.	<b>VO Theories of Socioeconomic Education</b> Introduction to central concepts of socio-economic education with a focus on learning theories, didactic planning models and assessment of findings from empirical teaching-learning research	2	4
b.	<b>PS Theories of Socioeconomic Education</b> Critical-reflective examination of selected questions on the didactics of vocational education; dealing with presence and voice in the classroom	3	6
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students are able to provide an overview of the range of pedagogical-didactic topics. On the basis of this knowledge, they are able to work on didactic issues independently and in teams in a critically reflective manner and justify their profession-specific approach against the background of ethical aspects. Students are able to work with their voice in a targeted manner and thus shape their presence in teaching-learning settings.		
	<b>Prerequisites:</b> none		

3.	Compulsory Module: Teaching and Learning as a Profession	h	ECTS-Credits
a.	<b>PS Planning Lessons</b> Introduction to the methodological-didactic concepts of topics of commercial teaching subjects; study of the complexity of the role as a teacher	3	6
b.	<b>UE The Practice of Teaching</b> Development and implementation of lesson planning, evaluation and follow-up in the context of an internship for vocational orientation at vocational secondary schools (BHS/BMS); reflection and transfer of the experience gained	2	4

	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students are able to plan, implement and critically evaluate correct business lessons using simple didactic methods in a target group-oriented manner. They can explain economic content in a target group-oriented way. Students are able to recognize difficulties in understanding content and create appropriate support elements. Students can assess their change of role to teacher and the associated tasks, critically evaluate their own pedagogical actions and recognise opportunities for further development.		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Vocational Training Structures and Management of Educational Organisations</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Structure and Organisation of Vocational Education and Training</b> In-depth introduction to the peculiarities of the management of educational organisations	2	3
<b>b.</b>	<b>SE Development of Educational Organisations</b> Discussion and reflective processing of the special features of the development and management of educational organisations	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students will be able to understand the structures and processes of vocational education and training, in particular vocational schools, dual apprenticeship training and in-company and inter-company training and further education. They are able to make an assessment of the design of initial and continuing vocational education and training on the basis of vocational education and training theory, in particular with regard to current reform and modernisation processes. They are able to identify problems faced by educational organisations at different levels and will be able to make concrete proposals for change that can be used to further develop the conditions for individual and organisational learning.		
	<b>Prerequisites:</b> none		

<b>5.</b>	<b>Compulsory Module: Didactics of Business Education (I)</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Didactics of Business Education (I)</b> Action-oriented and holistic methods of teaching and learning and their use at vocational secondary schools (BHS/BMS) and in adult education; explanatory skills; differentiation and individualisation in lessons; practice company	1	2
<b>b.</b>	<b>SE Didactics of Business Education (I)</b> Development, implementation and critical analysis of methodologically and didactically sound teaching sequences for business lessons	4	8
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students are able to plan, evaluate and critically reflect on interdisciplinary, differentiated and individualised business lessons in a target group-oriented manner based on complex teaching methods. Students can recognise the difficulties of different target groups in understanding economic content and use different didactic methods to explain it. Students are able to independently acquire current and complex economic content as well as new findings in business education in order to design practically relevant lessons.		

	<b>Prerequisites:</b> positive evaluation of the compulsory modules acc. to §7 no. 2 and 3
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<b>6.</b>	<b>Compulsory Module: Didactics of Business Education (II)</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Didactics of Business Education (II)</b> Theories, methods and didactic issues in connection with communication technologies and digital media in vocational training, especially in business education and adult education	2	4
<b>b.</b>	<b>SE Didactics of Business Education (II)</b> Development, implementation and critical analysis of didactic-methodical teaching sequences for different target groups within vocational training	3	6
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students can plan, evaluate and critically reflect on differentiated and individualised business lessons based on communication technologies and digital media with regard to technical, educational, economic and ethical aspects. They can design teaching sequences and develop assessment criteria based on the relevant curricula and educational standards. Students can critically assess the possible uses of new media in everyday school life and in adult education and are sensitised to the special features of digitally supported teaching.		
	<b>Prerequisites:</b> positive evaluation of compulsory modules acc. to §7 no. 2 and 3		

<b>7.</b>	<b>Compulsory Module: Research Skills in Business Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Methodological and Methodical Aspects of Business Education Research</b> Various methodological approaches to social science research; discussion of central strategies, survey and evaluation procedures for the reflexive-critical processing of questions relevant to business education	2	4
<b>b.</b>	<b>SE Research Skills in Business Education</b> Planning, implementation and critical reflection of a business education research project; analytical and reflexive selection and use of survey and evaluation methods of empirical social research	2	6
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students are able to work scientifically and take ethical standards into account. They are able to critically and reflectively analyse various theories and the concrete implementation of social science research, in particular business education research. You will be able to plan and carry out a business education research project independently and as part of a team, present the results and deal with constructive criticism. Students are able to make a differentiated assessment of the possibilities and limitations of empirical social research.		
	<b>Prerequisites:</b> positive evaluation of compulsory modules acc. to §7 no. 1 and 2		

8.	Compulsory Module: Support Course for Teaching Practice	h	ECTS-Credits
	<b>SE Support Course for Teaching Practice</b> Support, counselling and interactive discussion of practical school issues and experiences	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students can critically reflect on their practical school experience for themselves and in a team and make a well-founded career choice. They can combine their practical experience with theoretical concepts and derive further insights for their professional activity. Students can assess and further develop their own pedagogical professionalism.		
	<b>Prerequisites:</b> positive evaluation of the compulsory modules acc. to §7 no. 1, 2, 3, 5 and 6; registration for the teaching practice acc. to §10		

9.	Compulsory Module: Preparation of the Master's Thesis	h	ECTS-Credits
	Agreement on the topic, the scope and the form of the Master's Thesis on the basis of a brief summary of the contents (synopsis) as well as agreement on the work processes and the study progress. Planning of an appropriate time frame for the completion of the Master's Thesis.	-	2.5
	<b>Total</b>	<b>-</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Students are able to write a brief description of the content of the planned Master's thesis (synopsis), outline a timetable, locate the planned Master's thesis in a subject area of business education, conclude a written Master's thesis agreement and register the Master's thesis with the Director of Studies.		
	<b>Prerequisites:</b> none		

10.	Compulsory Module: Research Colloquium for the Master's Thesis	h	ECTS-Credits
	<b>SE Research Colloquium for Master Thesis</b> The research colloquium offers support to students while they are working on their Master's Theses. The thesis is presented, and special aspects are discussed in detail with a focus on theoretical questions along with research methods.	1	2.5
	<b>Total</b>	<b>1</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Students are able to present the design and concept of a scientific paper, justify the chosen theories and methods, share findings and defend results. They can accept and process criticism as a basis for academic work and also articulate constructive criticism themselves.		
	<b>Prerequisites:</b> positive evaluation of the compulsory module acc. to §7 no. 7		



(2) Elective modules acc. to §8 para. 1

1.	<b>Elective Module: Current Topics in Business Education Research and Practice</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Current Topics in Business Education Research and Practice</b> Selected current issues in business education research and practice	2	3
<b>b.</b>	<b>SE Current Topics in Business Education Research and Practice</b> In-depth study of selected current issues in business education research and practice	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students are able to reflect on and evaluate current developments in business education against the background of theoretical, practical and ethical aspects.		
	<b>Prerequisites:</b> none		

2.	<b>Assessment of School Competences</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Assessment of School Competences</b> Central school legal sources on selected topics, such as performance assessment, school events, duty of supervision; selected, current methods and concepts of school competence assessment; diagnostic competence; parental work; management and leadership of school classes	2	3
<b>b.</b>	<b>SE Assessment of School Competences</b> In-depth study of the contents dealt with in the lecture (VO)	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students will be able to assess the central sources of school law in a pedagogical context and apply them in accordance with the law. They can design, evaluate and critically assess different types of performance assessment for business lessons. They can pedagogically diagnose and assess the learning and development status of learners. Students are able to recognise, design and assess management tasks as a teacher.		
	<b>Prerequisites:</b> none		

3.	<b>Elective Module: Advice and Support for Working Groups</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Group Processes</b> Group dynamic processes in working groups; communication and conflicts in groups; instruments for counselling and supporting working groups	1	2
<b>b.</b>	<b>SE Moderation</b> Implementation and critical analysis of the moderation method	2	3
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students can recognise group dynamic processes in working groups. They are able to support groups in their communication and team development. Students can apply the moderation method to different issues in a target group-orientated way. They can give differentiated feedback on group processes and process the feedback received constructively for their own professionalism.		
	<b>Prerequisites:</b> none		

4.	Elective Module: Employment-Oriented Counselling	h	ECTS-Credits
a.	<b>VO Employment-Oriented Counselling</b> Counselling as a pedagogical process; theoretical approaches to employment-oriented counselling and their transfer to different contexts of vocational counselling; role and tasks of counsellors; diversity and gender equality in application contexts of counselling	2	3
b.	<b>SE Employment-Oriented Counselling</b> In-depth study of the special features of different counselling contexts, in particular personnel and management consulting; consulting methods in an operational context	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students are able to differentiate between different counselling approaches and methods and evaluate them for specific contexts in schools and at work. They will be able to recognise the connection between counselling and didactic action, evaluate communicative counselling situations with regard to different stakeholder groups and assess the ethical dimension of counselling. Students will be able to design employment-oriented counselling concepts for school and company contexts.		
	<b>Prerequisites:</b> none		

5.	Elective Module: Coaching und Supervision	h	ECTS-Credits
a.	<b>VU Coaching and Supervision</b> Coaching and supervision as professional forms of counselling and their differentiation from other forms of counselling, presentation of different settings, methods and models of coaching and supervision	2	3
b.	<b>SE Coaching and Supervision</b> In-depth application and discussion of the contents of the VU	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students can distinguish between different forms of counselling. They are able to design, implement and critically reflect on specific coaching settings for learners. Students are able to apply techniques of solution-focused dialogue and teaching. They are able to evaluate and further develop their own attitude and role in coaching and supervision in a differentiated manner.		
	<b>Prerequisites:</b> none		

6.	Elective Module: Curricular Innovations	h	ECTS-Credits
a.	<b>VO Curricular Innovations</b> Curriculum theory, curriculum development, school development, innovations in education	2	3
b.	<b>SE Curricular Innovations</b> In-depth application and discussion of the contents of the VU	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students are able to critically reflect on the complexity and theoretical problems of curriculum development at different levels of action. They are able to evaluate innovations in the education system and conceptually translate them into design options. They will also be able to evaluate their own role as future actors in the field of vocational education and training. They are able to evaluate curricular change processes and design related school development projects.		
	<b>Prerequisites:</b> none		

7.	Elective Module: Gender and Diversity in Vocational Education and Training	h	ECTS-Credits
a.	<b>VO Gender and Diversity in Vocational Education and Training</b> Theories, concepts and research findings on gender, diversity and inclusion; relevance of gender and diversity in vocational training contexts; strategies and models for the pedagogical-didactic handling of different diversity categories	1	2
b.	<b>SE Gender and Diversity in Vocational Education and Training</b> Critical-reflective examination of gender and diversity aspects in business and vocational education settings; planning and design of teaching-learning arrangements taking gender and diversity aspects into account	2	3
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students will be able to assess the significance of key diversity categories in the planning and design of teaching and learning arrangements for different target groups in vocational education and training and critically analyse the pedagogical opportunities and challenges they present. They are able to design and evaluate strategies for dealing inclusively with gender and diversity aspects in business and vocational education situations. Students will be able to (self)reflect on the (re-)production of social inequality in vocational education contexts.		
	<b>Prerequisites:</b> none		

8.	Elective Module: Shaping Organisational Development Processes	h	ECTS-Credits
a.	<b>VO Shaping Organisational Development Processes</b> Approaches and concepts of organisational development, organisational theory, change management, transformative processes in companies, New Work	2	3
b.	<b>SE Shaping Organisational Development Processes</b> Development of concepts for organisational change in the context of economic and social transformation processes	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>

	<b>Learning Outcomes:</b> Students will be able to recognise the challenges of organisational change processes triggered by economic and social transformation processes and develop concepts to support them. They are able to recognise and assess the ability of individuals, groups and organisations to change and innovate and evaluate measures aimed at this. They can reflect on and evaluate change processes from the perspective of gender equality and diversity.
	<b>Prerequisites:</b> none

9.	Elective Module: Intercultural Human Resource Development	h	ECTS-Credits
a.	<b>VO Intercultural Human Resource Development</b> Specific topics of personnel development; in-company training; interculturality in organisations; intercultural career development and work structuring	1	2
b.	<b>SE Intercultural Human Resource Development</b> Development of teaching-learning arrangements for intercultural competence development	2	3
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students are able to establish the connection between personnel development and interculturality. They are able to design, implement and evaluate target group-orientated teaching and learning arrangements for different company settings. Students are able to assess and develop their own role as a trainer in a differentiated manner.		
	<b>Prerequisites:</b> none		

10.	Elective Module: Teaching and Learning with Digital Media	h	ECTS-Credits
a.	<b>VU Teaching and Learning with Digital Media</b> Critical examination of theories and didactic issues in connection with digital teaching-learning arrangements, relevant legal foundations and selected content of media education, such as diversity-sensitive use of digital media	2	3
b.	<b>SE Design of Digital Teaching-Learning-Units</b> Theory-based development of target group-orientated e-learning scenarios	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students can explain media didactic theories, legal aspects and current topics in media didactics and education, relate them to practical examples and critically assess them. They can use various digital forms of communication in a targeted and sensitive manner. Students can reflect on the role and tasks of teachers in digital teaching and learning settings from different perspectives. They are able to design digital lessons in a didactically guided manner and to select and use digital tools in a theory-based manner.		
	<b>Prerequisites:</b> none		

11.	Elective Module: Interdisciplinary Skills	h	ECTS-Credits
	Provided that places are available, modules or courses covering 5 ECTS-Credits may be passed from other master's programmes offered at the University of Innsbruck.	-	5
	<b>Total</b>	-	<b>5</b>
	<b>Learning Outcomes:</b> Students have additional and in-depth competences, skills and qualifications. They can establish the connections to their own specialist knowledge and are able to individualise and deepen their specialist profile by acquiring additional qualifications		
	<b>Prerequisites:</b> The prerequisites specified by the respective curricula are to be met.		

Instead of the Elective Module Interdisciplinary Skills a Minor for master's programmes or parts of one may be passed, provided that places are available. Minors are fixed modules from other disciplines covering 30 ECTS-Credits. They have been announced in the University of Innsbruck Bulletin.

(3) Elective module acc. to §8 para. 2

	Elective Module in Business Studies	h	ECTS-Credits
	Provided that places are available, modules or courses covering 10 ECTS-Credits may be passed from the master's programmes offered at the Faculty of Business and Management or the Faculty of Economics and Statistics at the University of Innsbruck	-	10
	<b>Total</b>	-	<b>10</b>
	<b>Learning Outcomes:</b> Students have additional knowledge from other business and economics subject areas and can establish the connections to their own specialised knowledge. They are able to individualise and deepen their business education profile by acquiring additional qualifications.		
	<b>Prerequisites:</b> The prerequisites specified by the respective curricula are to be met.		

## § 10 Teaching Practice

- (1) As part of the master's programme, a School Practice must be completed, which comprises twelve weeks or 25 ECTS-Credits and the accompanying course for the school practice at the university covering 5 ECTS-Credits; i.e. a total of 30 ECTS-Credits are covered.
- (2) The School Practice should generally be completed in the winter semester. In justified exceptional cases, the Director of Studies may authorise exceptions to this rule in agreement with the responsible education directorate. The School Practice is carried out in accordance with the applicable ministerial decree.
- (3) Only those who have completed the modules 'Introduction to Business Education', 'Theories of Socio-Economic Education', 'Teaching and Learning as a Profession', 'Didactics of Business Education (I)' and 'Didactics of Business Education (II)' will be admitted to the School Practice.

## § 11 Master's Thesis

- (1) In the Master's Programme Business Education, a Master's Thesis must be written. The topic of the thesis must be related to the area of business education, i.e. to subjects covered by one or more of the compulsory modules referred to in §7 no. 1 to 8 or by the elective modules referred to §8 par. 1 no. 1 to 1.
- (2) The Master's Thesis is a scientific piece of work.

- (3) When writing the Master's Thesis, students must demonstrate that they are able to apply the theoretical and methodical instruments of the subject area to a particular research question and to reflect on them independently and in a limited period of time.
- (4) Students have the right to propose the topic for the Master's Thesis or to choose it from a number of proposals.
- (5) The Master's Thesis corresponds to a workload of 25 ECTS-Credits.
- (6) The written announcement of the topic and the supervisor of the Master's Thesis requires the positive assessment of the compulsory module in accordance with §7 no. 7.
- (7) The completed Master's Thesis must be submitted to the Director of Studies in electronic form. It must be accompanied by a sworn declaration confirming that the rules of good scientific practice
- (8) It is permissible for several students to work jointly on one single Master Thesis topic, on the condition that each individual student's contribution is identified distinctly and can be assessed separately.
- (9) The Master's Thesis may be written in another language with the consent of the supervisor of the Master's Thesis.

## **§ 12 Examination regulations**

- (1) The performance in modules is evaluated in one of the following ways:
  1. In the case of a module that consists of one course without continuous performance assessment and one course with continuous performance assessment, the performance is evaluated by the evaluation of the course with continuous performance assessment and by a comprehensive examination over the subject matter of the courses of the module, whereby the positive evaluation of the course with continuous performance evaluation is a prerequisite for being admitted to the overall examination.
  2. In the case of a module that exists exclusively of one or several courses with continuous performance evaluation, the evaluation is based on the evaluation of the course(s).
- (2) In the case of courses with continuous performance evaluation, the course instructor has to fix the examination method (written/oral/exam paper) before the start of the semester.
- (3) Courses with continuous performance evaluation are assessed based on at least two written, oral and/or practical contributions of the participants.
- (4) Comprehensive examinations cover the content of the entire module and must be taken in front of individual examiners. The overall examination is a written examination (maximum duration 90 minutes).
- (5) The Compulsory Module "Preparation of the Master's Thesis" is assessed by the supervisor based on a synopsis. Positive evaluation reads "participated with success", negative evaluation "participated without success".
- (6) Modules and courses that have been selected from other study programmes are subject to the examination regulations of the curriculum they have been taken from. Extra-curricular Minors are subject to the examination regulations in accordance with this curriculum.

## **§ 13 Academic Degree**

Graduates of the Master's Programme Business Education are awarded the academic degree of "Master of Science", abbreviated as "M.Sc.".

## **§ 14 Coming into force**

This curriculum comes into force on 1 October 2024.

## **§ 15 Transitional regulations**

- (1) This curriculum applies to all students who start the Master's Programme in Business Education as of the 2024/25 winter semester.
- (2) Regular students, who have started the Master's Programme in Business Education as published in the University of Innsbruck Bulletin of 10 March 2010, Issue 15, No. 143, last amended on 3 July 2019, Issue 71, No. 623, before 1 October 2024, are entitled to finish this study programme within a maximum seven semesters.
- (3) If the Master's Programme in Business Education is not finished in time, the students are subject to this curriculum. In any case, the students are entitled to subject to this curriculum on a voluntary basis any time.