

Teaching Manual

Teaching Manual

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1 Dear colleagues,

As lecturers, you take on an important and exciting task: you tirelessly accompany curious students on an educational journey towards successful graduation. You share your knowledge, methods and experience with them as they embark on their future. Students bring different experiences, biographies and abilities with them. What holds the University of Vienna together can be created in a team effort: an active community of teachers and learners preparing for the future and solving problems with academic methods.

In recent years, we have all learned a lot about teaching under special conditions. This manual contains initial pragmatic lessons learned from the COVID-19 pandemic and inspirations for you, especially on how to use digital elements to enhance teaching and learning.

You are part of a community of around 7,500 lecturers and 85,000 students. In addition to excellent didactic ideas, successful cooperation also requires certain rules and procedures, which we summarise for you here. The manual covers everything from planning courses to supervising and assessing academic theses, and you will also find information about central counselling, training and qualification offers available to you.

We wish you every success for your course. We thank you for your commitment to teaching and the (further) education of our students at the University of Vienna.








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2 What's new?

-  [Teaching Manual](#)
22. Jun 2023 • aktualisiert von Steinacher Roland • Änderung anzeigen
-  [Active studies \("prüfungsaktive Studien"\)](#)
14. Jun 2023 • aktualisiert von Steinacher Roland • Änderung anzeigen
-  [How to deal with AI in courses and exams](#)
22. Mai 2023 • aktualisiert von Steinacher Roland • Änderung anzeigen
-  [Handling personal data](#)
04. Mai 2023 • aktualisiert von Steinacher Roland • Änderung anzeigen
-  [How to deal with AI in courses and exams](#)
02. Mai 2023 • aktualisiert von Pöllabauer Julia • Änderung anzeigen

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The contents of the Teaching Manual are compiled and edited by the service unit "**Teaching Affairs and Student Services**".

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If you have **any questions** about the Teaching Manual, please send an email with reference to the specific article to slw.leitung@univie.ac.at.



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3 Structure of the manual

The manual follows the cycle for continuous improvement of teaching and examinations:

- plan and inform
- teach and examine
- analyse results
- adjust

Contact

4 Table of contents

- An overview of teaching and studying at the University of Vienna
 - Organisation in the area of teaching at the University of Vienna
 - Degree programmes and range of courses
 - Planning of the course programme
 - Labour law information for teachers
 - External lecturers and part-time lecturers
 - Support from tutors
- Preparation of courses
 - The course in the context of the curricula
 - ECTS credits and hours per week per semester
 - Holding courses in foreign languages
 - Research-led teaching and learning
 - Good academic practice
 - Tools for digital teaching and open educational resources
 - Copyright in teaching
 - Handling personal data
 - Support for courses from the University Library
 - Diversity in teaching
 - Booking rooms for course and exam dates
 - Preparing excursions and excavation courses
 - Information obligations before the registration period
 - How to deal with AI in courses and exams
- Holding courses
 - Participation requirements for courses
 - Registration and deregistration for/from courses
 - Exceeding the maximum capacity of course rooms
 - Preparing the first course unit
 - Scheduling changes in courses
 - u:space teacher interface
 - u:find (course directory and staff directory)
 - Safety in courses and exams
- Exams and student assessment
 - Types of exams
 - Preparing and holding exams
 - Performance assessment
- Improving and developing courses and exams
 - Improving courses and exams

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- Feedback in teaching
- Course evaluation
- Qualification offers for teachers
- Mobility programmes for teachers
- UNIVIE Teaching Award
- Supervising and assessing academic theses
 - Overview of master's/diploma theses and doctoral theses
 - Supervising diploma and master's theses
 - Assessing diploma and master's theses
 - Supervising doctoral theses
 - Assessing doctoral theses
 - Submitting theses and checking for plagiarism
 - Publication obligation

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8 An overview of teaching and studying at the University of Vienna

In this chapter we have compiled information for you on the following topics:

- Organisation in the area of teaching at the University of Vienna
- Degree programmes and range of courses
 - Bachelor programmes
 - Introductory and orientation period
 - Minimum number of credits
 - Extension curricula (EC)
 - Teacher education programmes
 - Master programmes
 - Doctoral and PhD programmes
 - Active studies ("prüfungsaktive Studien")
- Planning of the course programme
- Labour law information for teachers
- External lecturers and part-time lecturers
- Support from tutors



Teaching Manual

8.1 Organisation in the area of teaching at the University of Vienna

8.1.1 Who are my direct contact persons regarding courses, examinations and the supervision of academic theses?

The **StudiesServiceCenter** and the **Directorate of Studies** are your first points of contact if you have questions about courses and examinations. The Directorate of Studies is responsible for the design of the teaching programme and the proper conduct of examinations in terms of study regulations.

The services and support options of the **service units** for your courses are described in the Teaching Manual. You will also find further links there.

i Your contact persons on site

[Directorates of studies and SSCs](#)

i Detailed information

A more detailed description can be found on the intranet in the area [Organisational structure in studies and teaching](#).

8.1.2 How am I embedded in the organisation as a teacher?

A more detailed description can be found on the intranet in the area [Organisational structure in studies and teaching](#).

8.1.3 As a teacher, who offers me support in the workplace?

As a member of the teaching and examination staff, you can contact [the Works Council of the Scientific Staff or other supporting offices](#) of the University of Vienna at any time.

8.2 Degree programmes and range of courses

Table of contents

- [What degree programmes does the University of Vienna offer?](#)
- [How do the degree programmes and courses come about?](#)
- [What support is available for students when selecting a degree programme?](#)
- [Students ask me questions about admission, leave of absence and tuition fees: Who should I refer them to?](#)

i Your contact persons on site

[Directorates of studies and SSCs](#)

i More information

Programmes offered by the University of Vienna

- [All degree programmes of the University of Vienna \(public\)](#)
- [Curricula \(Curriculum Committee\) \(public\)](#)
- [Development Plan 2028 of the University of Vienna \(public\)](#)

Facts & figures

8.2.1 What degree programmes does the University of Vienna offer?

With 179 degree programmes, the University of Vienna has the most extensive range of degree programmes in Austria. The University of Vienna offers

- 55 bachelor programmes and around 150 extension curricula,
- 108 master programmes,
- The teacher education programme in bachelor's-master's structure with 28 teaching subjects/specialisations,
- 2 diploma programmes and
- 80 dissertation fields in 19 doctoral and PhD curricula.

In the area of postgraduate continuing education and training, more than 40 university continuing education and training programmes are also offered for acquiring interdisciplinary, vocationally related and supplementary qualifications.

Around 90,000 students were admitted to the University of Vienna in the academic year 2022/2023. Around 13,000 courses held, 550,000 examinations and around 4,000 supervised master's and diploma theses as well as doctoral theses form the basis for determining academic success and awarding degrees in each academic year. Around 10,000 degree programmes are completed at the University of Vienna each academic year.

8.2.2 How do the degree programmes and courses come about?

Several steps are necessary for the development of a degree programme. [Read all about this in Manual 2: From idea to curriculum – development of degree programmes](#) (information for directors of studies, available on the intranet for all staff).

8.2.3 What support is available for students when selecting a degree programme?

The University supports (prospective) students in the choice of a degree programme through several tools, events and information services which you are welcome to refer them to:

- <https://studieren.univie.ac.at/en/choice-of-degree/> (public)
- [uni:check: A virtual journey through a bachelor's programme at the University of Vienna](#) (public)

8.2.4 Students ask me questions about admission, leave of absence and tuition fees: Who should I refer them to?

The staff of the Admission Office (Teaching Affairs and Student Services service unit) is available to answer all questions on these topics. Please do not provide information that you have researched yourself, as the decisions on these questions depend on several factors (e.g. nationality). Please refer the students directly to:

- Link to contact form <https://studieren.univie.ac.at/en/contact-form/> (public)
- <https://studieren.univie.ac.at/en/admission-procedure/> (public)
- <https://studieren.univie.ac.at/en/tuition-fee/> (public)

- [Facts and figures of the University of Vienna](#) (public)
- [2020 > Science in Austria/ Statistics Science in Austria / Statistics](#) (public)
- [Unidata: Data warehouse Higher Education Sector of the Federal Ministry of Education, Science and Research](#) (public)

✓ Tip

Good academic practice

8.2.5 Bachelor programmes

Table of contents

- [What is the scope and basic orientation of bachelor's programmes?](#)
- [What is the structure of a bachelor's programmes structured?](#)
- [Does the principle of research-led teaching also apply to bachelor's programmes?](#)

What is the scope and basic orientation of bachelor's programmes?

Bachelor programmes comprise 180 ECTS credits and have a standard duration of six semesters. They are focused on the acquisition of **core and basic academic competences** and the competence to solve problems using academic methods. In bachelor programmes, students should be familiarised with the basic contents and methods of the subject.

What is the structure of a bachelor's programmes structured?

All bachelor programmes at the University of Vienna consist of:

- [Introductory and orientation period](#);
- Further modules;
- One or more bachelor's papers to be written during courses (the number is specified in the curriculum);
- Possibly [extension curricula](#): in many bachelor programmes, extension curricula (EC) are included. These give students the opportunity to acquire additional expertise that is not offered within the scope of the respective bachelor programme and that can also prepare them for a non-consecutive master programme.

Does the principle of research-led teaching also apply to bachelor's programmes?

The University of Vienna is committed to practising the principle of research-led teaching from the beginning, i.e. also in bachelor programmes. At the beginning of an academic degree programme the focus is initially on conveying common basics and sound knowledge. However, exemplary learning, for example, offers the possibility of including current research from the very beginning. The writing of bachelor's papers also makes a significant contribution to this.

Your contact persons on site

[Directorates of studies and SSCs](#)

Programmes offered

You can find all bachelor's programmes offered by the University of [here](#).

Related topics

- [Introductory and orientation period](#)
- [Minimum number of credits](#)
- [Extension curricula \(EC\)](#)

Tip

[Good academic practice](#)

Introductory and orientation period

Table of contents

- [What is the purpose of the introductory and orientation period?](#)
- [What is the scope of the introductory and orientation period?](#)
- [What are the consequences if students do not pass the STEOP?](#)

Your contact persons on site

[Directorates of studies and SSCs](#)

Further information

[Directorates of studies and SSCs](#)

Tip

[Good academic practice](#)

What is the purpose of the introductory and orientation period?

At the beginning of bachelor's programmes and diploma programmes, there is an introductory and orientation period (STEOP). The STEOP

- takes place in the first semester and
- is intended to introduce students to the contents and methods of the degree programme.

The STEOP gives students an **insight into the degree programme** and enables them to assess whether the programme content matches their personal **expectations** of the degree programme or if they can meet the **requirements** of the degree programme.

The positive completion of the STEOP is generally a **prerequisite** for taking further examinations or courses. The curriculum may stipulate that students may take certain courses or examinations without having completed the STEOP.

What is the scope of the introductory and orientation period?

The STEOP comprises **15-20 ECTS credits**. The exact scope is determined in the curriculum.

What are the consequences if students do not pass the STEOP?

Students who were assessed **negatively at the last possible attempt** will be **excluded from** studying at the University. They can continue their studies at another university. If the examination is also a compulsory examination in other programmes (e.g. in the case of joint STEOPs in several bachelor's programmes), then this exclusion also applies to these programmes.

Minimum number of credits

Table of contents

- [What is the minimum number of credits students have to obtain?](#)
- [16 ECTS – what is the workload?](#)
- [What does this mean for me as a teacher?](#)

Your contact persons on site

Directorates of studies and SSCs

Information for students

<https://studieren.univie.ac.at/en/minimum-number-of-credits/>

Tip

Good academic practice

What is the minimum number of credits students have to obtain?

From the academic year 2022/2023 onwards, students starting a bachelor's or diploma programme, or resume this after an interruption, must obtain at least **16 ECTS credits within 4 semesters**. If students do not succeed in this, they will be excluded from the degree programme in the fifth semester for the duration of four semesters.

16 ECTS – what is the workload?

For full-time studies, 60 ECTS credits per academic year are a reference value. 16 ECTS credits are therefore **less than one third of the expected annual performance**. The minimum number of credits is also reviewed after two years, not after one.

For students who concentrate on the introductory and orientation period in the first semester and successfully pass the examinations, the minimum number of credits is absolutely achievable within the first semester.

What does this mean for me as a teacher?

Students who are new to the system and are not yet familiar with ECTS credits and study regulations may have **fears or anxieties**. You can counteract this by explaining that the required performance is achievable within the scope of a targeted degree programme if they study regularly and prepare well for exams– even for students who have a job or students who have care obligations.

As a teacher, you can **contribute to their success** by:

- Aligning your courses and examinations with the learning outcomes of the module;
- Coordinating with lecturers in the same module;
- Making content and examination requirements transparent on u:find;
- Providing orientation for optimal exam preparation;
- Pointing out learning strategies, and
- Providing regular feedback on the learning progress.

Extension curricula (EC)

Table of contents

- [What is an extension curriculum?](#)
- [What is the structure of an extension curriculum?](#)
- [I am a teacher in an EC, what do I have to consider?](#)
- [Who is responsible for the organisation of an extension curriculum?](#)
- [Where can students find information about ECs?](#)
- [How can students register for the ECs?](#)
- [What are "alternative extensions"?](#)

Your contact persons on site

[Directorates of studies and SSCs](#)

Range of extension curricula

Find the current range and further information [here](#).

Tip

[Good academic practice](#)

What is an extension curriculum?

In many **bachelor's programmes**, in addition to compulsory and elective modules, students must complete extension curricula (ECs) comprising 15 to no more than 60 ECTS credits. Through extension curricula, students have the opportunity to acquire specific competences to develop their **individual profile**, which they cannot obtain within the scope of their own bachelor's programme.

However, students may use the extension curricula specifically **as a "bridge" into non-consecutive master's programmes**. As a rule, extension curricula comprise **15 ECTS credits**. Extension curricula are regularly evaluated and further developed based on student surveys.

What is the structure of an extension curriculum?

A **separate curriculum** is developed and published for each extension curriculum. It specifies **learning outcomes, modules**, module descriptions, **courses** and **examination regulations**.

I am a teacher in an EC, what do I have to consider?

Students attending an EC have **different levels of knowledge and competences**, as these are acquired in the course of their studies. The participants in the courses usually come from **different degree programmes**. There are also individual courses that belong to a bachelor's programme and are also used in the EC. All students are united by the **interest in the subject**.

These constellations can be very enriching when views, methods and experiences are also exchanged in dialogue between you and the students.

Use the learning outcomes of the extension curricula as a guidance. If you have any **concept-related questions**, you can always contact the Directorate of Studies who has assigned you to teach courses.

Consulting with the other lecturers of the extension curriculum is important. Then you can meaningfully interlink the course contents, avoid unnecessary duplication or repetition and deal with the topic of the EC in a multifaceted way.

Who is responsible for the organisation of an extension curriculum?

The selection of the lecturers and the decisions regarding study matters (e.g. examination regulations, recognitions) is made by the Directorate of Studies that is closest to the extension curriculum in terms of discipline (e.g. [Extension Curriculum for History](#): Directorate of Studies for History). For interdisciplinary ECs, a directorate of studies is assigned from among the participating disciplines.

Where can students find information about ECs?

If students have any questions, please refer them to the website: <https://studieren.univie.ac.at/en/extension-curricula-and-alternative-extensions/>.

How can students register for the ECs?

Students must register for a chosen extension curriculum in **u:space**.

Students can only register for the individual courses and examinations of the extension curriculum after having completed the introductory and orientation period. Registration takes place via **u:space**.

What are “alternative extensions”?

If students have the option of completing an extension curriculum within their bachelor’s programme, they may independently select and complete existing examinations and courses to the extent of 15 ECTS credits instead of an extension curriculum. The alternative extensions are intended to give students the opportunity to organise part of their studies even more freely. Students independently organise their alternative extensions. The StudiesServiceCenter of the corresponding bachelor’s programme is responsible for the administration.

8.2.6 Teacher education programmes

Table of contents

- [How is the teacher education programme structured?](#)

 **Your contact persons on site**

- Which institutions are involved in the teacher education programme?
- For which types of schools does the Teacher Education Programme in the North-East Schools' Group provide training?
- I am a teacher at a university college of teacher education within the teacher education programme. Who can answer my questions?

Directorates of studies and SSCs

Further information

<https://studieren.univie.ac.at/en/teacher-education-programme/>

Tip

Good academic practice

How is the teacher education programme structured?

The teacher education programme is divided into a bachelor's programme comprising 240 ECTS credits (8 semesters) and a master's programme comprising 120 ECTS credits (4 semesters). From 28 teaching subjects and one specialisation, students choose two teaching subjects, or one teaching subject and one specialisation.

The four pillars of the teacher education programme are:

- Subject-specific training,
- Subject didactics,
- General Education Foundations and
- School practice.

Which institutions are involved in the teacher education programme?

The Teacher Education Programme for general secondary education in Vienna and Lower Austria is offered by the North-East Schools' Group: students who want to become teachers can attend the courses offered by the University of Vienna, the university colleges of teacher education in Vienna and Lower Austria, the KPH Vienna/Krems and the University College for Agricultural and Environmental Pedagogy as part of a jointly developed and established bachelor's and master's programme.

For which types of schools does the Teacher Education Programme in the North-East Schools' Group provide training?

Students are prepared in the chosen teaching subjects or the specialisation in inclusive education (focus on disabilities) for teaching on the entire secondary level (academic secondary schools (AHS), new secondary schools (NMS), vocational upper secondary or higher-level secondary schools, pre-vocational schools, special needs schools) in the general education subjects. After graduation, they will be entitled to teach at all these types of schools.

I am a teacher at a university college of teacher education within the teacher education programme. Who can answer my questions?

In terms of study law and study organisation, the jointly established teacher education programme is administered by the directorates of studies at the University of Vienna. They cooperate closely with the officials of the university colleges of teacher education, for example, concerning issues related to appointing lecturers. The University of Vienna's systems (u:space and u:find) are mainly used for the administration and implementation of teaching, so that students have a uniform

8.2.7 Master programmes

Table of contents

- [How are master programmes structured?](#)

How are master programmes structured?

Master programmes usually comprise 120 ECTS credits (4 semesters) and particularly reflect the research spectrum at the faculties and centres. Students are already actively involved in ongoing research, supported in the development of their own academic questions and accompanied when addressing their own research questions.

Within the scope of master's programmes, students must write a **master thesis**, with which students demonstrate their ability to work independently on academic topics in terms of content and methodology. Several master's programmes focus on increased **interdisciplinary** and **international orientation** as well as a close orientation to **innovative fields of research**.

Your contact persons on site

Directorates of studies and SSCs

Further information

[https://studieren.univie.ac.at/en/degree-programmes/master-programmes/ /](https://studieren.univie.ac.at/en/degree-programmes/master-programmes/)

Tip

Good academic practice

8.2.8 Doctoral and PhD programmes

Table of contents

Your contact persons on site

- How are doctoral and PhD programmes structured?
- Who is responsible for the doctoral programme?
- What do I have to consider as a teacher?

Directorates of studies and SSCs

Further information

All information about doctoral studies at the University of Vienna can be found [here](#).

Tip

Good academic practice

How are doctoral and PhD programmes structured?

A doctoral programme has a standard duration of at least **three years**. The focus of the doctoral programme is an **independent academic research achievement**, which is presented and defended in the form of a **doctoral thesis** at the end of the programme. Within the framework of a doctoral programme, young researchers generate new knowledge and make an important contribution to research (“training through research”). Depending on the field of doctoral research or curriculum, doctoral candidates who graduate are awarded the academic degree “Doctor (Dr.)” or “Doctor of Philosophy (PhD)”.

Who is responsible for the doctoral programme?

The doctoral programmes have their own **directorates of doctoral studies** (D-SPL) which is responsible for matters regarding study law and organisation of studies and courses. Admission procedures and support for supervisors and doctoral candidates are managed and offered by the [Center for Doctoral Studies](#) of the Research Services and Career Development service unit.

What do I have to consider as a teacher?

As a rule, the standard processes (e.g. assignment of courses, information duties of lecturers, examination regulations) apply to all degree programmes at the University of Vienna. In the Teaching Manual you will find special information if the processes differ between the bachelor’s, master’s and diploma programmes and the doctoral or PhD programmes (e.g. in the supervision of doctoral theses).

8.2.9 Active studies ("prüfungsaktive Studien")

Table of contents

- [What are active studies?](#)
- [What does this mean for me as a teacher?](#)
- [How can I support students?](#)

Your contact persons on site

Directorates of studies and SSCs

- [I need more info about examining at the University of Vienna, where can I find it?](#)

What are active studies?

Every bachelor's, master's or diploma programme in which students

- obtain 16 or more positively assessed ECTS credits
- in one academic year

is an "active degree programme".

The total number of these degree programmes has a direct impact on the funding of the University of Vienna. The performance agreement between the Federal Government and the University of Vienna stipulates 53,000 active degree programmes in the academic year 2022/2023 (from 1 October 2022 to 30 September 2023) in order for the University of Vienna to receive full funding.

	ACTUAL value Academic year 2016/17	ACTUAL value Academic year 2019/20	ACTUAL value Academic year 2020/21	Target value 2019-202 1	Target value 2022-202 4
University of Vienna	50.830	51.287	52.925	52.843	53.000

Source: [Federal Ministry of Education, Science and Research](#) (where Austria-wide figures are also available for comparison: last updated on 25 July 2022).

What does this mean for me as a teacher?

- The **aim** of the University is that students demonstrate their **knowledge and skills under transparent and fair conditions**.
 - For the assessment of performance, the **examination standard** is derived from the [learning outcomes](#).
 - Fair **conditions published in advance** and **clarification of the expectations** towards students are important.
 - As are **good preparation** for the examinations during the courses.
 - The amount of time students have to invest in the exams is determined by the [ECTS credits](#).
- The **quality** of the degree programmes is paramount and must not suffer as a result of such purely quantitative specifications.
- Enter **grades in a timely manner and with the correct examination date**.

- The lecturers of a degree programme, **together with the directorate of studies**, implement specific measures to “promote active studying” at **key stages in the degree programme** (e.g. through the use of mentors, tutors and Active Studying projects): <https://ctl.univie.ac.at/angebotefuer-spl/aktiv-studieren/ausschreibung-202223/> (invitation for submissions already expired, the Directorate of Studies will announce the approved projects).

How can I support students?

- Give **tips for preparing in the best possible way for the examination** already **during the course**. Continuous learning, forming of learning groups, etc. are helpful tools in self-directed learning.
- Provide regular **feedback** on the learning progress and also collect feedback from students (e.g. What should be repeated? What was difficult to understand?)
- Be **open** for **accessible teaching**!
- Openly **discuss learning problems** (e.g. examination anxiety) and how to deal with them in the course and give tips on how to cope. The following links are publicly available:
 - <https://blog.univie.ac.at/tag/lernstrategien/>
 - <https://blog.univie.ac.at/tag/digitales-studieren/>
 - <https://www.studentenberatung.at/> (anonymous and free help from psychologists)
- Work together with the directorate of studies to identify reasons for **delays in studies** and to increase the **study feasibility** of the curricula.

I need more info about examining at the University of Vienna, where can I find it?

All info can be found here in the Teaching Manual in the chapter "[Exams and student assessments](#)".

8.3 Planning of the course programme

Table of contents

- [How are courses planned, created and processed?](#)
- [How are courses assigned?](#)
- [Can I apply directly to the directorate of studies with a teaching concept?](#)
- [What do I have to consider when designing a course?](#)
- [When do courses take place?](#)
- [Can I hold a block-mode course?](#)

Your contact persons on site

[Directorates of studies and SSCs](#)

Principles of planning

Overview of
curricula (sorted by
directorates of
studies)

8.3.1 How are courses planned, created and processed?

In the first step, **course planning** is carried out by the **directorates of studies**, who are responsible for the range of courses of one or more degree programmes. **Organisation** and **administration** are carried out by the respective **StudiesServiceCenter** (SSC) or **StudiesServiceUnit** (SSS). Staff from the **departments** support the directorate of studies and you in this process (e.g. in collecting proposals for courses, in room planning).

8.3.2 How are courses assigned?

The directorates of studies have different regulations for the **assignment** of courses. For **information** about the procedure and a timetable, please contact the respective **directorates of studies**. After the planning phase, courses are assigned by the **vice-dean for teaching** upon suggestion of the **directorates of studies**, based on the four-eyes principle.

8.3.3 Can I apply directly to the directorate of studies with a teaching concept?

The directorate of studies specifies the relevant regulations and will inform you in good time before the start of course planning.

8.3.4 What do I have to consider when designing a course?

When **designing** or **planning** a **course**, please observe the following **rules**:

- The **deadlines** for the **announcement of courses** are set by the respective directorate of studies. Before registration begins, you have to make transparent in u:find what **content** you will cover in the course and what **requirements** students must fulfil.
- Please take into account the respective **learning objective descriptions** of the **modules** and **courses** in the curriculum.
- Coordinate with the other lecturers in the module to create a coherent overall concept. Unnecessary repetition should be avoided. Well-coordinated content and methods enrich students' knowledge acquisition and methodological competence, and ensure good examination preparation, continuous learning and examination success.
- The **course types** (VO, PS, SE, etc.) as well as the **distinction** between courses **with continuous assessment** (assessment by means of partial achievements) and **with non-continuous assessment** (assessment by means of a course examination) must correspond to the curricula.
- The courses are assigned a **certain number of ECTS credits** in the curriculum which determine the **workload** of the **students** (1 ECTS

credit = 25 hours of workload for students, including attendance, preparation and revision of the course and the examination).

8.3.5 When do courses take place?

The academic year runs from 1 October to 30 September of the following year. It is divided into **two semesters** throughout Austria.

Period	Period in which courses take place (14 to 15 teaching weeks)	Period when there are no classes (semester/summer break)
Winter semester	1 October to 31 January,	1 to 28 or 29 February
Summer semester	1 March to 30 June	1 July to 30 September

Note that **holidays and days on which there are no classes** are also determined when the academic year is organised (e.g. the “dies academicus”/Rector’s Day in March). You and the students can find an overview at : <https://studieren.univie.ac.at/en/semester-planning/the-academic-year/> (publicly accessible).

8.3.6 Can I hold a block-mode course?

A block-mode course is a **course** that does not extend over an entire semester, but is held over a shorter period of time with a correspondingly **increased number of hours per week**. Block-mode courses can also be held during periods when there are no classes. If you are planning to hold a course in block-mode form, please coordinate this with the responsible **director of studies** in good time.

Holding a course as a block-mode course is permissible if the **director of studies approves** this at the request of the lecturer.

Approval of a block-mode course is permissible if

- **there are important reasons** and
- the **necessary rooms** are available.

In order to reduce the number of students on **waiting lists**, or for other organisational reasons, a block-mode course can also be assigned **without an application after hearing the teacher**. Such an assignment may only be made for the period in which there are no classes if there are not enough parallel courses during the semester.

8.4 Labour law information for teachers

Table of contents

- Where can I find the principles of labour law for teaching?
- What should I do if I cannot hold the course/examination after it has been assigned?
- What is the Code of Conduct?
- I am a national of a third country (non-EU/EEA), do special regulations for teaching apply to me?
- What are non-chargeable teaching units ("nicht verrechenbare Lehranteile/NV")?
- Regulation prohibiting consecutive short-term employment contracts – what does it mean?
- How are examinations and the supervision/assessment of academic theses remunerated?

Your contact persons on site

Human Resources and Gender Equality service unit

Universitätsring 1
1010 Vienna

All information and services on the intranet

Human Resources and Gender Equality Servicedesk

8.4.1 Where can I find the principles of labour law for teaching?

All employed teaching staff of the University of Vienna are subject to the labour law provisions of the **Collective Bargaining Agreement** for University Staff. The Collective Bargaining Agreement regulates employment relationships and contains provisions on working hours, annual leave, salary, secondary employment, protection against dismissal and pension fund regulations. In addition to collective bargaining provisions, the University of Vienna has also concluded **company-level agreements** with the Works Council of the Scientific Staff and with the Works Council for the General University Staff. These are – as far as they concern teaching – incorporated into the Teaching Manual.

The University of Vienna employs professors, university lecturers, assistant professors, associate professors and university assistants. Part of the teaching duties at the University of Vienna is carried out by **external lecturers** and freelancers through individual teaching appointments. Read the information on the page [Lecturers and part-time lecturers](#). The extent of **teaching commitment** varies between the individual staff groups.

The regulations relating to teaching can be found in your **employment contract**:

Further material

- [Collective Bargaining Agreement](#)
- [Company-level agreements](#)
- [Regulations relating to entry and stay in Austria](#)
- [Code of Conduct](#)
- [Successive contract regulations](#)

8.4.2 What should I do if I cannot hold the course/ examination after it has been assigned?

Please notify the [directorates of studies](#) of the cancellation of the course or examination for [important reasons](#) (e.g. illness).

8.4.3 What is the Code of Conduct?

The Code of Conduct supplements the existing set of rules (laws, statutes, ordinances, company-level agreements, employment contracts, etc.) for all academic and administrative staff of the University of Vienna. It includes the following topics:

- Good academic practice
- Interaction between members of the University of Vienna
- Interaction with business partners and third parties
- Conflicts of interest of a personal and economic nature
- Dealing with resources and the environment
- Dealing with information (confidentiality)
- Management responsibility, incl. administration of finances
- Hints and complaints

Further information

[Code of Conduct der Universität Wien_2013](#)

[Code of Conduct \(English version\)](#)

In view of this shared responsibility, complaints about violations of the CoC can be made **through the official channels via the direct superior**. Also, every employee has the right to contact the **management of the faculty/centre** or the **Rectorate** in the event of violations, if this is objectively necessary.

All persons dealing with a complaint (e.g. superior, head of a unit) treat the complaint **confidentially**. As a rule, anonymous reports are not dealt with.

8.4.4 I am a national of a third country (non-EU/EEA), do special regulations for teaching apply to me?

Third-country nationals require an **entry permit or residence permit** to take up an academic (teaching) activity at the University of Vienna. Inform others about your situation as early as possible in the process of course planning so that the directorate of studies or the SSC can take the necessary steps together with the Human Resources unit. Information about [regulations relating to entry and stay in Austria](#) is provided by the Human Resources and Gender Equality service unit.

8.4.5 What are non-chargeable teaching units ("nicht verrechenbare Lehranteile/NV")?

"Non-chargeable teaching units" are exclusively for courses that are paid for by third parties as part of a cooperation with the University of Vienna. The allocation of this remuneration code is only permitted after verification by the university. You will know from your study program management whether you have fallen into this group of teachers.

Downloads:

- [Meldung "nicht verrechenbare Lehranteile" \(Deutsch\)](#)
- [Meldung "nicht verrechenbare Lehranteile" \(Englisch\)](#)

8.4.6 Regulation prohibiting consecutive short-term employment contracts – what does it mean?

The new regulation prohibiting consecutive short-term employment contracts entered into force on 1 October 2021. The regulations and FAQs are summarised by the Human Resources and Gender Equality service unit on the intranet:

[Successive contract regulations](#). There you will also find contact persons for your individual concerns.

8.4.7 How are examinations and the supervision/assessment of academic theses remunerated?

The Rectorate has concluded a company-level agreement with the Works Council of the Scientific Staff concerning the remuneration of examinations and assessment/supervision of academic theses.

Where can I find my personal summary?

You can find out the amount of your personal compensation for examinations in [u:space](#) under the menu item "Teaching > Exam remuneration".

Regulations for examinations

Exam remunerations are made per semester and apply to course examinations, courses with continuous assessment, subject examinations and (combined) module examinations as well as examinations held before examination committees.

The exam remuneration is graded according to the value of the exam in the ECTS scheme. With a value of 3-5.99 ECTS credits, the following scheme applies

- Number of exams/semester 1-160: 8 credits
- Number of exams/semester 161-500: 5 credits
- Number of exams/semester 501-1000: 4 credits
- Number of exams/semester from 1001: 1 credit

With a value of less than 3 ECTS credits the number of exams is devalued by a factor of 0.5. With a value of 6 ECTS credits or more, the number of exams is upgraded by a factor of 1.2.

If several examiners are involved in the assessment of an exam, the credits are divided among the examiners.

If a university assistant participated in the assessment of exams or contributed to courses with continuous assessment, the examiner and the participant are each entitled to half the number of credits. If several university assistants are involved, the number of credits can be distributed according to the respective share of work of the university assistants.

A base amount of 360 credits is deducted from the calculated total number of credits, and 180 credits for exclusively participating university assistants. The resulting final credit amount is to be valued at 1 euro gross per credit.

Regulations for academic theses

For the [assessment of a diploma thesis or master's thesis](#), a compensation of 100 euros gross is due from the 3rd supervision onwards. Civil servants and lecturers pursuant to § 29 of the Collective Bargaining Agreement are entitled to remuneration from the 1st supervision within one academic year. From a number of 28 supervisions or co-supervisions onwards, 50 % of the compensation is due within one academic year.

Assessments in one academic year	For first and second thesis respectively	For 3rd to 27th thesis respectively	From 28th thesis for each	Group of persons
Diploma/ master's thesis	100.-	100.-	50.-	Civil servants and lecturers
Diploma/ master's thesis	0	100.-	50.-	All other groups of persons

For the [assessment of doctoral theses](#) a compensation of 100 euros gross per doctoral thesis and per assessor is due within one academic year.

For the [supervision of doctoral theses](#) a compensation of 170 euros gross is due within one academic year. If more than one person supervises, the compensation is divided proportionally.

For supervision and assessment by the same person, a total compensation of 170 euros gross per doctoral thesis is due within one academic year. If the supervision is provided by more than one person, the compensation is divided proportionally.

Assessment/supervision	Number/academic year
Doctoral thesis assessment	100 per assessment
Doctoral thesis supervision	170 per supervision
Doctoral thesis supervision & assessment	170 per supervision & assessment

8.5 External lecturers and part-time lecturers

Table of contents

- [I am an external lecturer. What does that mean?](#)
- [When will I be employed as a lecturer with an independent service contract \(“part-time lecturer”\)?](#)
- [Which insurance cover do I have?](#)

Your contact persons on site

Human Resources and Gender Equality service unit

Universitätsring 1
1010 Vienna

[All information and services on the intranet](#)

8.5.1 I am an external lecturer. What does that mean?

Part of the teaching duties at the University of Vienna is carried out by external lecturers and freelancers through individual teaching appointments. In both cases, these are **part-time employees** who are

exclusively entrusted with the **performance of teaching tasks** in an academic or practical subject (teaching assignment).

The agreed activity includes

- preparing courses;
- supervising students during courses;
- holding course examinations;
- participating in evaluation measures and
- administrative activities associated with the performance of teaching duties in the context of the provisions on study law and organisational matters.

The Teaching Manual applies to lecturers irrespective of the extent of their employment and the type of contract they have.

The **employment contract** specifies the hours per week per semester of the assigned course for one semester. One hour per week per semester corresponds in working hours to:

Type of course	1 hour per week per semester corresponds to
Courses in an academic subject with the exception of university language teaching:	45.00 working hours
Courses for university language teaching:	38.25 working hours
Courses in an academic or practical subject, in which the lecturer exercises a predominantly guiding or supervising activity:	24.25 working hours
Courses that are held by particularly qualified external specialists (“experts”):	18.25 working hours

8.5.2 When will I be employed as a lecturer with an independent service contract (“part-time lecturer”)?

Under certain conditions, persons working part-time in teaching who are employed exclusively in teaching at the University of Vienna are in a

freelance employment relationship with the University. An independent service contract is concluded with persons who

- are exclusively engaged in teaching at the University of Vienna and
- do not teach for more than 4 hours per week per semester;
- are subject to full social security liability in another activity, and
- can provide evidence of a minimum income (which is adjusted annually).

Please consider the information about external [lecturers \(also part-time\)](#) on the intranet provided by the Human Resources and Gender Equality service unit.

8.5.3 Which insurance cover do I have?

All external lecturers are registered with the **BVAEB** (Austrian insurance fund for civil or public servants, miners and persons employed with the federal railways).

8.6 Support from tutors

Table of contents

- [What do tutors do?](#)
- [How do I get tutors for my course\(s\)?](#)
- [Is there training for tutors?](#)
- [Can tutors network or exchange information with each other?](#)

Your contact persons on site

Directorate of studies and StudiesServiceCenters

Center for Teaching and Learning

<https://ctl.univie.ac.at/angebote-fuer-studierende/qualifizierung-fuer-studentische-multiplikatorinnen/>

8.6.1 What do tutors do?

Tutors are **student employees** of the University of Vienna who specifically take on the task of supporting **individual or several courses and exams**. They thus work directly in teaching.


8.6.2 How do I get tutors for my course(s)?

Tutors are **student employees** of the University of Vienna who specifically take on the task of supporting **individual or several courses and exams**. They thus work directly in teaching.

8.6.3 Is there training for tutors?

The aim of a **four-hour basic training** is to provide new tutors and teaching assistants with initial experience to prepare them for their role at the interface between students and teachers, to reflect on this and to provide them with an initial toolkit for designing their tasks. Unless


otherwise agreed with your directorate of studies, places will be allocated on a *first come-first served* basis according to available positions.

 All dates as well as information on registration can be found [here](#).

The **qualification for student multipliers (QuaM!)** offers student multipliers (which include tutors, teaching assistants, STEOP mentors and assistants, writing mentors and assistants, e-multipliers, etc.) the opportunity to **(further) qualify themselves** in certain subject areas **and to exchange ideas with their peers**.

Topics:

- Writing
- Reading
- Learning
- Digital tools
- Working with/on yourself
- Working with others
- Methods and academic work

 [Qualification for student multipliers \(QuaM!\)](#)
Registration for the workshops takes place in a Moodle course.
[Moodle course of the QuaM! for the summer semester of 2022](#)

- **Enrolment key for tutors:** tutor22in
- **Enrolment key for teaching assistants:** studien22in

Once you have enrolled in the Moodle course, you can register for any workshop you wish. Participating in the workshops is free of charge, but the registration is binding. If you are not able to participate, you can cancel your registration within the relevant registration period.

8.6.4 Can tutors network or exchange information with each other?

[Community meetings](#) offer tutors an opportunity to talk to other peers and staff of the Center for Teaching and Learning about own **experiences**, and to **network** with others in the same situation.

Basic training
for student
employees >

QuaM! >

Tutors
community >

9 Preparation of courses

In this chapter we have compiled information for you on the following topics:

- The course in the context of the curricula
- ECTS credits and hours per week per semester
- Holding courses in foreign languages
- Research-led teaching and learning
- Good academic practice
- Tools for digital teaching and open educational resources
- Copyright in teaching
- Handling personal data
- Support for courses from the University Library
- Diversity in teaching
- Booking rooms for course and exam dates
- Preparing excursions and excavation courses
- Information obligations before the registration period
- How to deal with AI in courses and exams



Teaching Manual

9.1 The course in the context of the curricula

Table of contents

- What do I have to consider concerning the content of courses?
- What do I have to consider when formulating the learning outcomes for my course?
- In detail...

9.1.1 What do I have to consider concerning the content of courses?

When holding courses, students are at the centre of attention. After graduation, they must have a wide range of competences, which they acquire and demonstrate in the course of their studies. For this, the **curricula** provide the formal framework for holding courses. The curricula

- describe the **qualification profile** and the **learning outcomes** which students have to achieve;

i Your contact persons on site

Directorates of studies and SSCs

i Working material

Curricula, sorted according to directorates of studies

i Further material

“Better Teaching” info pool

- structure the courses by means of **modules** in which subject-related courses are grouped together;
- provide students with a **structure of the degree programme** (prerequisites), and
- provide orientation through **ECTS credits** as to how much workload is expected of the students.

When planning and holding a course or examination, please proceed as follows:



- The **director of studies** will provide you with initial information in the course of course planning.
- Read the **curriculum** of the degree programme and gain an overview (qualification profile).
- Look at the area in which your course is embedded (**module**) and which **learning outcomes students** are expected to achieve.
- Read up on which **type of course** you should offer.
- When **preparing the course**, think about the **exam** at the end of the course:
 - [Courses with continuous assessment](#)
 - [Course examination](#)
 - [Module examination](#)
- Are there any **participation requirements** according to the curriculum? Then you know what competences students should already have. It is worth taking a look at u:find. There, it is described in more detail what students had to achieve in the prerequisite courses.
- **Describe** what your course specifically contributes to achieving these outcomes based on the module's learning outcomes (see below).

Coordinate **with your colleagues** who offer courses in the same module. This enables you to ensure that students perceive teaching as an enrichment. Unnecessary redundancies should be avoided. Content and methods that are important can be strengthened together for the sake of learning success.

9.1.2 What do I have to consider when formulating the learning outcomes for my course?



- Based on the **learning outcomes for the module**, you formulate **learning outcomes for your course** and announce them, **along with the examination methods and assessment criteria**, in the [course directory](#) in good time. In this way, you

make it **transparent** to students what **you expect** and **what students can expect** in the course.

- You can find **suggestions for formulations** as well as some ideas on the topics “Orientation towards learning outcomes”, “Constructive alignment” and “Choice of methods oriented towards learning outcomes” in the Better Teaching info pool:
 - <https://infopool.univie.ac.at/en/start-page/teaching-learning-at-the-university/outcomes-oriented-teaching-and-learning-constructive-alignment/>
 - <https://infopool.univie.ac.at/en/start-page/teaching-advising/outcomes-oriented-choice-of-methods/>

9.1.3 In detail...

What is the structure of a curriculum include?

The curriculum of the respective degree programme forms the basis for teaching and provides the legal framework for the specific design of courses and examinations.

The components of a curriculum include

- Qualification profile and [learning outcomes](#);
- Entry requirements;
- Duration and scope of a degree programme;
- Structure and contents of the [modules](#) forming the degree programme;
- The course types used (courses with non-continuous assessment and courses with continuous assessment);
- Participation requirements and
- Examination regulations.

How is a curriculum created?

The Curriculum Committee of the Senate decides on the publication of new curricula as well as the amendment of existing ones. The Curriculum Committee entrusts curriculum working groups with the detailed preparation of new curricula. An overview of the curriculum procedure can be found [here](#).

What are modules and what is their purpose?

All bachelor's and master's programmes of the University of Vienna are composed of individual modules. A module consists of one or more courses, which pursue common [learning objectives](#) and are coordinated with each other in terms of content and didactics. Students have to complete modules within one to a maximum of two semesters.

Coordination between the lecturers of a module is important, because it helps to avoid unnecessary repetition of content for the benefit of the students, and to ensure that the range of courses taught is as broad as possible.

In the [curriculum](#), participation requirements can be specified:

- The full completion of modules may be a prerequisite for attending other modules.
- Within a module, the completion of courses or exams may be a prerequisite for attending further courses and taking exams of the module.

9.2 ECTS credits and hours per week per semester

Table of contents

- [What does ECTS stand for?](#)
- [What do these working hours include?](#)
- [Where can I find the ECTS credits specified for my course?](#)
- [What are "Semesterstunden"?](#)
- [To what extent should I consider ECTS credits and hours per week per semester in my course?](#)
- [Can I examine more material in the course exam than I have lectured in the contact time?](#)

Your contact persons on site

Directorates of studies and SSCs

9.2.1 What does ECTS stand for?

ECTS is short for European Credit Transfer System. ECTS credits describe the workload that students typically have in order to complete certain learning outcomes of a course, a module or the entire degree programme. In Austria, the performance of an academic year is uniformly set at 60 ECTS credits and 1,500 working hours.

This results in the following typical ECTS values:

ECTS credits	Term	Working hours
180	A completed bachelor's programme	4,000
120	A completed master's programme	3,000

ECTS credits	Term	Working hours
60	One academic year in the standard duration of a programme	1,500
30	One semester	750
16	<ul style="list-style-type: none"> The minimum number of credits in the first 4 semesters of a bachelor's programme number of credits to be counted as an active student by the federal ministry number of credits required to get some social benefits continuously ("Studienbeihilfe", "Familienbeihilfe") or visa extension 	400
15	Introductory and orientation period (minimum number at the University of Vienna)	375
5	ECTS credits for a course	125
4	ECTS credits	100
3	ECTS credits	75
2	ECTS credits	50
1	ECTS credit	25

9.2.2 What do these working hours include?

The working hours are

- the **estimated** time that
- an **average student** has to spend in order to achieve the learning outcomes.

It is not the actual time that an individual student has to spend.

Included is

- the **attendance time** in the course, including the **time for the exam** (see semester hours),
- the **preparation and revision of the individual course units** and
- the **preparation for the exam**.

Students **receive ECTS credits** after completing the achievements and the corresponding assessment.

9.2.3 Where can I find the ECTS credits specified for my course?

The information about ECTS credits can be found in the **curriculum** to which the examination or course is assigned. Students are informed about the ECTS credits as well as the hours per week per semester of a course in the course directory.

9.2.4 What are "Semesterstunden"?

1 "Semesterstunde" corresponds to **11.25 working hours** as direct contact time between lecturers and students (15 course units multiplied by 45 minutes). Time not covered by the hours per week per semester is estimated for preparation and follow-up work and exam preparation.

9.2.5 To what extent should I consider ECTS credits and hours per week per semester in my course?

When planning courses and exams, it is important that you know the ECTS credits specified in the curriculum, and thus know about the workload students are expected to do when attending courses/exams, preparing for them and revising them.

If you give students guidance on how much work is required in detail, this provides clarity about the requirements.

Example

The University has appointed you to teach a course with 2 hours per week per semester and 4 ECTS credits.

- 15 teaching units per semester correspond to 22.5 hours. This is the direct contact time. You are expected to work personally with students on the learning outcomes to this extent. As a rule, the teaching units are held weekly. Block-mode courses are possible.

- The remaining 77.5 hours are for self-study and exam preparation. You should provide guidance to students in this regard, e.g.:
 - estimate approx. X working hours for the seminar paper
 - reading and studying mandatory literature usually requires about X working hours

Self-study should also be guided by you as a teacher in a didactically sensible way and used for in-depth as well as continuous learning processes and for the preparation of the next course unit on site and the exam.

9.2.6 Can I examine more material in the course exam than I have lectured in the contact time?

Example: You are assigned with a “lecture” for 2 hours per week per semester and 4 ECTS credits.

Answer: Yes. You should design the examination requirements in such a way that the students have an average total workload of 100 hours for the lecture, the preparation through continuous learning and the independent exam preparation. Only a small part of this is the time students spend in the lectures (22.5 hours).

Courses support students in achieving learning outcomes by providing an overview, explaining essentials in more detail, answering questions and setting focal points within the lecture.

9.3 Holding courses in foreign languages

Table of contents

- [Am I allowed to hold courses in a foreign language?](#)
- [How do students find out in which language a course is held?](#)

9.3.1 Am I allowed to hold courses in a foreign language?

First, take a look at the **curriculum** to which your course is assigned:

- If the curriculum **explicitly** specifies the use of a foreign language, then this is definitely permitted. Examples: curricula whose subject is this language or the acquisition of language skills or (purely) English-language master’s programmes. The curriculum specifies which level of language proficiency is required for the corresponding degree programme, extension curriculum or module.

i Your contact persons on site

Directorates of studies and SSCs

i Examples

- [English-language range of courses](#)
- [French-language range of courses](#)

- If the curriculum does **not contain any provision**, the exclusive or predominant use of a foreign language in courses is permissible
 - **if there are alternative courses** with the same examination purpose, or
 - with the **consent of all students** present in the first course unit.

When planning your courses, please notify the StudiesServiceCenter (SSC) or the directorate of studies that you wish to teach in a foreign language. Then the corresponding offer can be made. If the consent of all students is required, announce that this course takes place in a foreign language already in the description of the course before the start of the registration period.

This way students know at an early stage what knowledge is required.

9.3.2 How do students find out in which language a course is held?

To give students a good overview, the foreign language is displayed in u:find. Please notify the StudiesServiceCenter about this when planning your courses. The StudiesServiceCenter takes care of the announcement in u:find.

9.4 Research-led teaching and learning

Table of contents

- [Why is research-led teaching important?](#)
- [How can I implement research-led teaching in a bachelor's programme?](#)
- [How can I implement research-led teaching in a master's programme?](#)
- [Which materials are available for research-led teaching?](#)

9.4.1 Why is research-led teaching important?

The University of Vienna is committed to the **unity of research and teaching** and to **research-led teaching and learning**.

During the course of their studies, students **learn to approach issues academically**. In the process, they learn about **exemplary research processes** and begin to understand their **own learning as a research activity**, even if the findings and results do not yet generate “new knowledge” for the specialist community. Learners should also experience the **joy of academic work** and get to know and specifically apply the academic approach as a specific way of dealing with questions

More information

[Curricula of the University of Vienna](#)

Your contact persons on site

[Directorates of studies and SSCs](#)

“Better Teaching” info pool

<https://infopool.univie.ac.at/en/start-page/>

Qualification opportunities in higher education didactics

<https://ctl.univie.ac.at/angebote-fuer->

and issues in a targeted way. In the context of a **society** that is essentially **knowledge-based**, characterised by continuous **change** and in which **complex problems** need to be solved, this will also be one of the most important **foundations of future professional activities** (from: [Development Plan of the University of Vienna](#), p. 46).

lehrende/
hochschuldidaktisc
he-qualifizierung/

9.4.2 How can I implement research-led teaching in a bachelor's programme?

All academics at the University of Vienna are also active in the bachelor's programmes. With the bachelor's programmes, we can awaken students' interest in (and passion for) a career in academia. You can pass on your enthusiasm for research to students from the very first semester and pass on your research expertise, and thus act as a role model. In addition to teaching basic competences in the subject, you can also repeatedly address the relevance of research (in general and in the subject itself) for society. In this way you contribute to a "fundamental research attitude" among students.

In the bachelor's programmes for example, **exemplary learning** allows you to include current research issues in your course and provides insights into current methods. Within the framework of a **bachelor's paper**, students should prove that they are able to approach issues using academic methods. Your support and guidance within the framework of the **bachelor's seminars** contributes significantly to students developing a fundamental research attitude, trying it out and also receiving feedback on it.

9.4.3 How can I implement research-led teaching in a master's programme?

Master's programmes reflect the **research profiles of** the faculties and centres. With your courses, you already actively involve students in research. When planning and implementing courses, you are required to support students **beyond the reception of research results** in the **development of their own research competence**. The best way for you to contribute to this is by using **activating teaching methods** that aim at deepening processes of learning and understanding and by introducing students to work independently on issues. When writing their master's thesis, students must demonstrate their competence in independent research.

9.4.4 Which materials are available for research-led teaching?

The '**Better Teaching**' info pool and our **qualification programme for higher education didactics** are a resource to further develop your teaching approach. Use these tools and get in touch with your colleagues.

9.5 Good academic practice

Table of contents

- [What is my role in assuring good academic practice?](#)
- [Is there information about the topics of plagiarism, cheating or ghost-writing that I can pass on to students?](#)
- [What are the consequences in case of non-compliance with good academic practice?](#)

9.5.1 What is my role in assuring good academic practice?

Assuring good academic practice is a joint task of all academics in the discipline, and entails in particular that students

- are familiarised with and comply with the **academic standards** of the subject
- from the introductory and orientation period in the bachelor's programme, continuously in courses up to the diploma thesis, master's thesis and doctoral thesis;
- know and apply the **citation rules of** the discipline;
- learn to **handle data properly**; and
- know and adhere to **formal criteria** when preparing written papers.

Coordinate with the lecturers in your discipline and with the directorate of studies so that students are continuously familiarised with the topic according to uniform standards.

You also have to **check** if students met the rules regarding good academic practice when assessing written exams and papers. Lecturers and the directorates of studies have several control tools (e.g. plagiarism check in Moodle or for academic theses).

Your contact persons on site

Directorates of studies and SSCs
Center for Doctoral Studies

Further contact persons

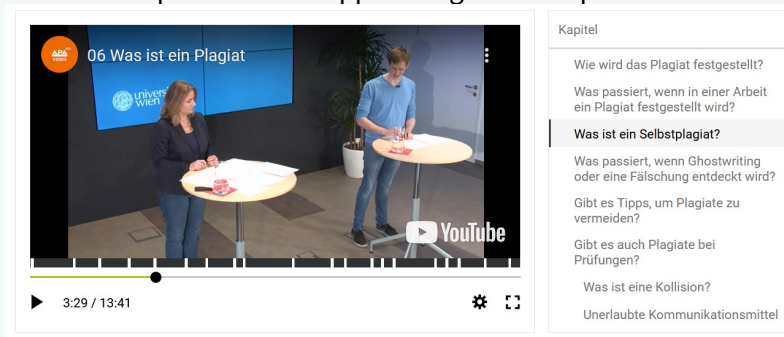
Center for Teaching and Learning (Didactics)

Location
Universitätsstraße
5, 1010 Wien
Location Augasse
2-6, 1090 Wien
T: +43-1-4277-12060
ctl@univie.ac.at

- [Academic research and writing](#)
- [Better Teaching info pool](#)
- [Feedback from teaching staff on written papers](#)

9.5.2 Is there information about the topics of plagiarism, cheating or ghost-writing that I can pass on to students?

- ✓ The Office of the Studienpräses has compiled information for students: <https://studienpraeses.univie.ac.at/infos-zum-studienrecht/sicherung-der-guten-wissenschaftlichen-praxis/plagiat/>
At the end of the page, you will find a 15-minute interview with Vice-Studienpräses Julia Wippersberg on the topic:



9.5.3 What are the consequences in case of non-compliance with good academic practice?

- If students cheat in courses or during exams, the entire course/exam will be counted as “obtained by fraudulent means” and marked with an “X” in the transcript of records. The attempt counts as one attempt.
- If you discover the misconduct before the assessment, the exam is declared null and void (due to fraudulent means). In case of written papers, students must prepare a new one with a new topic under a new supervisor.
- In case of academic theses, this may lead to the revocation of an academic degree already awarded.

- [Assuring good academic practice](#)

Office of the Studienpräses (study law)

Universitätsring 1,
1010 Wien
buero.studienpraeses@univie.ac.at

- [Part of the Statutes governing university studies](#)
- [Good academic practice](#)
- [Plagiarism](#)
- [Formal requirements for the submission of academic theses](#)

i Useful links

- [Curricula](#)
- [Research data management](#)
- [UB \(University Library\)](#)
- [ZID \(Vienna University Computer Center\)](#)
- [Austrian Agency for Research Integrity \(OeAWI\)](#)
- [Guidelines for Assuring Good Academic Practice \(OeAWI\)](#)

9.6 Tools for digital teaching and open educational resources

Table of contents

- Who can I contact if I have technical questions and problems in Moodle?
- I need support regarding media didactics for implementing a digital course. What options do I have?
- What are the benefits of providing open educational resources (OER)?
- I would like to make teaching content available to my students as video or audio recordings and need support for this. Who can I contact?
- Video streaming of courses
- Which lecture halls have u:stream equipment?
- What do I have to consider if I want to use u:stream in my course?
- Who can I contact if I have questions about u:stream?

Digital teaching in the form of e-learning enables temporal and spatial flexibility. In the form of **blended learning** it is an addition to face-to-face teaching that supports learning with digital components. Teachers can make use of additional opportunities for interaction and information, and students are supported in continuous learning and understanding processes and in achieving the examination requirements.

The University of Vienna provides the **university-wide learning platform Moodle** for digitally supported courses. In addition to the possibility of providing materials in a wide variety of file formats, Moodle also has tools for digital exams (assignment tests), communication tools such as discussion forums, messenger and video conferencing systems, group and attendance management tools, elements for collaborative work (e.g. workshop, Etherpad) and many other functions.

i To access Moodle, you need a valid **u:account** of the University of Vienna to log in at <https://moodle.univie.ac.at>.

i Your contact persons on site

Center for Teaching and Learning

Location
Universitätsstraße
5, 1010 Wien
Location Augasse
2-6, 1090 Wien
T: +43-1-4277-12060
ctl@univie.ac.at

ZID Help Desk

Universitätsstraße 7
(NIG), 1010 Wien
T: +43-1-4277-444
helpdesk.zid@univie.ac.at

9.6.1 Who can I contact if I have technical questions and problems in Moodle?

The **E-Learning Support Team** of the Vienna University Computer Center (ZID) provides technical support for teachers and students in dealing with e-services (e.g. assistance in case of technical problems; help when


adding content to the learning platform; advising teachers on the possibilities of implementing certain projects in the learning platform or possible uses of the e-learning tools).

You can also find detailed user guides and tutorials on the Moodle platform for teachers in the [Moodle u:wiki](#).

9.6.2 I need support regarding media didactics for implementing a digital course. What options do I have?

On the media-didactic level, the [Center for Teaching and Learning \(CTL\)](#) offers a range of support services – from the concept and the production of educational videos to the implementation in your course. [Service Desk Team Digital Teaching](#)


The [Moodle Newsroom](#) is an exchange area about digital teaching for teachers. In addition, [Moodle News](#) provides targeted information about news on digital teaching and learning at the University of Vienna and encourages student-centred teaching. For individual questions, [online consultation hours](#) of the ZID and CTL offer a short-term opportunity for exchange. An extensive range of [webinars](#), which are also recorded and available as a resource, round off the offer.

 To access the Moodle Newsroom, you need the following enrolment key: **xV9Be2H2**

The [Digital Teaching Wiki](#) supplements the [Moodle u:wiki](#) with application scenarios and methods for using tools, and takes a methodologically didactic look at the use of digital tools and the implementation of digital exams.

Staff support: At some departments and centres, **e-multipliers** (specially trained student employees) will advise and support you in setting up digital learning and exam activities. A list of all e-multipliers can be found [here](#).

The page “Getting started with digital teaching” is particularly suitable for **beginners**: <https://ctl.univie.ac.at/angebote-fuer-lehrende/digitale-lehre/in-die-digitale-lehre-einsteigen/>.

 For more information and resources on support regarding media didactics for your digital courses, please visit the CTL website at: <https://ctl.univie.ac.at/angebote-fuer-lehrende/digitale-lehre/>. If you have questions, please contact the [Service Desk Team Digital Teaching](#).

9.6.3 What are the benefits of providing open educational resources (OER)?

Open educational resources are related to open science, and especially to **open access** (free access to academic literature). In cooperation with lecturers at the University of Vienna, OER are produced at the Center for Teaching and Learning in the form of educational videos, learning paths, but also entire MOOCs (massive open online courses) with an interdisciplinary focus. Read more about OER [here](#).

9.6.4 I would like to make teaching content available to my students as video or audio recordings and need support for this. Who can I contact?

The Center for Teaching and Learning supports you in the media-didactic design and production of your digital teaching materials by providing expertise and information material. [Further information about media production at the CTL](#).

Further information about the topic of OER

The [OER FAQs](#) answer legal questions about OER in academic teaching.

For creating open educational resources, an OER **guideline** ([download](#)) is available.


[Teaching competence](#) courses as well as the [Digital Teaching Wiki](#) offer qualification opportunities and information about application scenarios and tools for OER in your courses.

9.6.5 Video streaming of courses

The [u:stream](#) service of the Vienna University Computer Center (ZID) allows you to record lectures or broadcast them live with little effort.

9.6.6 Which lecture halls have u:stream equipment?

u:stream is available in selected lecture halls at various locations of the University of Vienna.

 For an up-to-date list of lecture halls equipped with u:stream equipment, please visit: <https://zid.univie.ac.at/ustream/#c11568>.

The lecture halls in the list have equipment for recording and live broadcasting of lectures. All teachers holding a course in one of these lecture halls can use the service.

9.6.7 What do I have to consider if I want to use u:stream in my course?

If you need a lecture hall equipped with streaming hardware for your course, please let us know in good time when booking rooms for your course. In order to use u:stream, you must first register your course once for the service on the [u:stream web](#) interface. You can then start and end the individual recordings/live streams on site on the PC in the relevant lecture hall. The projector image and a camera installed in the lecture hall are available as sources, and a combination of both sources is also possible. In addition, the audio signal from the lecture hall microphones is always included in the recordings. You can also create audio recordings only.

9.6.8 Who can I contact if I have questions about u:stream?

The [u:stream support](#) of the Vienna University Computer Center (ZID) supports teachers with general information about the service as well as assistance in preparing, implementing and publishing the recordings and live streams. For further information see [here](#).

i Further material
[User guides and short how-to videos](#)

9.7 Copyright in teaching

Table of contents

- [What do I have to consider concerning copyright in teaching?](#)
- [How is the “free use of works” regulated in the area of teaching?](#)
- [Can students also use this right of exploitation and use for teaching purposes?](#)
- [May I use images, graphics or content to merely embellish or liven up teaching materials?](#)
- [What is the right to quote?](#)

i Your contact persons on site
[Directorates of studies and SSCs](#)

i Further information

- What happens in the event of copyright infringement?
 - How do I proceed if I discover a copyright infringement?

Teaching with
(digital) media – a
guide for copyright
in practice

9.7.1 What do I have to consider concerning copyright in teaching?

Copyright issues arise in teaching:

- in the case of **adopting third-party content**, which as a rule is protected by copyright, or
- if you create copyrighted material in the course of your teaching activities and thus become an **author yourself**.

We have summarised the most important points for you: [Teaching with \(digital\) media – a guide for copyright in practice](#)

9.7.2 How is the “free use of works” regulated in the area of teaching?

Under certain conditions, teachers are allowed to reproduce published works **for demonstration purposes in class** and make them **available online in a closed area**. The **university learning platform Moodle** fulfils the necessary conditions for this:

- You can make copyrighted third-party works that are related to the **content of** the course available for **download in Moodle**.
- Works that are available as licensed e-resources of the University Library must be **linked**, as before. Students can download these independently after authentication using [u:access](#).
- Students must be **properly registered and approved for the course to access** these materials – self-registration is not sufficient.

Textbooks are always **excluded from** the free use of works on the learning platform. Textbooks may only be incorporated into teaching materials within the scope of the right to quote. The quotation must follow a specific purpose (example, justification, explanation) and must be recognisable as a quotation in the immediate context.

9.7.3 Can students also use this right of exploitation and use for teaching purposes?

No. The free use of works for demonstration purposes in teaching applies to teachers at educational institutions but not to students. Inform students in the courses about copyright and possible consequences:

- Students can use teaching materials and content **in Moodle for themselves** personally in the context of the respective course.
- **Passing on one's own access data** to the [u:account](#) (for Moodle, [u:space](#), e-mail, etc.) to third parties is **strictly forbidden**.

- Please also note that students **may not record courses themselves without the prior consent of the lecturer**, but please note the information about [accessible teaching](#). **Video or audio recordings of courses that have been made available** may also not be distributed elsewhere (e.g. Facebook, YouTube) without the consent of the lecturer.
- **Under no circumstances** may students make the **teaching materials and content provided available elsewhere online** (e.g. on Facebook or in clouds, even if these are protected by a password). This usually constitutes copyright infringement, which can result in legal and financial claims (obligation to remove the content, obligation to pay subsequent licence fees as well as compensation and legal fees).

9.7.4 May I use images, graphics or content to merely embellish or liven up teaching materials?

Illustrations, photos, graphics and other **content from the Internet** is sometimes used to graphically enhance one's own texts, presentations, websites, etc. or to deal with the content academically. Before using them, please check the copyright and, if applicable, the licences under which their use is permitted.

Therefore, observe the following **basic rules** for your professional activities (and also for private activities, e.g. personal websites):

External illustrations, photos, graphics, etc. only used for the purpose of **setting the mood, embellishment, loosening up, filling a break, etc.** and which have no academic explanatory value, may not be used under any circumstances without the **prior (written/explicit) consent** of all copyright holders. Therefore, only use content

- for which you yourself or (within the scope of your professional activity) the University hold(s) the copyright or the right of exploitation and use, or
- for which the free use has been confirmed beyond doubt in advance, or
- for which the copyright has expired.

9.7.5 What is the right to quote?

You may use third-party content, illustrations, photos, graphics, etc. may be used in accordance with the **right to quote**.

In this context, it is permissible to include images and texts in an independent **academic paper** if the presentation of this content serves the **purpose of explaining** the content (recognisable intellectual engagement with the quote; a reference must be made to the quote). The **rules regarding good academic practice** (labelling as a quote, naming the author, source, etc.) must be observed.

9.7.6 What happens in the event of copyright infringement?

If you are confronted with a claim of copyright infringement (e.g. letters from lawyers' offices or directly from the authors), contact your superior immediately and directly. In the event of copyright infringements in teaching, please also contact the directorate of studies.

In the event of copyright infringement, there is not only the **obligation to remove** the content, but also, usually, the obligation to pay **subsequent licence fees as well as compensation fees and legal fees**. Furthermore, the submission of a **cease-and-desist declaration** is necessary to avert an expensive cease-and-desist action. The **total financial damage** amounts to EUR 1,000 or more even for "minor" infringements, and increases with the duration and type of dissemination of the content (e.g. freely accessible via the Internet).#

Insofar as they have to be borne by the University, such damages are covered by the **budget of the faculties/centres/service units** in whose sphere of activities the damage was caused, and thus reduces the funding available for research, teaching and services. **Claims for legal recourse** against staff who cause such damages are possible within the framework of employee liability.

How do I proceed if I discover a copyright infringement?

Starting point

You become aware that students share material from Moodle or paper copies of works with fellow students or third parties on other platforms (social media, video platforms, exchanges for sharing course notes, etc.). Please inform your students:

E-mail template

Dear XXXX,

Course material from my course XXXX was published on the platform/ website XXXX. The metadata suggest that you might have uploaded these materials on this platform/website.

Please remove these materials immediately. Due to copyright reasons, course material provided by the University may only be used on password-protected learning platforms of the University. Under no circumstances may they be digitally shared with third persons. Copyright infringements are associated with high claims for compensation by the publishers and authors, which you must bear personally.

Therefore, in your own interest, take action without delay and confirm the removal of the relevant materials.

Kind regards,

XXX Teacher

Further steps

Do you receive negative feedback or no reaction at all after sending the e-mail? Please contact your directorate of studies and the Head of the Teaching Affairs and Student Services service unit (slw.leitung@univie.ac.at).

Your contact persons on site

[Directorates of studies and SSCs](#)

Further information

[Teaching with \(digital\) media\) – a guide for copyright in practice](#)

9.8 Handling personal data

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- [Which data of students may I use in what way?](#)
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- [How can I minimise the use of data in the administration of teaching and exams?](#)
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- [Further information...](#)

Your contact persons

[Contact persons for the GDPR](#)

9.8.1 Which data of students may I use in what way?

The University's administration provides you with **personal data** of students (e.g. list of registered students in u:space or directory of participants in Moodle). You may use this data **only for the purpose of teaching and determining if students have achieved the learning outcomes**.

Any use of the data beyond this purpose (e.g. for research projects, invitations to subscribe to newsletters, transfer to third parties) is not permissible.

⚠ Always ask yourself the following questions:

- For which purpose have I received the personal data of students?
- Is the intended use of the data central to this purpose? Be strict in answering this question.
- If you are not certain, please immediately contact the Data Protection Officer.

9.8.2 Which precautions do I have to take to protect personal data?

Careful handling of data of your students and colleagues includes, in particular:

- **Only** store personal data **on university systems** (Moodle, grade lists in u:space, u:cloud, shares accessed via a VPN connection), never locally (e.g. on mobile phones, laptops or local hard drives on office PCs). Do **not use hardware or software provided by third parties** (e.g. apps or grade management tools, cloud file storage).
- Use [secure passwords](#).
- Never pass on your log-in details for university systems to others.
- Avoid unauthorised access to data by granting the appropriate permissions.
- Data on paper and in the office enjoy the same protection as digital data: Take care of not leaving documents containing personal data on your desk at the office and at home.

Using personal data outside of university systems (i3v, Moodle, u:account e-mail, mass mailing, share server) is subject to high requirements due to data protection.

i **Before you can use hardware and software of third parties** for your courses (e.g. database services or analysis tools on cloud services), a comprehensive legal assessment (compliance with the GDPR, registration in the [record of processing activities](#), processing agreements, declarations of consent, data protection impact assessment, etc.) is required. If the servers on which your applications run are located outside of the European Union, further clarifications are needed.
If you have any **questions**, please immediately contact the [Data Protection Officer](#).

9.8.3 How can I minimise the use of data in the administration of teaching and exams?

- When sending e-mails to students, always use the teacher interface and the *BCC*
- Systematically collect the e-mails that you receive from students regarding courses/exams (e.g. in sub-folders in your mailbox). Always send e-mails to students via the teacher interface in u:space.
- Mark e-mails that might still be important in future (e.g. complaints) as relevant.
- After the end of a course or after the last exam date, you can delete all e-mails that are not relevant.
- Do not share information about students with their fellow students, parents or other persons. Personal data are only transferred to third parties by the SSCs in coordination with the service units (e.g. about the study success, duration of studies, etc.) following a legal check.
- Of course, [direct feedback](#) between you and your students is permissible and desired.

9.8.4 I receive personal information from students (e.g. medical certificate to excuse an absence). What should I do with it?

If you receive such documents, check their content and document that the student is excused (without documenting the reasons). Inform the student and delete the evidence afterwards.

9.8.5 How do I deal with health data that students send to me (e.g. medical certificate for alternative modes of assessment)?

Also see [Accessible teaching](#).

9.8.6 Further information...

- [Trans, inter* and non-binary students: what lecturers should keep in mind](#)
- [Code of Conduct](#) (in particular, item 7 on dealing with information)

9.9 Support for courses from the University Library

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 - Can a “reserve collection for the current semester” be set up at the special library for my students?
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 - My teaching appointment at the University of Vienna has ended, but I still need access to the e-resources to be able to correct exam papers. When does my access end?
 - For my course, I need an e-resource that the University Library has not licensed. Who can I contact?
 - Does the University of Vienna cover costs for individual e-journal articles/e-book chapters if the resource is not licensed by the University Library but I still need it for my courses?
 - Does the Vienna University Library offer training on e-resources for teachers?
- Digitalisation
 - How can I have excerpts from books/single journal articles scanned for my courses, and how much does this cost?
 - How can I get scans of whole copyright-free books that I need for my courses?
 - How can I create a digital reserve collection for the current semester?
 - What do I have to consider regarding copyright if I put scanned content on Moodle as a digital reserve collection for the current semester?

Your contact persons on site

The Vienna University Library is the largest library in Austria and at the same time the oldest university library in the German-speaking world (founded in 1365).

It collects information media from all academic disciplines taught at the University of Vienna.

The **Main Library** in the University's Main Building at Universitätsring 1 is an inter-faculty and interdisciplinary library, and at the same time is the central lending library of the Vienna University Library, holding approximately 2.9 million volumes.

The **38 special libraries** provide teachers, researchers and students with a total of 4.7 million books, journals, maps and other material.

- [Main Library](#)
(public link)
- [All locations](#)
(public link)

9.9.1 Access to literature

How do I gain access to literature that is not yet available at the University Library but is necessary for my course?

You can make acquisition suggestions via an [online form](#). Normally, works are only purchased or licensed in electronic form (e-book). Please submit your suggestion as early as possible, as it may take several weeks until it becomes available.

Can a “reserve collection for the current semester” be set up at the special library for my students?

At some special libraries it is possible to set up a reserve collection for the current semester. Please directly contact the [respective special library](#).

I would like to introduce the special library in my course. Who can I contact?

Please directly contact the head of the [relevant special library](#) in order to coordinate content and a date.

Who can help my students with u:search, copyright and plagiarism, e-resources and databases?

The University Library offers a wide range of regular [free training courses](#) on these and other relevant topics.

How does the University Library support my research – from planning and data storage, publication and exploitation to re-use?

The University Library offers a wide range of [research support services](#) and open science support, for example u:cris, ORCID, AUSSDA, u:scholar and much more.

9.9.2 E-resources

What types of e-resources are purchased or licensed?

The University Library acquires licensed e-books, e-journals and databases which can be accessed via the search engine [u:search](#) or the [database service](#). Millions of additional, freely available academic

sources are also accessible via the same interfaces.

Licensed and freely accessible journals are listed in the [electronic journals library](#) (EZB).

How do I get access to the e-resources?

Licensed e-resources are available via the [u:account](#) and after signing in with the authentication service [u:access](#), and are globally available around the clock. Signing in via [u:access](#) is also required for the use of staff PCs, PCs in the computer rooms of the Vienna University Computer Center (ZID) and in the local WiFi of the University of Vienna. You do not have to sign in via [u:access](#) to access freely available resources.

Are there e-resources that cannot be used via [u:access](#)?

The vast majority of licensed e-resources are accessible via [u:access](#). Exceptions are legal databases, which have different, more restrictive access limitations.

The legal databases [LexisNexis 360°](#), [LindeOnline](#) and [RDB](#) allow teachers and students access via a so-called institutional log-in directly on the provider's platform. [Beck-Online](#) allows access via [u:access](#) in connection with a personalised account, which must be created on the publishing platform.

You can access freely available e-resources [u:search](#), but no authentication via [u:access](#) is required.

How do I make selected electronic literature available to students?

To provide the required e-resource, we recommend using links – as a permalink or via DOI. These links are specified in [u:search](#) in the metadata of the respective resource.

The links can be stored, for example, in [Moodle](#) and users can access the resource directly via the [u:access](#) authentication system.

Please note: In Moodle, only links to the resources should be provided, *not the full texts themselves*.

My teaching appointment at the University of Vienna has ended, but I still need access to the e-resources to be able to correct exam papers. When does my access end?

In principle, the authorisation to access licensed e-resources can be extended until the beginning of the semester following the end of the teaching assignment. For this purpose, please send a message to uaccess.ub@univie.ac.at.

For my course, I need an e-resource that the University Library has not licensed. Who can I contact?

- You can send acquisition suggestions for e-resources to the University Library at any time.
 - E-journals: ub@univie.ac.at
 - E-books: ub@univie.ac.at
 - Databases: ub@univie.ac.at

Does the University of Vienna cover costs for individual e-journal articles/e-book chapters if the resource is not licensed by the University Library but I still need it for my courses?

Staff of the University of Vienna can order individual articles free of charge via [document delivery](#). They are promptly delivered electronically and can be used for your academic needs.

It is not possible to integrate materials supplied in this way into Moodle or to pass them on as part of courses!

Does the Vienna University Library offer training on e-resources for teachers?

In cooperation with *ubw:helpdesk and User Training*, the *E-Resource Management* team offers [basic and advanced training courses](#) on e-resources.

9.9.3 Digitalisation

How can I have excerpts from books/single journal articles scanned for my courses, and how much does this cost?

You can either create the scans yourself – for example, at one of the freely accessible [book scanners](#) – or, for works from the University Library's holdings, use the [digitisation services of the University Library](#). In view of the restrictions caused by COVID-19, teachers can, until further notice, subject to free capacities and to compliance with copyright, request the digitisation of literature required for teaching free of charge.

How can I get scans of whole copyright-free books that I need for my courses?

The service [E-Books on Demand](#) (EOD) is available for the digitisation of complete, copyright-free works from the holdings of the University Library.

How can I create a digital reserve collection for the current semester?

The respective teacher is responsible for the organisation and provision of digital semester reserve collections, whereby the legal framework (e.g. copyright, see next question) must be observed. It is recommended to use the learning platform of the University of Vienna ([Moodle](#)) as a platform for providing digital reserve collections for the current semester.

What do I have to consider regarding copyright if I put scanned content on Moodle as a digital reserve collection for the current semester?

The legal basis for electronic reserve collections for current semesters is specified, among others, in section 42 of the Austrian Copyright Act [UrhG].

- The volume of the digitised texts must be justified by the objectives and content of the respective course. This means that the content of the uploaded documents must be addressed in the relevant course.
- Works written for teaching purposes (e.g. lecture notes) may not be uploaded as a matter of principle, as this undermines the actual commercial purpose.
- Text may not be made available for commercial purposes.
- The digitised texts may only be made accessible to teachers and participants of the respective course and not to third parties. Persons authorised to access them are to be determined through the restricted rights of use.
- There are no copyright issues if you provide a link to an e-book licensed by or freely accessible through the University Library.

9.10 Diversity in teaching

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- [To which groups should I pay special attention in courses?](#)
- [What promotes diversity in teaching?](#)
- [As a teacher, where can I find contact points and further material to incorporate diversity in my courses?](#)

Center for Teaching and Learning

Location
Universitätsstraße
5, 1010 Wien
Location Augasse
2-6, 1090 Wien
Mag. Mag. Dr. [Sonja Buchberger](#)

9.10.1 To which groups should I pay special attention in courses?

Universities bring together people from different backgrounds who have different interests and capabilities. Despite all these differences (e.g. aspects relating to education/biographies, age, gender, religion, body and health or language/culture), all persons have equal rights. The University of Vienna aims to support **all students** in achieving the best possible performance and to increase their chances of academic success. The potentials and talents of all persons should be able to flourish in the common pursuit of knowledge.

Some people are particularly challenged within the university context. The university structures have developed without consideration of these groups as (potential) students. This structural deficiency still needs to be balanced.

For this reason, we have compiled special information to take into account when planning and holding your courses and exams in order to adapt the situation for these students to that of other students.

- [Accessible teaching](#)
- [Trans, inter* and non-binary students: what lecturers should keep in mind](#)
- [Expectant or breastfeeding mothers, students with infants](#)
- [Deviating \(digital\) modes for groups of students \(1 March to 30 September 2023\)](#)

9.10.2 What promotes diversity in teaching?

- Knowledge of the legal basis (e.g. right to alternative modes of assessment to offset disadvantages experienced by students with impairments)
- Knowledge of suitable teaching/learning concepts (e.g. methodological variety, cooperative forms of learning, differentiation)
- Reflection and sense of responsibility and
- An attitude that values all students as they are.

9.10.3 As a teacher, where can I find contact points and further material to incorporate diversity in my courses?

- The [Guide for Teachers](#) provides specific suggestions for reflecting on your teaching with regard to diversity and thus further professionalising it.
- **You can also find advanced methodological information** in the [Better Teaching info pool](#); e.g. in the form of teaching/learning concepts that are appropriate to diversity and incentives to reflect on diversity in the

T: +43-1-4277-12064
sonja.buchberger@univie.ac.at

Accessible Studying Team

E-mail:
barrierefrei@univie.ac.at
 Current telephone or digital audio and chat counselling hours can be found at:
<https://studieren.univie.ac.at/barrierefrei-studieren/beratung/>

Sophia Neuwirth, BA

- Disability Officer of the University of Vienna
- Counselling:
barrierefrei@univie.ac.at
- T:
 +43-1-4277-12022

Viktoria Ammann, BSc

- Counselling:
barrierefrei@univie.ac.at
- Coordination of [room information](#) in the u:space room information tool
- Contact person for [admission/suitability procedures](#)

relationship between teachers and students and to assume one's own responsibility as a teacher.

- The CTL offers relevant **workshops and counselling**, both in the **Teaching Competence** programme as well as in the form of **customised offers**, which are developed specifically with regard to the concerns of individual teachers and disciplines.
- For suggestions on how to proceed in **specific cases of discrimination** among students, see the recommendations for action for teachers by the [Gender Equality and Diversity unit](#).
- The [Accessible Studying Team](#) can advise you on questions regarding **alternative modes of assessment**. Practical tips on how to make your teaching as accessible [as possible can be found under Accessible Teaching](#) on the intranet and on the publicly available website [Accessible Teaching](#).
- Furthermore, the [Gender Equality and Diversity unit](#) also provides an overview of a number of university-wide projects, initiatives and services that are dedicated to different issues of diversity.

with
disabilities

Mag. **Christina Lipp**

- Coordination ISU (Individual study support): isu@univie.ac.at
- Counselling: barrierefrei@univie.ac.at
- T: +43-1-4277-12026

Further contact persons

[Gender Equality and Diversity unit](#)

Further material

[Measures to strengthen gender diversity at universities in Austria \(Academy of Fine Arts Vienna\)](#)

9.10.4 Accessible teaching

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- [Which students belong to the target group for accessible teaching?](#)
- [What procedure should be followed if students need an alternative mode of assessment?](#)
- [Can or must I request proof of a disability?](#)
- [If I have questions as a teacher, who should I contact?](#)
- [What measures can I take to proactively create a teaching and learning environment that gives all students equal opportunities?](#)
- [Where can I find further information about inclusive, accessible teaching?](#)

Your contact persons on site

[Directorates of studies and SSCs](#)

Accessible Studying Team

What does accessible teaching mean at the University of Vienna?

The University of Vienna pursues a **decentralised model** in terms of inclusion: Students with disabilities attend the same courses, take the same exams and pursue the same learning outcomes as students without disabilities. Where barriers arise, teaching and exams are adapted in the sense of **alternative modes of assessment** and students have the possibility of **terminating exams and courses for important (health) reasons**. This is done decentrally on site in courses and exams of the relevant degree programme, in order to specifically address the requirements of the subjects and personal needs.

The aim is to organise exams and courses in such a way that affected students do not experience any disadvantages due to their disability. Alternative modes of assessment allow for exams with

- the same content
- the same performance
- but in a different/flexible mode.

It is not

- a “waiver” of the performance assessment,
- providing advantages,
- turning a “blind eye”, or
- facilitation of studies (in an inappropriate way).

Which students belong to the target group for accessible teaching?

Students with physical and/or mental impairments can, depending on the definition, make up a relatively large proportion of your course participants. You will not notice a large proportion of students with disabilities or chronic illnesses in your course because the majority of disabilities are not visible. In addition, many students do not draw attention to their disability.

Reasons that may make it difficult or even impossible for students to (regularly) attend your course, take notes, follow your lecture for a longer period of time or fully perceive the content of documents are, for example:

- unforeseen episodes of diseases,
- inaccessibility of course rooms,
- poor acoustics in lecture halls,
- visual or language barriers due to deafness or visual impairment,
- lack of accessible teaching and learning materials,
- concentration and attention disorders,
- time of day-dependent performance impairments or

E-mail:

barrierefrei@univie.ac.at

Current telephone or digital audio and chat counselling hours can be found at:

<https://studieren.univie.ac.at/barrierefrei-studieren/beratung/>

Sophia Neuwirth,
BA

- Disability Officer of the University of Vienna
- Counselling: barrierefrei@univie.ac.at
- T: +43-1-4277-12022

Christina Jandl, BA

- Counselling: barrierefrei@univie.ac.at

Mag. **Christina Lipp**

- Coordination ISU (Individual study support): isu@univie.ac.at
- Counselling: barrierefrei@univie.ac.at
- T: +43-1-4277-12026

- arithmetic, reading and/or spelling difficulties.

Accordingly, the target group of accessible teaching potentially includes all students who face barriers at the University and in their studies due to disabilities. The **aim** of accessible teaching is to make it possible to **compensate for disadvantages** (e.g. through alternative modes of assessment) and thus to reduce or completely eliminate barriers in everyday studying.

Website
Accessible
Teaching >

What procedure should be followed if students need an alternative mode of assessment?

Students must notify the University of their needs so that an alternative mode of assessment can be implemented. The procedure is publicly described for students here:

<https://studieren.univie.ac.at/en/accessible-studies/changes-to-exams-and-teaching/alternative-mode-of-assessment/>

You can find a detailed description of the procedure at [Right to alternative modes of assessment](#).

COVID-19 FAQs
about teaching >

Can or must I request proof of a disability?

In the case of obvious disabilities (e.g. broken arm, wheelchair use) or credibility, evidence is not usually required. If the disability is not visible or if it cannot be determined in what way students experience a disadvantage, there is a form from the University of Vienna which must be completed by a medical professional (without giving a diagnosis).

<https://studieren.univie.ac.at/barrierefrei-studieren/anpassungen-bei-pruefungen/nachweis-der-beeintraechtigung/>

If I have questions as a teacher, who should I contact?

There is no central facility that offers special courses or special exam rooms. Rather, the **Accessible Studying Team** provides advice to teachers/examiners in the best way possible on the implementation of inclusive teaching methods and alternative modes of assessment, and aims to organise support on an individual basis. For example, special technology can be borrowed from the Accessible Studying Team – but not common studying equipment such as laptops or monitors.

Furthermore, the Accessible Studying Team can organise a or several [individual study support](#) assistants (ISUs) for students with disabilities. These provide help in everyday university life. This kind of support can also be provided directly for a course (note: a timely application is required for this!).

What measures can I take to proactively create a teaching and learning environment that gives all students equal opportunities?

The contents of the course are made available (in advance) in written and digitally accessible form. This enables students to print out the documents, for example, enlarged, with higher contrast, or in Braille, and bring them with them, or to have the documents read aloud at home with the help of suitable software. Information and **tips for creating accessible teaching and learning materials can be found** here.

Permit students to **video and/or audio record the course if they request this, or to bring sign language/speech-to-text interpreters and/or individual study support assistants** to classes and exams. This enables students with, e.g. motor writing impairment, attention deficit disorder, as well as blind/visually impaired or deaf/hard of hearing students to fully grasp the information in your course and extensively prepare for the exam.

Enable **individualised and time-flexible partial achievements** and deadlines. This is because every disability results in a general disadvantage regarding time. Also, certain forms of disability require rather organisational adaptations than technical ones. In this way you can already provide good support by being flexible in terms of time and/or location. For each adaptation, the basis for assessment remains the learning outcome of the course.

Let all students know at the beginning of your course that you will gladly try to make your course and exam(s) accessible, but that students have to provide you with information first. Do not ask individuals to disclose their disability in front of fellow students, but be available for personal conversations or e-mail enquiries. The Accessible Studying Team will also gladly advise you on accessible teaching. Point out the possibility of alternative modes of assessment, of terminating exams and courses for important (health) reasons as well as the **individual study support**.

Where can I find further information about inclusive, accessible teaching?

Lecturers can find information about accessible courses, course documents and exams on the Accessible Teaching website (see above).

Furthermore, a webinar on digital accessibility offered by the Teaching Affairs and Student Services service unit was held in the winter semester of 2021, which is available to you on a long-term basis via a Moodle course. In addition to a lecture by Andreas Jeitler and Mark Wassermann (University of Klagenfurt), you will find a number of further materials for creating accessible documents, links to various tools and links to legal

foundations.

[You can enrol in the course yourself.](#)

The literature service supports blind students and students with visual impairments in accessing literature from the Vienna University Library. The print material and electronic resources held by the Library are processed as Word documents or delivered as PDF files provided by the publisher to students and persons authorised to use the Library. This way, for example, library users can read a paper only available as a printed book in the original by means of a braille display or a screen reader. They can also magnify the document on a monitor and/or display it in higher contrast.

Blind students and students with visual impairments can reach the literature service via literatur-barrierefrei.ub@univie.ac.at. Further information on the literature service is available here. [1].

You can also find further information via the Accessibility portal and the Accessible Studying website.

9.10.5 Trans, inter* and non-binary students: what lecturers should keep in mind

Table of contents

- [What are the legal framework conditions?](#)
- [What should I consider when dealing with trans, inter* and non-binary students?](#)
- [Can I also actively include the topic in an academic way in my teaching?](#)

Who belongs to this group of students?

We are usually assigned a gender at birth by medical staff based on physical characteristics. This assignment is not always correct. As a result, official documents might be incorrect for some people. In addition, the official options for entering gender are not sufficient. This fact is increasingly entering the public debate and the public has become more aware of it than in the past.

People concerned are often involved in a long and usually gradual process. They need time to find their own identity. Changing official documents and entries is also a long and sometimes expensive process, which is not easy to go through. Both students and teaching staff might feel ill at ease if a situation arises in which the gender of a given student

Human Resources and Gender Equality

The Gender Equality and Diversity unit provides services which, based on the issue of gender equality, aim at ensuring equal opportunities for all university members. <https://personalwesen.univie.ac.at/en/gender-equality-diversity/>

Gender Research Office

is unclear. A student's gender cannot be reliably assessed based on the individual's looks or the name stated in the registration system.

For orientation:

- The gender of **trans people** does not correspond or only partially corresponds to the gender officially assigned to them at birth. This includes women assigned the male gender, men assigned the female gender and non-binary people who were assigned a binary gender (male or female).
- **Inter* people** do not fit society's image of a male or female body for chromosomal, hormonal or other physical reasons. However, they are assigned one of the two officially recognised genders (usually already at birth). Inter* people can be women or men or have a different gender.
- **Non-binary people** do not identify with any of the two genders officially recognised in Austria. They can be both female and male; female and male alternately; in-between female and male; or have an entirely different gender that has nothing to do with male and female.

What are the legal framework conditions?

The University of Vienna is legally obligated to draw on official documents and use the officially documented name ("passport name") and gender when formally collecting personal data. As the University is required to document examination results and generate certain data for official statistics, any change in personal data recorded by the University of Vienna is possible only after it has been officially recognised.

In Austria, there are currently six official gender options: male, female, diverse, inter, open, or no response. However, the four options besides male and female are only available to inter* persons, who are required to provide medical records to prove their gender according to the currently applicable regulation.

In general, any person can officially change their name subject to an administrative fee. However, a new first name must match the officially registered gender.

Notwithstanding these administrative provisions: The right to respect for private life, which includes the respect for a person's gender and sexual orientation, is a fundamental right enshrined in the European Convention on Human Rights (Article 8).

The University of Vienna is committed to mutual appreciation and mutual respect in all interactions ([Code of Conduct](#)). This means that you, as well, are expected to take the European Convention on Human Rights as well as the regulations of the University of Vienna seriously and to actively counter discriminatory or offensive conduct.

The Gender Research Office is allocated to the Teaching Affairs and Student Services service unit of the University of Vienna. We provide impetus and a space for intellectual, critical discourse on the path towards the recognition of gender diversity at the University and beyond.
<https://gender.univie.ac.at/en/>

i Gender platform

Network and platform of the units for gender equality at Austrian universities
<http://www.genderplattform.at/>

i Project Mathematik macht Freu(n)de

[Gender diversity](#)

i inter*. Nicht-binär. (trans, inter*, non-binary)

[Lehrräume an Hochschulen gestalten](#) (creating

What should I consider when dealing with trans, inter* and non-binary students?


Teaching that is sensitive to questions of discrimination also requires teaching staff to **reflect on their language use**, as inter* and trans people often encounter problematic language, such as being addressed in the wrong way in courses. In general, please address students in the way in which they wish to be addressed.

There might be students in a course whose official name does not match the name they actually use. If attendance lists are used and a person is called by a “wrong” first name or address denoting a gender, an inter* or trans person might be outed against their will. Such an **involuntary outing** can have far-reaching negative consequences for the concerned person.

spaces for studying
at higher education
institutions, in
German)

Example from student life

Dalila Kovač is known to her fellow students only under this name. Nobody doubts that she is a woman. One day, a lecturer addresses her with a different name, which is still her official name. As this name is widely perceived as male, she is outed to her fellow students as a trans person.

-  To find out whether students wish to be addressed with “she”, “he”, an alternative pronoun or none at all (in this case, simply use the name of the person), we recommend sending an e-mail to the group before the preparatory meeting or the first course unit. This shows open-mindedness towards the concerns of this target group, creates confidence and raises awareness of the interests of this group.
If a student contacts you with such a request, you are asked to take a proactive stance and communicate according to this wish. This prevents uncomfortable situations and enables the people concerned to fully participate in your course.
You can support inter* and trans people by calling them by the name they actually use, even if this might not (yet) be their official name. Please note that the documentation of achievements must always be transparent. The student ID number and last name are unchangeable identifiers.

Addressing persons can generally present a challenge, both in the course of teaching activities and in **written communication**.

i In e-mails, it is a good option to avoid gendered addresses (such as “Dear Mr. Tanaka”, “Dear Ms. Moser”). Instead, use the full name as an ungendered address (“Good morning, Fatih Özkan”).

It would be even simpler to address all students with their full names to start with. Possessive pronouns (“her argument”, “his hypothesis”) are replaced with the name in the genitive case (“Kim’s explanations”).

i “Thank you very much for the example, Dalila Kovač.” “Kim Müller, do you agree with Fatih (Özkan)?” “Gruber’s presentation is up next. The floor is all yours.”

If you make a **mistake when addressing a person, apologise**, correct yourself and then continue the conversation. It does not benefit the person concerned if you make a big fuss about it, especially in front of an audience. If you have the impression that the incident was very uncomfortable for the person concerned, it might be a good idea to have a quick word with them after class and ask if there is anything that you could do to improve the situation.

Can I also actively include the topic in an academic way in my teaching?

Teachers of all disciplines are invited to explicitly include subject-specific research findings in their courses. However, please do not personally refer to students concerned by mentioning that they are the reason for addressing the topic in the course.

9.10.6 Expectant or breastfeeding mothers, students with infants

Table of contents

- Which provisions apply to expectant or breastfeeding students?
- What should I do if students bring infants to class?

i Your contact persons on site

Directorates of studies and SSCs

✓ Further information for students

Which provisions apply to expectant or breastfeeding students?

Students who participate in courses and exams during or after pregnancy bear full responsibility and the risk for themselves and their child. An overview of the applicable provisions is available on the website <https://studieren.univie.ac.at/en/pregnant-students-and-nursing-mothers/>. Expectant or breastfeeding teachers have to discuss the concrete risks of holding courses and exams with their doctor. In case of a high risk potential (e.g. laboratory, practical sports exercises, field trips), participation in courses and/or exams is not permitted.

Students are entitled to take a leave of absence or should contact you to discuss their participation in the course and/or find an alternative solution.

What should I do if students bring infants to class?

In general, infants are welcome in courses as long as the course does not pose a health risk to them (e.g. laboratory, loud noise). Parents have to decide whether they take the risk of bringing their children to University and exposing them to contact with many people.

We recommend discussing the issue with the student in advance (announcement and agreement if they have to leave earlier; interruptions, etc.).

<https://studieren.univie.ac.at/en/pregnant-students-and-nursing-mothers/>

9.10.7 Deviating (digital) modes for groups of students (1 March to 30 September 2023)

Inhaltsverzeichnis

- [What is the objective of this regulation?](#)
- [Who is eligible?](#)
- [What do I do when students contact me about a deviating digital mode?](#)
- [What do I do if a deviating \(digital\) offer is not possible?](#)


Your contact persons on site




[Directorates of studies and SSCs](#)

What is the objective of this regulation?

With the deviating (digital) modes for special groups of students, the University shows consideration of those students who cannot attend courses and exams on site for justifiable reasons (e.g. pandemics, acts of war, ban on leaving the home country, natural disasters).

Deadline


COVID-19 rules are no longer applicable in the summer semester of 2023. They are only applicable until  28.02.2023 .

Rules regarding the **Ukraine** are extended until  30.09.2023 . New rules regarding the **natural disaster in Turkey and Syria** from  01.03.2023 until  30.09.2023 .

Who is eligible?

The Rectorate specifies the relevant regulations in accordance with the Statutes. **Until** 30 September 2023, the following students are entitled to a deviating digital mode:

1. With regard to **war in Ukraine**: Students who are subject to legal or factual travel restrictions due to the war in Ukraine and can therefore not participate on site.
2. With regard to the **natural disaster in Turkey and Syria on 6 February 2023**: Students who can demonstrate in a credible way that they are not in Austria due to the natural disaster in Turkey and Syria and who
 - a. are on a disaster or relief mission in the crisis area,
 - b. have to take over the acute care of close relatives in the crisis area, or
 - c. cannot leave the country themselves due to personal impairments (especially injuries, unforeseen loss of financial means for the return journey).

Until  28.02.2023 : Deviating modes with regard to the **COVID-19 pandemic**:

- Students who have a valid COVID-19 risk certificate in accordance with section 735 of the Austrian general social security act (Allgemeines Sozialversicherungsgesetz, ASVG);
- Students who have to self-isolate (are in quarantine) by way of official order due to COVID-19 at the date of the exam/partial achievement as well as students who are subject to a movement restriction imposed by the authorities ('Verkehrsbeschränkung') at the date of the exam/partial achievement because they have tested positive for SARS-CoV-2;
- Students with care obligations who cannot participate on site due to schools or kindergartens being closed, etc. due to COVID-19.

Please note: Other students who do not meet these requirements are not entitled to take a course or complete a partial achievement in this adapted mode.

What do I do when students contact me about a deviating digital mode?

- These students **immediately notify** the examiners/lecturers **of the impossibility** of taking a certain exam or completing a partial achievement on site, but no later than **seven days** before the exam date/date of the completion of the partial achievement. If the reason for non-attendance was **unforeseeable**, this notification can be made no later than **three days** before the exam date/date of the completion of the partial achievement.

- Students have to **credibly demonstrate** that they are a member of the group specified in the regulation and that it is impossible for them to participate on site. If you have doubts, you may request students to provide **proof**.
- At the **beginning of the semester**, students should be given the opportunity to register and participate, especially in **preliminary discussions** or when **seminar topics are assigned**.
- If possible, you adapt the exam/partial achievement to a deviating (digital) mode or to a suitable substitute achievement **in these individual cases**. The achievement of the **learning outcomes** has to be assessed adequately to ensure that the **quality can be maintained**. Adaptations are, in particular:
 - take-home exam;
 - postponement of the submission deadline for assignments/partial achievements (however, please note the **general assessment periods** for courses with continuous assessment);
 - online participation in the course or
 - oral exam in a digital format instead of a written exam on site.
- If an **individual situation improves** during the semester, the extension of deadlines would still enable students to achieve the learning outcomes. Please note that the assessment must take place before 30 September 2023.
- The adapted exam/adapted partial achievement takes place **closely** to the original date of the completion of the partial achievement/exam date.

What do I do if a deviating (digital) offer is not possible?

- **Notify** the directorate of studies.
- If you, in agreement with the director of studies, find that an adaptation to a deviating (digital) mode is not possible and the exam/partial achievement thus must be held on site, the students are entitled to **deregister** from the exam/course with continuous assessment.
- In this case, **notify** the students by e-mail and put the directorate of studies in Cc.

✔ Further information (Statutes and regulations)

- [Section 13i of the part of the Statutes governing university studies](#) (process and procedure)
- [375th amendment to the regulation of the Rectorate specifying deviating digital modes for special groups of students](#) (change of groups)
- [147th regulation of the Rectorate specifying deviating digital modes for special groups of students](#) (definition of groups)
- [7th amendment to the regulation of the Rectorate specifying deviating digital modes for special groups of students](#) (extension of the deadline)
- No extension of the COVID rules, therefore they are only applicable until 28 February 2023.
- Extension of the Ukraine regulation and introduction of a regulation for the earthquake victims in Turkey and Syria, University Gazette in progress.

9.11 Booking rooms for course and exam dates

Table of contents

- [How does booking a room work?](#)

📘 Your contact persons on site

- [When should the dates of the courses and exams be available?](#)
- [Where can I get an overview of the rooms and their equipment?](#)
- [What do I have to consider regarding the allocation of lecture halls or the number of students?](#)

- [Directorate of studies and StudiesService Centers](#)
- [Facility and Resources Management: Centrally managed teaching rooms and exams](#)
- [Porters and opening hours](#)

9.11.1 How does booking a room work?

The organisation of the appropriate rooms for courses and exams is carried out by administrative units (Facility and Resources Management, StudiesServiceCenters, StudiesServiceUnits, departments, deans' offices/offices of the centres) during course planning.

Your directorate of studies determines who is in charge of the room booking in your area and how the needs assessment for rooms is made.

9.11.2 When should the dates of the courses and exams be available?

The dates of all courses must be made available in u:find for students at the latest when the updated [course directory](#) goes online on

- 1 July for the winter semester or on
- 15 January for the summer semester.

All **exam dates for courses with non-continuous assessment** must always be announced at the beginning of the semester.

9.11.3 Where can I get an overview of the rooms and their equipment?

The [room information tool in u:space](#) (access via u:account) provides information about the size, seating arrangement, equipment, etc. If you need specific equipment (e.g. media technology, u:stream) to carry out your course, please state this when answering to the needs assessment for rooms as part of course planning.

9.11.4 What do I have to consider regarding the allocation of lecture halls or the number of students?

When planning the allocation of course rooms, the **number of expected/registered students** is an important criterion. The administrative units take this criterion into account in planning. Further criteria are **no overlapping** (for example with other lectures and associated exercises). Unfortunately, **personal preferences of the teachers** can only be considered to a limited extent.

Other topics

- [Guideline for the allocation and use of course rooms \(intranet\)](#)
- [Room information tool \(u:space\)](#)
- [Plans, photos and room information \(Event Management\)](#)
- [Audio and video technology \(Vienna University Computer Center\)](#)

If the number of students registered changes or if you experience other related problems, please contact the relevant administrative unit. They will make every effort to accommodate your wishes or find a suitable replacement.

9.12 Preparing excursions and excavation courses

i Translation in progress

The German Version was updated recently. We will provide the English translation as soon as possible. Thank you for your patience!

i Your contact persons on site

[Directorates of studies and SSCs](#)

Table of contents

- [What do I have to consider when planning an excursion, excavation course, etc.?](#)
- [What steps do I take as a course lecturer?](#)
- [Who do I contact if unsolvable problems arise during the excursion?](#)

i Further contact persons

Accounting and Finance

Financial topics regarding [excursions](#) (income and expenditure)

Human Resources and Gender Equality

[Business trips](#)

Center for Teaching and Learning

[Didactics: mix model \(laboratory course, excursion, practical course, etc.\)](#)

9.12.1 What do I have to consider when planning an excursion, excavation course, etc.?

The University aims to hold courses in Austria and abroad on the basis of forward-looking and prudent planning and in line with the curriculum. We recommend that you consider some of the scenarios that could affect you, as the responsible lecturer, or one or more participants. These include:

- **COVID-19 infections** and quarantine, but also
- other serious **illnesses and accidents**,
- **closures of travel routes, flight or train cancellations** or
- **cancellation** of the excursion for other important reasons

Therefore, a high level of **self-responsibility and consideration** is expected from all participants. The process, these expectations and the **risks must be made transparent** to the participating students.

Approval from the directorate of studies is given

- on the basis of **subject-related necessity** and
- upon agreement on an **implementation plan**.

In addition, you have to **observe financial regulations** and obtain approval for a **business trip**.

9.12.2 What steps do I take as a course lecturer?

- If you are planning such a course, use the **briefing document**. Follow the listed points and make initial notes directly in the document (**rough planning**).

Document template

[Briefing_Dokument_Exkursionen_SLW_SoS23.docx](#) (in German)

- Then contact the **directorate of studies**. The directorate of studies will discuss with you if you can start detailed planning. It is important for the University to weigh up the benefits, risks and efforts, especially in relation to COVID-19.
- Observe the [financial issues \(income and expenditure\)](#) and apply for a [business trip](#) in due time.
- In the briefing document, summarise all the information you and the students need for a successful excursion, especially links to the entry regulations of the region where the course takes place, rules of the accommodation, the facilities to visit, etc. (**detailed planning**).
- The directorate of studies will **approve the implementation** on the basis of this document. Then, you can submit a request for the business trip to your superior.
- You present the implementation plan during the **preparatory meeting**. Only students who can prove that they have taken note of this document may participate.

9.12.3 Who do I contact if unsolvable problems arise during the excursion?

Please contact your directorate of studies or the StudiesServiceCenter. If you have to make decisions, the colleagues are there to help and advise you or discuss the further course of action with the service units or the Vice-Dean for Teaching.

9.13 Information obligations before the registration period

Table of contents

- [What information do I have to disclose for each course or exam?](#)
- [By when must this information be published?](#)
- [Where can I find detailed information about the announcements in the course directory?](#)
- [What is the legal basis for this obligation to transparency?](#)

Your contact persons on site

Directorates of studies and SSCs

9.13.1 What information do I have to disclose for each course or exam?

- Due to the **legally enshrined information obligation** towards students and for reasons of transparency and clarity regarding the contents and requirements, you have to **announce** certain information about your courses in u:find (the electronic course directory of the University of Vienna):
 - [Courses with continuous assessment](#)
 - [Courses with non-continuous assessment](#)
 - [Module examination](#)

9.13.2 By when must this information be published?

Students must register for courses before the start of the semester and need this information to prepare and plan the semester. As a teacher, you are obliged to announce this information in due time via u:space

- from the date when **the course directory goes online** (15 January for the summer semester or 1 July for the winter semester)
- **by the beginning of the registration period of the relevant course or exam.**

The SSC or the directorate of studies will inform you about the relevant deadlines.

9.13.3 Where can I find detailed information about the announcements in the course directory?

See the best practice examples for entering and editing course information in u:space.

The following information materials about course announcements are available:

- [Announcement in the course directory: definitions](#)
- [Announcement in the course directory: definitions \(English\)](#)
- [Announcement in the course directory: best practice \(course with continuous assessment\)](#)
- [Announcement in the course directory: best practice \(course with non-continuous assessment\)](#)

9.13.4 What is the legal basis for this obligation to transparency?

- [Section 76, para. 1 and para. 2 of the 2002 Universities Act](#)
- [Section 6, section 7, section 8 and section 1 of the part of the University's Statutes governing university studies](#)

Further contact persons

Office of the Studienpräses

Universitätsring 1,
1010 Wien

buero.studienpraeses@univie.ac.at

Information for teachers about the part of the Statutes governing university studies

Coordination of Student Services

Universitätsring 1,
1010 Wien

[Teacher enquiries \(u:find and u:space\)](#)

Center for Teaching and Learning

Location
Universitätsstraße
5, 1010 Wien

Location Augasse
2-6, 1090 Wien

T: +43-1-4277-12060

ctl@univie.ac.at

- [Information and workshops on examination didactics](#)
- [Digital exams](#)

Working material

[Curricula, sorted according to directorates of studies](#)

i Further material

“Better Teaching”
info pool

9.14 How to deal with AI in courses and exams

Developments in the area of **artificial intelligence** create new opportunities and pose challenges that educational institutions have to tackle.

A **working group** comprising experts from different disciplines at the University of Vienna are, during the **summer semester of 2023**, addressing the impact on studies and teaching in particular and is developing **recommendations and guidelines** for dealing with AI at our University. These guidelines will be available in the next academic year.

The **Teaching Manual** provides information about current opportunities with regard to didactics and study law for your **courses**, as well as about the upcoming **exams at the end of the semester**.

- [What do AI tools, such as ChatGPT, do?](#)
 - [Webinar \(in German\)](#)
 - [Podcast “Ars Boni” \(in German\)](#)
- [When it comes to exams and written achievements, how should I deal with students’ use of AI tools?](#)
- [How can I determine whether students used AI tools as unauthorised aids?](#)
- [Recommendations for written exams](#)
- [Recommendations for seminar papers or courses with continuous assessment](#)
- [Recommendations for academic theses \(master’s theses and doctoral theses\)](#)
- [Can I address the use of AI tools in my courses?](#)

9.14.1 What do AI tools, such as ChatGPT, do?

Webinar (in German)

The **webinar** “AI in higher education” (in German) was recorded. You can watch the recording in the [web stream](#). (Passcode: **8+z%wKQ\$**) [To the recording of the webinar: “AI in higher education” \(in German\)](#)

i Your contact persons

This page provides an overview of **current information**. The University of Vienna has established a working group (chair: [Petra Herczeg](#)), which will address this issue **in detail** in the next few months.

The tasks of the working group include:

- Drawing up **guidelines** for:
 - Holding exams
 - Writing academic theses
- Further topics and questions:
 - What do we want to **teach students** in terms of the dynamics of

Podcast “Ars Boni” (in German)

In the following video podcasts, Nikolaus Forgó from the [Faculty of Law](#) discusses the use of AI tools in higher education with academics:

- **Dolores Weßels** is Professor of Business Informatics at the University of Applied Sciences in Kiel, Germany, and Head of the Virtuelles Kompetenzzentrum – Schreiben lehren und lernen mit Künstlicher Intelligenz (virtual competence centre on teaching and learning how to write with artificial intelligence)
- **Christian Spannagel** is Professor of Mathematics and related didactics with a focus on computer science and the implementation of new media at the Heidelberg University of Education.
- **Thomas Hoeren** and **Nadine Lordick** are the authors of the expert opinion “Didaktische und rechtliche Perspektiven auf KI-gestütztes Schreiben in der Hochschulbildung” (didactic and legal perspectives on AI-supported writing in higher education).



Sorry, the widget is not supported in this export.
But you can reach it using the following URL:

http://youtube.com/watch?v=_8aO8qSjzXM



Sorry, the widget is not supported in this export.
But you can reach it using the following URL:

https://www.youtube.com/watch?v=VXDzFKO5l1M&list=PLNsQQZ-Ar_sZJHiOKgs18mZ774J21DUDh&index=18



Sorry, the widget is not supported in this export.
But you can reach it using the following URL:

<https://www.youtube.com/watch?v=d69zZcrieXc>

ChatGP
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benefits
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risks)?

- What **fields of action** are opening up for the design of courses in general?
- How do we deal with **exam results** that are created **with the help of AI**?

9.14.2 When it comes to exams and written achievements, how should I deal with students' use of AI tools?

In general, the use of AI tools for exams and written achievements is considered an “aid”. You as the lecturer and/or examiner decide whether students are allowed to use these tools. Please specify **permitted materials** in the course/exam description on u:find. Students may not

use any other aids. If students (attempt to) use unauthorised aids, an “X” [must be recorded for the relevant exam](#). This entry is recorded in the transcript of records.

9.14.3 How can I determine whether students used AI tools as unauthorised aids?

It is difficult to prove the actual use of AI tools. You can enter your own exam questions or topics of seminar papers in AI tools, such as ChatGPT. This way, you get a feel for how prompts for the AI tool must be formulated. The AI tool also immediately provides 'one' possible solution. Please note that language models usually do not provide the same answer several times, but always change their answer continuously. AI tools are trained based on texts. They learn from prompts and the users' feedback. Usually, these tools do not deal well with very topical issues. Tools that promise to identify AI-generated texts are only partially useful.

If possible according to study law, the **combination of written assignments with oral achievements** can be used to check whether the answers or texts were prepared by the students themselves. Students must be able to explain the structure, methodology, literature used and the subject-specific content of their paper. These methods cannot give you absolute certainty. It is important that you **document your observations**.

For the purposes of quality assurance, to prevent the use of unauthorised aids and to ensure that students complete achievements independently, the University of Vienna uses various instruments:

9.14.4 Recommendations for written exams

- Within four weeks after a **digital** exam was submitted, you may ask students questions about the exam to check the **plausibility** of their oral answers. Inform your students before the exam, that you might conduct plausibility checks. Students have an **obligation to cooperate** in the plausibility check.
- In case of exams primarily focused on testing students' knowledge, we recommend holding the **exam on site**. Always announce in advance, which permitted materials students may use. Any other materials are considered unauthorised aids. This way, you can prohibit the use of electronic devices.
- For AI tools, it is difficult to access material provided on learning platforms (e.g. lecture notes or slides). If your exam questions strongly focus on these contents, the answers provided by AI tools to prompts become very unspecific.

Example

i Support for digital exams

The colleagues at the Center for Teaching and Learning provide support if you have questions about planning and holding digital exams:

- [The offer at a glance](#)
- [Written exams \(WIKI Digitale Lehre\)](#)
- ["Better Teaching" info pool](#)

9.14.5 Recommendations for seminar papers or courses with continuous assessment

- Ask students to explain passages in their texts to you. In particular, if the style and quality of writing suddenly and unexpectedly change or if a text is not comprehensible.
- Include mandatory oral presentations about (partial) results of written seminar papers or bachelor's papers or about the working process (as a partial achievement).
- Conduct a [conversation](#) on the grade prior to the assessment of the achievement.

9.14.6 Recommendations for academic theses (master's theses and doctoral theses)

- As mentioned above, the University expects students to comply with the rules regarding good academic practice. This includes the obligation to work independently and to specify materials and intellectual property of third parties used.
- When **supervising** academic theses, you can detect AI elements in the following way: Approach students directly if their style of writing suddenly changes or if their thesis contains freely invented quotes or references, etc.
- After writing their master's thesis, students have to **defend their thesis in an oral examination** (including an exam about the research area related to the thesis). During this public defence, address passages in which you noticed stylistic inconsistencies.

i Support for the supervision of academic theses

The colleagues at the Center for Teaching and Learning provide support if you have questions about academic writing. [The offer at a glance](#)

9.14.7 Can I address the use of AI tools in my courses?

We recommend **addressing the use of AI tools** in your courses. These tools will increasingly play a role in our students' everyday lives and in their future professional activities (e.g. as a school teacher or in the

office). Furthermore, AI-based services will become a permanent part of our private lives (e.g. as part of search engines, chat bots). Therefore, the students can only benefit if teachers address the opportunities and risks of AI tools in a fact-based and critical way.

When **actively using AI tools** in teaching, especially when using personal data (e.g. user data, personal licenses, personal data as an example for prompts) etc., please observe the strict **requirements of data protection**. See in this regard: Handling of personal data: [What precautions must I take to ensure that personal data remains protected?](#)

10 Holding courses

In this chapter we have compiled information for you on the following topics:

- Participation requirements for courses
- Registration and deregistration for/from courses
- Exceeding the maximum capacity of course rooms
- Preparing the first course unit
- Scheduling changes in courses
- u:space teacher interface
- u:find (course directory and staff directory)
- Safety in courses and exams



Teaching Manual

10.1 Participation requirements for courses

Table of contents

- How and when do students have to register?
- What can I do to ensure that registration runs smoothly?
- Can I determine the number of participants in my course myself?
- Can I freely choose who may attend my course?
- Why do students have to register for lectures (and other courses with non-continuous assessment)?
- Related topics

i Your contact persons on site

Directorates of studies and SSCs

i u:space

In uspace.univie.ac.at you can:

- Create course descriptions for u:find
- Manage registrations and grades
- Edit your profile in u:find (e.g. consultation hours)
- Order your u:card

10.1.1 How and when do students have to register?

The University of Vienna uses a **common electronic registration system** for all courses and exams which you can your students can access via [u:space](#). The basic rules for registration are specified by the directorate of studies. The corresponding registration deadline is specified in the [u:find course directory](#).

Students register independently online for courses and exams. They can check their registration status at any time to register again or to de-register if necessary.

The **curriculum** may stipulate that participation requirements apply to your course (e.g. completion of the introductory and orientation period). The system automatically checks the requirements. As a teacher, you receive the information about the number of students registering for

your courses through the registration data already before the places are allocated. You can edit the u:find entry of your courses in u:space.

10.1.2 What can I do to ensure that registration runs smoothly?

- ✔ We ask you to:
- Enter grades as soon as possible after the exam. For students, assessments from previous semesters can be decisive for obtaining places in the current semester (e.g. prerequisites or academic success as a criterion for the allocation of course places).
 - Provide complete information about your current courses (learning outcomes, requirements, etc.) in u:find in good time before the start of the registration period.
 - Support the StudiesServiceCenter with scheduling and room planning so that students have a complete overview of when and where they need to be.

10.1.3 Can I determine the number of participants in my course myself?

The **maximum number of participants for courses with continuous assessment** depends on the provisions in the **curriculum**. The **director of studies** can determine the number of participants depending on the total number of courses offered and student demand. If the number of students exceeds the maximum number of participants according to the curriculum, parallel groups will be set up.

10.1.4 Can I freely choose who may attend my course?

Students **register for courses** via the University's **registration system**. This involves checking whether the students meet the necessary requirements (e.g. introductory and orientation period). Students are treated **fairly** in the system. Places are allocated according to a set of rules determined by the director of studies (e.g. according to study progress, according to points, according to preferences). As a teacher, you may only admit those students to the course who have properly registered.

Refer students who have not registered in time or who have not been allocated a place to the **StudiesServiceCenter**.

In courses with a limited number of students, only students who are "on the waiting list" may move up and get a free place.

10.1.5 Why do students have to register for lectures (and other courses with non-continuous assessment)?

Upon registration, lists can be generated for the purpose of **notifying participants** (e.g. of cancellations or postponements at short notice). Furthermore, registration is required so that students may access course materials in Moodle in accordance with **copyright**.

10.1.6 Related topics

- [Planning of the course programme](#)
- [Room booking for course and exam dates](#)

10.2 Registration and deregistration for/from courses

Table of contents

- [How can students register for and deregister from courses?](#)
- [When can students register for courses or exams?](#)
- [When will I see how many students have registered for my course?](#)
- [As a teacher, do I have to register or deregister students for my course?](#)
- [When can students deregister from courses with continuous assessment?](#)

Your contact persons on site

[Directorates of studies and SSCs](#)

Link u:space

[u:space](#)

10.2.1 How can students register for and deregister from courses?

u:space contains the university-wide registration system in which students register for and deregister from courses and exams. Depending on the **directorate of studies**, the registration of students and the allocation of places is carried out via a points system, preference system, via study progress or via the structured path of study. There is no first come-first served principle at the University of Vienna.

Further criteria (e.g. bonus points according to study progress) may be determined by the directorate of studies.

The directorate of studies and the StudiesServiceCenter provide uniform information about the registration procedure. Always refer students who have questions about the registration procedure to the SSC.

10.2.2 When can students register for courses or exams?

The general registration periods for courses with continuous assessment are in September (for the winter semester) and February (for the summer semester). The exact **registration periods** are specified by the **directorates of studies** each semester. Separate registration periods for block-mode courses or courses starting later are also possible during the semester.

10.2.3 When will I see how many students have registered for my course?

Course with continuous assessment	Course with non-continuous assessment
<p>During the registration period, you can already follow “live” how many students register for your course with continuous assessment. You can recognise these candidates for your course in u:space by the status “pre-registered”.</p> <p>After the allocation of places by the SSC, this pre-registration is either changed to “registered” (participants with a place in the course) or “on the waiting list” (in the case of overbooking) at the end of the registration period.</p>	<p>In the case of a course with non-continuous assessment, students are immediately allocated a place. Students have to separately register for the course and the related course exam. If the number of participants exceeds the number of seats in the lecture room, please observe the safety instructions.</p> <p>Registration has no immediate consequences in terms of an obligation to participate or assessment. It is, however, the only way to specifically notify participants (in the event of cancellations or postponements) or to gain access to Moodle and course materials.</p> <p>See also:</p> <ul style="list-style-type: none"> • Copyright in teaching • Participation requirements for courses • Exceeding the maximum capacity of course rooms

10.2.4 As a teacher, do I have to register or deregister students for my course?

Course with continuous assessment	Course with non-continuous assessment
<p>For a course with continuous assessment, proceed as follows:</p> <ul style="list-style-type: none">• In the first course unit, establish who is participating (by attendance or excuse for absence for good reasons). These students are duly registered and are then also assessed.• You de-register all other students who were registered and who did not show up and did not provide an excuse.• Based on the order in the waiting list, you admit as many students from the waiting list as you have previously deregistered. The order of the waiting list is decisive for the allocation of places.• Students who are not registered after this process cannot participate. Refer these students to the SSC. <p>This procedure corresponds to section 10, para. 5 and 6 of the part of the Statutes governing university studies.</p>	<p>No, the registration remains open and is then automatically closed.</p>

10.2.5 When can students deregister from courses with continuous assessment?

Course with continuous assessment	Course with non-continuous assessment
<p>Within the registration period, students can deregister themselves.</p> <p>Afterwards, deregistration by students themselves is no longer permitted or possible. If a student provides a sufficient and credible explanation, you can still deregister them even beyond the deadlines (“deregistration for good reason”).</p> <p>If you have any questions about this, please contact the StudiesServiceCenter.</p>	<p>In the case of courses with non-continuous assessment, deregistration of students is possible at any time.</p>

10.3 Exceeding the maximum capacity of course rooms

Table of contents
<ul style="list-style-type: none"> • How many people are allowed in a course room? • What can I do in advance to prevent exceeding capacity? • When is a course room overcrowded? • What do I do if a course room is overcrowded? • What do I do to remedy the situation? • Who decides whether the course can be held safely and properly? • Who can help to establish order?

i Your contact persons on site

Short-term help in the lecture hall:

You will find the telephone number of the lecture hall support on the lectern.

Security team:

+43-664-60277-1270
0

10.3.1 How many people are allowed in a course room?

The information is available in the **u:space room information tool** (<https://uspace.univie.ac.at/web/mitarbeitende/rauminfo>; access via u:account).

In the entrance area of each course room, you will also find clearly displayed **information about the capacity** of the rooms. The SSCs take these capacities into account when booking rooms for courses.

Students are required to register for all courses (including lectures). Please provide information about the registration in u:find. You can always view the current status in the u:space teacher interface (<https://uspace.univie.ac.at>; access via u:account).

10.3.2 What can I do in advance to prevent exceeding capacity?

- Assess the situation based on the number of students **registered**.
- Also learn how to cope with **unpredictable situations** (especially in lectures, the number of participants may exceed the number of available seats).
- If there are not enough seats:
 - Please prepare a **hybrid or a digital scenario** at least for the first course unit (e.g. for preparatory meeting, formation of groups, moving participants up from the waiting list).
 - Consider how students who cannot attend on site receive **information and learning materials**. Also provide information to students in u:find.
 - To be on the safe side, record the course unit and make the **recording** available later.
 - You can also switch to an on-site setting **after the first digital unit**.
 - **Contact the SSC** if your course can only take place on site. The SSC can try to find a larger room. Please be flexible regarding time and location. Gaps or times at the start and end of the day or week might also be used. Caution is exercised regarding rescheduling. There is a risk that students' schedules are completely disrupted (travel times, overlapping compulsory courses, etc.).
 - Please announce any changes in **u:find**.

Help and support in the Moodle Newsroom: <https://moodle.univie.ac.at/course/view.php?id=140531> (access via u:account)

10.3.3 When is a course room overcrowded?

A course room is overcrowded if the number of participants attending exceeds the number of available seats. You do not have to count the participants. If many students stand in the aisles, sit on the floor or on tables, it is time to act.

10.3.4 What do I do if a course room is overcrowded?

Make students aware that

[Lecture hall support](#)
(Facility and Resources Management)
[Lecture hall management](#)
(Facility and Resources Management)
[Directorates of studies and SSCs](#)

- only **registered students** are allowed to participate,
- they should use the available **seats** during the course and
- that the **routes and escape routes must be kept clear**.

10.3.5 What do I do to remedy the situation?

In **large settings** (e.g. lectures) it is not necessary to check whether each participant is registered or not. In case of obvious overcrowding, ask participants without a seat to leave the room (see above). Refer to the safety regulations.

In **small settings** (e.g. courses with continuous assessment with a waiting list), you have to clarify in the first unit who is allowed to participate (determination of attendance and moving up from the waiting list). After that, it is clearly regulated who can stay and who has to leave.

Students must comply with the **request** of the lecturer:

- non-compliance will result in a **later start** of the course.
- If the situation cannot be resolved, **end the course unit**. In this case, notify the SSC.

To avoid **discussions**:

- Make it clear that the safety of all participants is of the utmost importance.
- Assure students that they will not suffer any immediate disadvantages from the situation.
- Refer to learning material in Moodle, the video recording, etc.
- Also make it clear that you will work on a solution for the next units together with the SSC.
- Tell the students that you will contact them reliably by e-mail in the next few days with information about the further procedure.

10.3.6 Who decides whether the course can be held safely and properly?

The lecturer (articles 4 and 5 of the House Rules of the University of Vienna). Take action and inform the SSC about the incident. In case of complaints, etc., you will receive support and back-up from the directorate of studies.

10.3.7 Who can help to establish order?

- The **lecture hall support** team is always available to provide **assistance at short notice**. You will find the telephone number on the lectern.
- If the **situation is tense**, please ask the **security team** of the University of Vienna for on-site assistance (+43-66460277-12700).

- **Try to find a solution** for the next course unit: Contact the **SSC**. Alternatives will be reviewed and organised together with the **lecture hall management**.

10.4 Preparing the first course unit

Table of contents

- What should I consider?
- What else can I prepare?
- Where can I find support for my (first) teaching unit?
- Predoc and new to teaching?

Your [teaching concept](#) is ready, the course [information is entered in u:find](#) and the [registration period](#) is over? Now the first course unit is approaching:

10.4.1 What should I consider?

In our *Better Teaching* info pool, we have compiled points that may be helpful for your first course unit:

- [First course unit](#) with the following sub-chapters:
 - [Typical objectives and content of the first course unit](#)
 - [Making final preparations](#)
 - [The first minutes of course unit](#)
 - [Informing about the course](#)
 - [Clarifying organisational matters and method of working](#)
 - [Introducing the topic](#)
- [Introduction und getting to know each other](#)
- [Coping with stage fright](#)
- [Form of address \(German-specific\)](#)

10.4.2 What else can I prepare?

Our tip: Before your first course unit, write a short welcome e-mail to the students via [u:space](#). You could also address the following points:

- For courses with continuous assessment, a decision is made in the first unit [as to which registered students will participate](#) and whether someone can move up from the waiting list. Schedule some time for this. Students who have already deregistered before (because they are attending alternative courses, for example) do not have to be deregistered then. For the students on the waiting list, this increases their chances to get a place in the course.

Your contact persons on site

Center for Teaching and Learning

Location
Universitätsstraße
5, 1010 Wien
Location Augasse
2-6, 1090 Wien
T: +43-1-4277-12060
ctl@univie.ac.at

Useful links

[University-level didactic qualification](#)
[Getting started as a university teacher – basic qualification for newcomers](#)

For further reading

[Better Teaching info pool](#)

- Tell students what you expect from them and what they can expect (e.g. assignment of seminar topics) in the first course unit.
- If students have questions or issues in advance (e.g. if they cannot attend the first unit or if they belong to the [trans, inter and non-binary student group](#)), deal with it constructively.
- [Students with a disability](#) may have registered for your course. These students may have questions or a need for clarification regarding the mode of assessment before or after the first unit. Have a sympathetic ear for their concerns and arrange a meeting after the course.
- Therefore, check u:space before the course start to see how many students have registered. The number of students registered may [exceed the maximum capacity](#) of the course room. For example, you could offer the preparatory meeting in digital form instead.

10.4.3 Where can I find support for my (first) teaching unit?

The University of Vienna's offer on higher education didactics is aimed at **all teachers** at the University of Vienna who want to further develop and professionalise their teaching: from **basics** on starting as a teacher to a thematically diverse **course programme** and opportunities for the **certification** of the teaching competence of experienced teachers. In order to support you and meet your needs in the best possible way, we offer courses as well as **more flexible formats** in which we work with individuals or small groups in a confidential setting.

10.4.4 Predoc and new to teaching?

The concise offer for newcomer teachers (predocs) supports you in **getting started with university teaching**. You will learn about the framework conditions of teaching at the University of Vienna and receive support in **planning your course** (e.g. with regard to learning outcomes, teaching/learning activities and assessment). In addition, you will also have the opportunity to **network with colleagues** during the training course.

The basic qualification is clustered **according to disciplines**. We offer three thematic specialisations in German, an interdisciplinary training course in English and a STEM-specific offer in English. This differentiation should guarantee **target group orientation as far as possible**, and support newcomers to teaching in the **transfer of theory into practice** in their own courses. The individual offers deal with **different teaching/learning cultures** and **methods relevant to the field**, such as case-based learning or laboratory teaching.

10.5 Scheduling changes in courses

Table of contents

- [How do I report a change of date for my course?](#)
- [Further information:](#)

Your contact persons on site

[Directorates of studies and SSCs](#)

10.5.1 How do I report a change of date for my course?

As a lecturer, you must immediately **report any changes to course dates to the unit responsible** for the administration of course dates (usually the StudiesServiceCenter). If you provide information about rooms that become available, other teachers can make use of these rooms if additional needs arise.

Any change of course dates must be made via the University's room booking system by the responsible staff members in order to avoid unwanted double occupancy and to have an overview of available capacities. The [course directory is adapted on the basis of this data](#).

Please inform your students about any cancellation or change of date in good time, e.g. by e-mail via the [u:space teacher interface](#) (e-mail) and inform the administrative unit (see also chapter "[Booking rooms for course and exam dates](#)").

Human Resources and Gender Equality

Starting from the issue of gender equality, the Gender Equality and Diversity unit deals with equal opportunities for all university members. <https://personalwesen.univie.ac.at/en/gender-equality-diversity/>

10.5.2 Further information:

- [Labour law information for teachers](#)
- [Absence management](#), including in particular:
 - [Sickness](#)
 - [Occupational accident \(work-related accident\)](#)
 - [Release from duties](#)
- [Booking rooms for course and exam dates](#)

10.6 u:space teacher interface

Table of contents

- [What is u:space?](#)
- [How can I access the information?](#)
- [What functions does the teacher interface in u:space have?](#)

Your contact persons on site

[Directorates of studies and SSCs](#)

10.6.1 What is u:space?

u:space is the **university-wide web platform** for organising courses, exams and for interacting with students. In addition to its function as a registration system for students, u:space is the **central tool** for teachers in all **administrative processes** of **courses** and **exams**.

10.6.2 How can I access the information?

To **use u:space**, you need a **valid u:account** of the University of Vienna. You can access u:space using your u:accountUserID and password. If you forgot your access data or if your u:account has not yet been created, then request an account via [this link](#).

10.6.3 What functions does the teacher interface in u:space have?

The teacher interface in u:space has the following functions:

- **Registration system** for registering and deregistering students for/from courses and exams
- **Student lists** with the participants of your courses and exams
- **Sending e-mails** to course and exam participants
- **Entering grades**
- Entering the **description texts** for the [course directory](#)
- Viewing the **exam remuneration**
- Viewing **evaluation results** and creating **online surveys for course evaluation**
- Creating **Moodle courses** for courses and exams and for importing grades from Moodle

✓ Other helpful tools

The **homepage** displays an **overview** in the form of a personal to-do list for your

- upcoming **exam dates**,
- **pending grade entries** including deadlines and
- **empty description texts** for u:find.
- You can find all your courses and exams on the respective overview pages under Teaching → Courses or Teaching → Exams (grading) and via the links “All my Courses” or “All my Exams (grading)” directly on the homepage.
- The menu item **Better Teaching** contains important **information** about **holding your courses**. Best practice examples for **entering course descriptions** and important

📘 Link u:space

Help: [u:space](#)

📘 Further contact persons

Coordination of Student Services
[Enquiries](#) by teachers

Unit for Quality Assurance
[Course evaluation](#)

notes on entering grades can be found under the menu item **Help**.

By 1 July for the winter semester, or by 15 January for the summer semester, the directorate of studies has completed course planning to such an extent that you can edit your courses via u:space.

10.7 u:find (course directory and staff directory)

Table of contents

- [What is u:find?](#)
- [Where can I find detailed information about the announcements in the course directory?](#)
- [How can I enter information in the course directory?](#)
- [Incorrect data in the staff directory: How can I change data \(or request changes\)?](#)

Your contact persons on site

[Directorates of studies and SSCs](#)

Link u:find

Help: [u:find](#)

10.7.1 What is u:find?

The following information is publicly accessible in u:find:

- In the [course directory](#), students find the **courses offered by the University of Vienna**, structured according to directorates of studies, type of degree programme (bachelor's, master's, diploma, doctoral programmes, etc.) and semester.
- The **staff directory** contains contact details of all staff members and organisational units of the University of Vienna. You can add personal information, such as office hours, personal websites, etc.

10.7.2 Where can I find detailed information about the announcements in the course directory?

- [Information obligations before the registration period](#)

10.7.3 How can I enter information in the course directory?

You can enter information that needs to be published in the course directory yourself via the **u:space teacher interface**.

Please check all course details in u:space and complete them before the beginning of the semester. On the **homepage** in u:space, under "**Missing course/exam descriptions for u:find**", you see a list of courses for which you still need to edit the course description. Your name will only

appear as lecturer in the course directory following approval from the respective dean's office/ office of the centre.

If you want to add changes that cannot be made via u:space (e.g. changes to dates or course titles), you have to contact the respective StudiesServiceCenter or the respective StudiesServiceUnit.

10.7.4 Incorrect data in the staff directory: How can I change data (or request changes)?

As a staff member, you can independently edit your **homepage**, **comments**, **office hours**, **current news** and your **photo** in **u:space**.

If you would like to correct incorrect data, please contact one of the following e-mail addresses:

- **Academic degree, gender, first name, last name, departmental affiliation:** personaladministration@univie.ac.at
- **E-mail address:** zid@univie.ac.at
- **Landline extension, e-fax** uphone@univie.ac.at
- **Room number, building address:** rrm@univie.ac.at

10.8 Safety in courses and exams

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- [Who can I ask about security and emergencies?](#)
- [What other information is available about security on the intranet?](#)
- [A student has an accident during my course. What do I do?](#)
- [To whom can I refer students who have questions about security?](#)

10.8.1 Who can I ask about security and emergencies?

In case of accidents, emergencies, dangerous situations, etc., the University's **security team** is available around the clock under the following number:

+43-1-4277-777

10.8.2 What other information is available about security on the intranet?

- [Working safely](#)
- [Exceeding the maximum capacity](#) of course rooms
- [Threat management](#)
- [IT security: Tips for users](#)

Emergency numbers

Fire brigade	122
Police	133
Ambulance	144
European emergency number	112
University-internal emergency number	+43-1-4277-777

 Contact persons for your safety and security

- Password management
- Password tips
- IT security courses
- Netiquette for blogs and social media
- Preventing “Zoombombing”

10.8.3 A student has an accident during my course. What do I do?

The attached diagram outlines the [procedure in the event of accidents involving students](#) (including accidents on the way to and from the University).

10.8.4 To whom can I refer students who have questions about security?

- <https://studieren.univie.ac.at/en/studying-safely/>
- Students have automatic accident and liability insurance coverage through the ÖH <https://www.oeh.ac.at/service/oeh-versicherung>

rrm.sicherheit@univie.ac.at
or
rrm.leitwarte@univie.ac.at

i Further contact persons

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+43-1-4277-12700
(general enquiries)
M:
+43-664-817-5555

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T: +43-1-4277-12757
M:
+43-664-817-6109
josef.scheibenpflug@univie.ac.at

Daniel Schneider
T: +43-1-4277-12761
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+43-664-817-6587
daniel.schneider@univie.ac.at

Occupational Health and Safety division
(accidents at work or accidents involving students)
T: +43-1-4277-12701
rrm.arbeitnehmerinenschutz@univie.ac.at

[Porter service](#)

COVID-19 FAQs
about teaching >

11 Exams and student assessment

In this chapter we have compiled information for you on the following topics:

- Types of exams
 - Courses with continuous assessment
 - Courses with non-continuous assessment
 - Bonus points in courses with non-continuous assessment
 - Module examination
 - Final examination (public defence of the thesis)
- Preparing and holding exams
 - Written exams
 - Oral exams
 - Digital exams
 - Written papers and bachelor thesis
 - Right to alternative modes of assessment
- Performance assessment
 - Termination of exams
 - Entering grades
 - Non-assessment due to use of unauthorised aids (cheating)
 - Declaring assessments null and void (due to use of fraudulent means)
 - Annulment of a negatively assessed exam



Teaching Manual

11.1 Types of exams

Table of contents

- What types of courses are there and what kind of exams do they entail?
- How do I know what type of course I should prepare and hold?
- What other exams are there?
- I have been appointed for an examination committee. What do I have to consider?

i Your contact persons on site

Directorates of studies and SSCs

i Further contact persons

Office of the Studienpräses (study law)

11.1.1 What types of courses are there and what kind of exams do they entail?

There are courses with **continuous assessment** and courses with **non-continuous assessment**:

Courses with continuous assessment	Courses with non-continuous assessment
<p>These particularly include exercises, seminars, practical courses, etc.:</p> <ul style="list-style-type: none"> • The assessment is based on at least two partial achievements (which can be oral, written, practical, etc.) to be completed during the course. • The individual partial achievements are taken into account for the assessment to an objectively appropriate, fair and comprehensible extent. • Rules on the attendance requirement may be waived. • In the case of a negative assessment, students must repeat the entire course. • Even at the last attempt, the examination does not take place before an examination committee. <p>Further details: Courses with continuous assessment</p>	<p>These particularly include lectures:</p> <ul style="list-style-type: none"> • There is no attendance requirement during the course. • To assess a student's academic success there is <ul style="list-style-type: none"> • one course exam or • one module examination. • The decision as to which type of exam is used is based on the curriculum. • You can assign bonus points in courses with non-continuous assessment for the exam to encourage continuous studying. • If students fail the exam three times, the last examination date will be held before an examination committee. <p>Further details: Course exam</p>

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1010 Wien
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ctl@univie.ac.at

- [Information and workshops on examination didactics](#)
- [Digital exams](#)

11.1.2 How do I know what type of course I should prepare and hold?

The type of course and the examination regulations are specified in the **curriculum**. As part of course planning, the directorate of studies will tell you what type of course you are required to teach.

11.1.3 What other exams are there?

Module examinations consist of one exam (oral or written):

- The content of the examination is the learning outcomes and contents of an entire module as specified in the curriculum.
- Attendance in courses is not a prerequisite.
- Module examinations are offered three times per semester, independently of courses.
- A prominent example of a module examination is the [introductory and orientation period](#).

Working material

[Curricula, sorted according to directorates of studies](#)

Further material

[“Better Teaching” info pool](#)

- Here, several courses in one module of the first semester prepare students for a joint module examination.
- The cooperation between teachers for preparing a joint examination is an essential factor.
- Students must pass all examinations of the introductory and orientation to continue their studies.

Public defence(s) and final examinations:

- These examinations are intended for the final stage of master's programmes, doctoral and PhD programmes.
- Depending on the curriculum, they include a defence of the master's thesis or doctoral thesis and examination questions relating to the field of the academic thesis.
- They are held before an examination committee (see below).

11.1.4 I have been appointed for an examination committee. What do I have to consider?

Examinations before an examination committee are held in very special cases in the course of a degree programme:

- **fourth or last attempts** of exams in courses with non-continuous assessment and module examinations.
- all **final examinations** in master's and doctoral/PhD programmes.

The directorate of studies appoints the **examination committee**, which consists of at least **three examiners**. If the examination is divided into subjects, one examiner is appointed for each subject. The directorate of studies (SPL) also appoints a **chairperson of the examination committee** or assumes this function itself.

If you are a member or chairperson of an examination committee, **please consult the StudiesServiceCenter** or the **directorate of studies in advance**. You will receive **examination records** and more detailed information. It is a good idea to discuss the examination with the examiners in advance.

After the examination, each member of the examination committee gives a numerical grade (1 to 5) and the **examination committee deliberates on the assessment of the examination in a closed session**. This also applies to written examinations held with an examination committee. The individual grades given by each member of the examination committee are recorded in the **examination record**.

The examination candidates are then informed about the **final assessment** (either majority decision or arithmetic mean of the individual assessments), including the **main reasons for the decision**.

A **short written explanation of the reasons in case of a negative assessment** is also provided in the **examination record**.

11.1.5 Courses with continuous assessment

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- What are courses with continuous assessment?
- What information do I have to provide to students in advance?
 - Language
 - Dates
 - Aims, contents and method of the course
 - Assessment and permitted materials
 - Minimum requirements and assessment criteria
 - Examination topics
 - Reading list
- According to which criteria should I assess partial achievements?
- How are places allocated in a course?
- By when do I have to assess students in courses with continuous assessment?
- How do I enter the students' grades?
- Further material

i Your contact persons on site

Directorates of studies and SSCs

i Further contact persons

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- [Information and workshops on examination didactics](#)

What are courses with continuous assessment?

Courses with continuous assessment represent an examination process that extends over the entire duration of a course and includes **at least two partial achievements that students have to complete**. The partial achievements can be **oral** or **written**, or even a **practical activity** (e.g. in the laboratory).

For the **assessment**, the individual partial achievements are taken into account to an **objectively appropriate, fair and transparent extent** (see below). It is at your discretion whether you assess achievements according to a point system or qualitatively according to the degree of fulfilment of specific qualitative criteria.

The lecturer may specify a rule regarding the extent of the **attendance requirement** as a minimum requirement for a positive assessment.

What information do I have to provide to students in advance?

i Why is this important?

Please proceed in a **transparent** and **comprehensible manner** when determining contents, methods, minimum requirements and assessment criteria, etc. In doing so, you can eliminate **uncertainties** and failed **expectations** on both sides. You also lay a solid foundation for the **fair assessment of academic success**. Also in terms of study law, incomplete or unclear information can cause **problems** in retrospect that annoy you and the students and that cost **time**.

German and/or English or another foreign language?

- Basically, announcements in the course directory are in **German**. 31 % of our students are not from Austria. Facilitate orientation for students who do not speak German as their first language by providing additional information in English.
- If the course is held in **English**, an English announcement is sufficient.
- If the announcement is made in **another foreign language**, then a binding German translation must be available to ensure transparency for bodies responsible for study matters.

- [Digital exams](#)

Working material

[Curricula, sorted according to directorates of studies](#)

Further material

[“Better Teaching” info pool](#)

From the time when the course directory goes online (winter semester: 1 July, summer semester: 15 January) **until the beginning of the registration period** for courses, please announce the following details in u:find (the electronic course directory of the University of Vienna). You will find the following **fields** in the u:space **teacher interface**:

- [Language](#)
- [Dates](#)
- [Aims, contents and method of the course](#)
- [Assessment and permitted materials](#)
- [Minimum requirements and assessment criteria](#)
- [Examination topics](#)
- [Reading list](#)

Language

The language in which the course is held is determined during course planning. The StudiesServiceCenter enters the information in u:find. In case of changes, please contact the responsible colleagues. See Teaching [courses held in foreign languages](#).

Dates

The SSC schedules the dates and books the rooms. All rooms for courses must be booked.

- ✔ You can make **notes on the course dates**, for example:
 - “The preparatory meeting will take place digitally in the Moodle room (provide link).”
 - “Meeting point for the excursion is...”

Aims, contents and method of the course

- ✔ **Answer the following questions**
 1. Which **learning outcomes** should students achieve according to the curriculum and how does the course contribute to this?
 2. How will you design the course from a didactic point of view? (e.g. lecture, short presentations, experiments, math exercises, discussion based on teaching materials that students have to read to be prepared, assignments until the next unit, group work)
 3. What form does the course take? (on-site, digital, hybrid): You also inform the SSC about the general course format during course planning. Digital or hybrid courses receive a label in u:find.
 4. What do you expect from students regarding preparation for and revision after the course (also in terms of time with regard to the **ECTS credits**)?

Assessment and permitted materials

- ✔ **Please provide the following information**
 1. List every partial achievement and the permitted materials for each partial achievement.
 2. Give an overview and then go into detail.

Examples of the type of assessment

- In the course, students have to complete the following partial achievements:
- The assessment is based on X short written tests. The following materials are permitted for the short tests: ...
- During the course, students have to work on 10 written assignments based on self-study.
- In the course, students have to do calculations on the blackboard. Each participant has to do this at least twice. Students are permitted to use a calculator.
- Furthermore, students have to give an oral presentation, including a written presentation on a certain topic (at least 15 minutes).

- Students have to prepare a topic for the presentation in form of a written paper according to the specifications by the lecturer until X.X.
- Contributions to discussions are included in the assessment and can improve or lower the grade by one grade.
- At the end of the course, an oral exam of around 15 minutes takes place; the topic is the contents of the course and, in particular the results and the academic field of the written paper. No materials are permitted.

Minimum requirements and assessment criteria

✔ Answer the following questions

This field consists of two parts that you have to describe explicitly:

Describe the **minimum requirements**, i.e.: “Which partial achievements do students definitely have to achieve in order to receive a positive grade? What are the attendance rules?”

Examples of minimum requirements

- “To pass, you must write a seminar paper according to the specifications by the lecturer, give a presentation and actively participate in the course at least twice. Attendance is compulsory. Two times unexcused absence is permitted.”
- “To be assessed positively, you must participate in 2 out of 3 mid-term exams and the final exam. Attendance is compulsory. Two times unexcused absence is permitted.”

Describe the **assessment elements**: With which achievements/ points do students achieve which grade? It is at your discretion whether you **assess students according to a point scheme** or qualitatively according to the level of fulfilment of certain criteria. For reasons of transparency though, we recommend assessing students according to a point system.

Examples of assessment elements

Example for a point system

“Students receive points for each partial achievement. To pass the course, at least X points are required.

Sufficient: X to X points

Satisfactory: X to X points

Good: X to X points

Excellent: X to X points”

Example for a weighting system:

“The three partial achievements are graded separately with 1 to 5. All partial achievements must be positive. The seminar paper is 60 % of the assessment, the results of the two mid-term exams are 20 % each.”

Examination topics

✔ Answer the following questions

- Which course materials do students have to work on during the course with continuous assessment?
- Where can students find the materials (e.g. in Moodle or in the University Library)?
 - [Copyright in teaching](#)
 - [Support for courses from the University Library](#)

Reading list

✔ Answer the following questions

- Is there any further literature for the course?
- Please differentiate between compulsory and optional literature so that students can work on the topics of the course in a targeted and interest-oriented manner.

According to which criteria should I assess partial achievements?

When assessing students' partial achievements, observe the criteria according to the Statutes:

- “**appropriate**”: Since a course with continuous assessment is a single examination process, students should not complete individual partial achievements only at the end of the semester, and not only one partial achievement should be decisive for achieving a positive grade. However, if the subject requires it, you can also weigh higher more extensive partial achievements in comparison to others (e.g. seminar papers, bachelor's papers). In the latter case, please plan for the **possibility of improvement** during the semester if this written partial achievement is exclusively decisive for the grade (for later submission of written partial achievements, see **submission of a written contribution**)
- “**fair**”: It is not permissible that the positive assessment actually depends on only one partial achievement. If the assessment element attaches such a high weight to a partial achievement that this alone is decisive for the grade (e.g. bachelor's paper 80 %, presentation 15 %, participation 5 %), the students must be well prepared for this partial achievement

during the course and must in **any case be given the opportunity to improve it during the semester**; the criterion of “at least two partial achievements” may not be circumvented. In addition to the decisive partial achievement, you have to provide a further partial achievement (e.g. seminar paper and presentation)!

- “**comprehensible**”: The assessment elements must be comprehensible for students (in the sense of weighting of the partial achievements in comparison to one another). The approach must be reflected in the didactic structure of the courses. It is not necessary to regulate all possibilities in detail in advance. If there are major changes (e.g. because it seems necessary for didactic reasons or you change the point scheme because you cannot assess a question in an exam), you can make changes for the benefit of students – please provide this information to all participants and in the course directory.

How are places allocated in a course?

[Registration and deregistration for/from courses](#)

By when do I have to assess students in courses with continuous assessment?

You have to assess students in courses with continuous assessment **after the student has submitted the last partial achievement** (winter semester: 28/29 February and summer semester: 30 June) **within four weeks at the latest**.

You can allow students to **submit a written contribution** (e.g. seminar paper, bachelor’s paper) for courses in the **winter semester until the following 30 April at the latest**, and for courses in the **summer semester until the following 30 September at the latest**. In the case of block-mode courses that take place during the period when there are no classes, this period no more than three months after the last unit.

The last possible date to enter grades for a course with continuous assessment is therefore 30 April in the winter semester and 30 September in the summer semester.

Late submission of seminar papers and written contributions

Example for the summer semester: In the course announcement, you determine by when students have to submit a seminar paper or a written contribution:

Entry of grades

Submission	Entry of grades	Date of assessment to be entered
right at the end of the semester (30 June)	as soon as possible but no later than 4 weeks after submission	30 June
of the seminar paper/last written contribution by 31 July		31 July
of the seminar paper/last written contribution by 31 August		31 August
of the seminar paper/last written contribution by 30 September		30 September

Example: A student submits their seminar paper on 24 September. You have four weeks for the assessment. However, you enter 30 September as date of assessment, so that the grade can be assigned to the correct semester.

How do I enter the students' grades?

see [performance assessment](#).

Further material

- [Registration and deregistration for/from courses with continuous assessment](#)
- [Ghost-writing of seminar papers](#)
- [Part of the Statutes governing university studies, section 10](#)

11.1.6 Courses with non-continuous assessment

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 Your contact persons on site

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- How do students register for a course and its exam?
- What do I have to consider regarding course exams?
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 - Reading list
- When do I have to announce the examination dates?
- Who is allowed to take part in a course exam?
- How often can students repeat negatively assessed course exams?

Directorates of studies and SSCs

Further contact persons

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ctl@univie.ac.at

- [Information and workshops on examination didactics](#)
- [Examining and assessing](#)
- [Digital exams](#)

How does a course with non-continuous assessment relate to exams?

If you hold a course with non-continuous assessment (“lecture”), then you convey exemplary content and material, which can then be examined in

- a course exam or
- [module examination](#). The decision as to which type of exam is used depends on the curriculum.

How do students register for a course and its exam?

Students **register** for courses with non-continuous assessment via [u:space](#), thus gaining access to learning materials. They can thus prepare for the exam in the best possible way.

Attendance is **not compulsory** for courses with non-continuous assessment.

Students **register separately for the course exam (or module examination)** (see below: examination dates).

What do I have to consider regarding course exams?

- Assessment is based on a **single** written or oral **exam**.
- During a course with non-continuous assessment, **no partial achievements** are required. You have the possibility of using [bonus points](#).

Working material

- The lecturer of the course must hold these themselves. If necessary, the directorate of studies can draw on other suitable examiners (especially in the case of visiting professors).

How many examination dates do I have to offer for a course exam?

At least four examination dates must be offered for course exams:

- after the **end of the course** in the same semester, and
- at the **beginning, middle and end of the following semester**.

This is a minimum requirement. Additional dates may be offered in agreement with the directorate of studies. If necessary, exams may also be held at the beginning and end of periods when there are no classes, although you have to take care to ensure that students are not disadvantaged as a result.

With the students' consent, exams may also take place during the rest of the period when there are no classes.

What information do I have to provide to students in advance?

In order to get a good overview, you have to provide information about the course and the course exam (e.g. type of assessment, examination topics) always together.

Why is this important?

Please proceed in a **transparent** and **comprehensible manner** when determining contents, methods, minimum requirements and assessment criteria, etc. In doing so, you can eliminate **uncertainties** and failed **expectations** on both sides. You also lay a solid foundation for the **fair assessment of academic success**. Also in terms of study law, incomplete or unclear information can cause **problems** in retrospect that annoy you and the students and that cost **time**.

German and/or English or another foreign language?

- Basically, announcements in the course directory are in **German**. 31 % of our students are not from Austria. Facilitate orientation for students who do not speak German as their first language by providing additional information in English.
- If the course is held in **English**, an English announcement is sufficient.
- If the announcement is made in **another foreign language**, then a binding German translation must be available to

Curricula, sorted according to directorates of studies

Further material

“Better Teaching” info pool

ensure transparency for bodies responsible for study matters.

From the time when the course directory goes online (winter semester: 1 July, summer semester: 15 January) **until the beginning of the registration period** for courses, please announce the following details in u:find (the electronic course directory of the University of Vienna). You will find the following **fields** in the u:space **teacher interface**:

- [Language](#)
- [Dates](#)
- [Aims, contents and method of the course](#)
- [Assessment and permitted materials](#)
- [Minimum requirements and assessment criteria](#)
- [Examination topics](#)
- [Reading list](#)

Language

The language in which the course is held is determined during course planning. The StudiesServiceCenter enters the information in u:find. In case of changes, please contact the responsible colleagues. See [Teaching courses held in foreign languages](#).

Dates

The SSC schedules the dates and books the rooms

- ✓ You can make **notes on the course dates**, for example:
 - “The first course unit will take place digitally in the Moodle room (provide link).”
 - “The examination dates are on: ...”
 - “The tutor is available for organisational questions at the end of the course or in the forum in the Moodle room.”

Aims, contents and method of the course

- ✓ **Answer the following questions**
 - Which learning outcomes of the module do students achieve in the course?
 - What is its content and what methods do you use?
 - What didactic setting do you use?

This is the place where you can spark interest in your subject and describe very vividly what it is about.

Examples

“The lecture belongs to Module X and offers an introduction to the basic principles of descriptive and inferential statistics. In addition to lectures in the individual units, materials are made available in Moodle to prepare for the lecture content. There are application examples to prepare for the exam as well as further literature. The course addresses the following topics: ...

After the lecture, you will better understand statistical correlations and you will learn to independently perform initial analyses with the SPSS program. The lecture is accompanied by exercises in which you practice and consolidate what they have learned. If you attend the lecture regularly, you can receive bonus points for the exam.”

Assessment and permitted materials

✔ Answer the following questions

- Which format does the exam have (oral, written, single/multiple choice)?
- What materials are students permitted to use?
- In which language is the exam held (see [Teaching courses held in foreign languages](#))?

Examples

as a course exam:

“The exam is a written exam. It consists of three arithmetic problems that you have to solve and several comprehension questions in multiple-choice format from the examination topics and the lecture notes. You have 60 minutes to finish all parts of the exam. You are not permitted to use any materials.”

as a module examination:

“The course, together with course Y, prepares you for the module examination X. The related information can be found in u:find under module examination X.”

Minimum requirements and assessment criteria

✔ Answer the following questions

This field consists of two parts that you have to describe explicitly:

Describe the **minimum requirements**, i.e.: “Which partial achievements do students definitely have to achieve in order to receive a positive grade? What are the attendance rules?”

Examples

Minimum requirements:

- “To pass the exam, you need to answer more than 50 % of the questions correctly in the MC test”
- “The exam consists of three parts (open questions, essay question and multiple-choice question block). You have to obtain at least 50 % of the points in each part to pass the exam.”
- “You can obtain 100 points in the exam. The number of points for each question is noted on the exam paper. To pass the exam, you need at least 50 points.”
- “You can score Y points. You need at least X points to pass the exam.”
- You can also announce the grading scale straight away: “You can obtain a total of 100 points in the exam (the maximum number of points achievable is mentioned for each question).

Grading scale:

- 1 (excellent) => 100–87.50
- 2 (good) => 87.49–75.00
- 3 (satisfactory) => 74.99–62.50
- 4 (sufficient) => 62.49–50.00
- 5 (insufficient) => 49.99–0”

Describe the **assessment elements**: With which achievements/ points do students achieve which grade? It is at your discretion whether you assess students according to a point scheme or qualitatively according to the level of fulfilment of certain criteria. For reasons of transparency though, we recommend assessing students according to a point system.

Examples

Assessment elements:

- “Incorrect partial answers to an MC question will be set off against correct partial answers. A question answered completely incorrectly cannot result in a point deduction in the overall result. You receive 0 points for this answer.”
- “You have to answer the essay question in form of a detailed text (approx. X words) in which you elaborate on the essential aspects using the academic methods presented. Enumerations with keywords are not enough.”
- “You have to analyse the given situation in a methodically comprehensible and well-founded manner according to the case assessment scheme.”

Examination topics

✔ Answer the following questions

What literature and learning materials do students need to work on to prepare for the exam?

- [Copyright in teaching](#)
- [Open educational resources](#)
- [Support for courses from the University Library](#)

Examples

- “All lecture material (PowerPoint slides, see Moodle) and the literature listed below.”
- “The contents of the lecture recordings, the specialist articles used in each unit and the literature listed below.”
- “The examination topics are only the topics X and Y from the literature.”
- “See (also) mandatory reading below.”

Reading list

✔ Answer the following questions

- Is there any further literature for the course?
- Please differentiate between mandatory reading (examination topics) and optional reading so that students can work on the topics of the course in a targeted and interest-oriented manner.

When do I have to announce the examination dates?

You have to announce the **specific dates** on which the course exam takes place for the respective semester in the University of Vienna’s course directory (u:find) **before the beginning of the semester at the latest**.

✔ Example of an announcement: For a course that is held for the first time in the winter semester:

- The first examination date for the course is scheduled at the end of January. Therefore, you have to announce this date before the beginning of the winter semester, i.e. at the end of September at the latest.
- The other three examination dates should take place in the following summer semester. Therefore, you have to announce

all three dates before the beginning of the summer semester at the latest.

Who is allowed to take part in a course exam?

Only students who are **properly registered via u:space** are entitled to the examination being held, are allowed to take it and have to be assessed afterwards.

How often can students repeat negatively assessed course exams?

In case of a negative assessment, students may repeat the **same course exam three times**.

The **fourth attempt must be held before an examination committee**.

11.1.7 Bonus points in courses with non-continuous assessment

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- [What are bonus points?](#)
- [What should I consider when awarding bonus points?](#)
- [How do bonus points influence the assessment?](#)

i Your contact persons on site

[Directorates of studies and SSCs](#)

i Further contact persons

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Coordination of Student Services (organisation of studies)

What are bonus points?

To support students in studying efficiently, to promote continuous learning and to enable learning success, you can award bonus points as a supplementary measure in [courses with non-continuous assessment](#).

Attendance in courses with non-continuous assessment is not compulsory. You can use this instrument to take voluntary additional achievements by students through continuous participation in the course into account when assessing the course exam. However, to ensure fairness towards students who cannot or do not wish to participate, you have to consider several points when using bonus points:

What should I consider when awarding bonus points?

- The achievements required from students to receive the bonus points must be compellingly related to the [learning outcomes of the course](#), must strengthen these and consolidate them.
- You must **announce the bonus point scheme in the course directory as well as in the lecture.**
- For students who do not earn bonus points, the bonus point system must not result in **a disadvantage in the exam.**
- **Documentation of the bonus points is obligatory**, and using Moodle for documentation purposes is recommended.

How do bonus points influence the assessment?

- It must also be **possible that students obtain 100 % of the possible points in the exam without bonus points.**
- **Bonus points alone cannot bring about a positive result.** After taking into account the bonus points, a previously just negative assessment can become a positive one.
- The bonus points should be used in such a way that students can **improve their grade by no more than one grade.**
- Unless you announce otherwise, bonus points remain valid for exams in this course until the examination date at the end of the semester following the end of the course at the latest.



- When using Moodle, you can [use e-tivities](#) or [activate prior knowledge](#) and thus encourage students to complete activities.
- If you [make content available](#), [make synchronous content available asynchronously](#), record [videos](#) or [audio](#) and, subsequently, make short tests and assignments on the learning units available in Moodle, this way, also those students who deal with the contents at a later time can make use of the system of bonus points.
- If you want to use the bonus point system for the first time, you can ask the directorate of studies or the SSC to check your announcements.

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- [Information and workshops on examination didactics](#)
- [Digital exams](#)

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11.1.8 Module examination

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Your contact persons on site

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 - Dates
 - Assessment and permitted materials
 - Minimum requirements and assessment criteria
 - Examination topics
 - Type of exam
 - Type of assessment
 - Language in which the examination is held
 - Permitted materials for the examination
 - Assessment criteria
 - Assessment elements
- Who is allowed to take part in the module examinations?
- How often can students repeat a negatively assessed module examination?

i Further contact persons

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- [Exams and student assessment](#)
- [Digital exams](#)

What is a module examination?

- Module examinations serve to assess a student's performance for an entire module by means of a **single written or oral examination**.
- To support students, one or more accompanying courses (e.g. lectures) are offered that address the material of the module. However, attending these courses is not a prerequisite for taking the module examination.
- While module examinations are **offered continuously**, courses may only be offered once in a semester. In this case, the directorates of studies together with the lecturers and examiners ensures that learning material is available for self-study. Where appropriate, there will also be accompanying support for students.
- Students must take the examination "as a module examination" if [this is specified in the relevant curriculum \(e.g. introductory and orientation period\)](#). It is not sufficient that students take individual course exams.

How often do module examinations take place and who examines?

For module examinations, the director of studies must, in an appropriate manner, announce in u:find

- **all three examination dates** before the start of the respective semester,
- set one examination date each at the **beginning, middle and end of each semester**,
- announce the **registration deadlines**, and
- the **names of the examiners in good time before the examination dates**.

What information do I have to provide to students in advance?

i Working material

[Curricula, sorted according to directorates of studies](#)

i Why is this important?

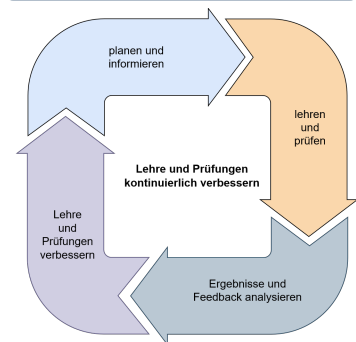
Please proceed in a **transparent** and **comprehensible manner** when determining contents, methods, minimum requirements and assessment criteria, etc. In doing so, you can eliminate **uncertainties** and failed **expectations** on both sides. You also lay a solid foundation for the **fair assessment of academic success**. Also in terms of study law, incomplete or unclear information can cause **problems** in retrospect that annoy you and the students and that cost **time**.

German and/or English or another foreign language?

- Basically, announcements in the course directory are in **German**. 31 % of our students are not from Austria. Facilitate orientation for students who do not speak German as their first language by providing additional information in English.
- If the course is held in **English**, an English announcement is sufficient.
- If the announcement is made in **another foreign language**, then a binding German translation must be available to ensure transparency for bodies responsible for study matters.

i Further material

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info pool



From the time when the course directory goes online (winter semester: 1 July, summer semester: 15 January) **until the beginning of the registration period** for courses, please announce the following details in u:find (the electronic course directory of the University of Vienna). You will find the following **fields** in the u:space **teacher interface**:

- [Language](#)
- [Dates](#)
- [Assessment and permitted materials](#)
- [Minimum requirements and assessment criteria](#)
- [Examination topics](#)
- [Type of exam](#)
- [Type of assessment](#)
- [Language in which the examination is held](#)
- [Permitted materials for the examination](#)
- [Assessment criteria](#)
- [Assessment elements](#)

Language

The language in which the course is held is determined during course planning. The StudiesServiceCenter enters the information in u:find. In case of changes, please contact the responsible colleagues. See Teaching [courses held in foreign languages](#).

Dates

The SSC schedules the dates and books the rooms. All rooms for courses must be booked. Digital exams receive a label in u:find and no room is booked.

- ✔ You can make **notes on dates**, for example:
 - “Admission to the examination room starts already at HH:MM.”

Assessment and permitted materials

- ✔ **Answer the following questions**
 - What form does the exam take (on-site, digital)?
 - How long does the exam take (time needed to answer the questions)?
 - What materials are students permitted to use?

Examples

- “The exam is a written exam on site. It consists of three arithmetic problems to be solved and several comprehension questions in multiple-choice format from the examination topics and the lecture notes of lectures X and Y. You have 60 minutes to finish all parts of the exam. You are not permitted to use any materials.”
- “The exam is an oral exam and takes approximately 30 minutes. You are allowed to use a non-annotated corpus juris.”
- “Permitted materials are dictionaries/calculators...”
- “The exam is an open-book exam. You may bring printouts of the examination topics.”

Minimum requirements and assessment criteria

- ✔ **Answer the following questions**

This field consists of two parts that you have to describe explicitly:
Describe the **minimum requirements**, i.e.: “Which partial achievements do students definitely have to achieve in order to receive a positive grade? What are the attendance rules?”

Examples

Minimum requirements:

- “To pass the exam, you need to answer more than 50 % of the questions correctly in the MC test.”
- “The exam consists of three parts (open questions, essay question and multiple-choice question block). You have to obtain at least 50 % of the points to pass the exam.”
- “You can obtain 100 points in the exam. The number of points for each question is noted on the exam paper. To pass the exam, you need at least 50 points.”
- “You can score Y points. You need at least X points to pass the exam. (Grading scale: Insufficient: 0 to X points. Sufficient: X to X points; Satisfactory: X to X points; Good: X to X points; Excellent: X to X points.)”

Describe the **assessment elements**: With which achievements/ points do students achieve which grade? It is at your discretion whether you assess students according to a point scheme or qualitatively according to the level of fulfilment of certain criteria. For reasons of transparency though, we recommend assessing students according to a point system.

Examples

Assessment elements:

- Incorrect partial answers to an MC question will be set off against correct partial answers. A question answered completely incorrectly cannot result in a point deduction in the overall result. You receive 0 points for this answer.”
- “You have to answer the essay question in form of a detailed text (approx. X words) in which you elaborate on the essential aspects using the academic methods presented. Enumerations with keywords are not enough.”
- “You have to analyse the given situation in a methodically comprehensible and well-founded manner according to the case assessment scheme.”
- “You can obtain 100 points in total in the exam (the maximum number of points that you can achieve is noted for each individual question).

Grading scale:

1 (excellent) => 100–87.50

2 (good) => 87.49–75.00

3 (satisfactory) => 74.99–62.50

4 (sufficient) => 62.49–50.00

5 (insufficient) => 49.99–0”

Examination topics



Answer the following questions

- What literature and learning materials do students need to work on to prepare for the exam?

- Which literature, contents from the related courses, further learning materials, content in Moodle, etc. to students have to learn for the exam?
- What are the topics or focus?

Please consider:

- [Student workload \(ECTS credits\)](#)
- [Copyright in teaching](#)
- [Open educational resources](#)
- [Support for exams from the University Library](#)

Examples

- “Mandatory reading: ...”
- “All lecture notes of the two lectures X and Y (available in the Moodle rooms) and the literature listed below.”
- “The contents of the lecture notes of the two lectures X and Y, the specialist articles used in each unit and the literature listed below.”
- “The examination topics are only topics X and Y from the literature.”

Type of exam

✔ Answer the following questions

- What form does the exam take (on-site, digital)? You also inform the SSC about the general course format during course planning. Digital or hybrid courses receive a label in u:find.
- How long does the exam take (time needed to answer the questions)?

Type of assessment

✔ Answer the following questions

1. Is the exam an oral or written exam?
2. What can students expect during the **oral** exam? Is the exam held in groups or individually?
3. What is the specific structure of the **written** exam?

Examples

- X open questions
- Description of one or more situations to clarify the legal situation
- X essay questions
- Analysis of a text

- X single-choice and/or multiple-choice questions
- a combination of the above-specified points.

Language in which the examination is held

✔ Answer the following questions

The curriculum may stipulate that all or individual modules, courses and exams must be held in a foreign language. It is intended to hold exams in this language if the subject of the degree programme, the module or the extension curriculum is this foreign language. The curriculum must specify which level of language proficiency is required for the respective degree programme, extension curriculum or module.

Permitted **materials** for the examination

✔ Answer the following questions

What materials are students permitted to use?

Assessment criteria

✔ Answer the following questions

What can students expect? What should be the quality of answers to, e.g. open questions? When is a question considered solved (for example, in case of multiple-choice exams)?

Assessment elements

✔ Answer the following questions

Which grade key is applied?

Point system

You can obtain 100 points in total in the exam (the maximum number of points that you can achieve is noted for each individual question).

Grading scale:

1 (excellent) => 100–87.50

2 (good) => 87.49–75.00

3 (satisfactory) => 74.99–62.50

4 (sufficient) => 62.49–50.00

5 (insufficient) => 49.99–0

Who is allowed to take part in the module examinations?

Only students who are **properly registered via u:space** are entitled to take the examination and must be assessed.

Please note the procedure for [written](#) or [oral](#) exams.

How often can students repeat a negatively assessed module examination?

In case of a negative assessment, students may repeat the **same module examination three times**.

The fourth attempt is held [before an examination committee](#).

11.1.9 Final examination (public defence of the thesis)

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- [What is the final examination \(public defence of the thesis\)?](#)
- [Who should be members of the examination committee for the final examination \(public defence of the thesis\)?](#)
- [What must be clarified before the final examination \(public defence of the thesis\)?](#)
- [Is anyone allowed to listen to the final examination \(public defence of the thesis\)?](#)
- [What does the examination committee have to do after the final examination \(public defence of the thesis\)?](#)

What is the final examination (public defence of the thesis)?

The public defence of the thesis is the last examination before graduation in a master's programme or doctoral programme. It includes the defence of the academic thesis and an examination on the related academic subjects. This final examination may also include other subjects specified in the curriculum.

Your contact persons on site

[Directorates of studies and SSCs](#)

Further contact persons

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Coordination of Student Services (organisation of studies)
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[Teacher enquiries \(u:find and u:space\)](#)

Who should be members of the examination committee for the final examination (public defence of the thesis)?

After checking the requirements for taking the final examination according to the curriculum, the director of studies appoints an examination committee consisting of at least three persons qualified in the subject(s) (in accordance with sections 14 and 15 of the part of the Statutes governing university studies). The director of studies must either chair the examination committee themselves or appoint an examiner to chair the examination committee.

What must be clarified before the final examination (public defence of the thesis)?

In the course of registering for the final examination (public defence of the thesis), the examiners should, if necessary, determine the examination fields according to the curriculum. The StudiesServiceCenter will inform you about the procedure if you are an appointed member of the examination committee or if you are the chairperson. You will also receive examination records for the public defence.

Is anyone allowed to listen to the final examination (public defence of the thesis)?

The final examination (public defence of the thesis) is open to the public and is an oral examination. Any claimed economic or legal interests particularly worthy of protection relating to the academic thesis have to be taken into account in the context of the final examination (public defence) (e.g. patent law or data protection law).

What does the examination committee have to do after the final examination (public defence of the thesis)?

After the final examination (public defence of the thesis), the consultation on the assessment is a non-public meeting of the examination committee.

- An assessment is made for the defence of the academic thesis, including the examination on the subject of the thesis by the examination committee.
- When additional examination subjects are to be addressed as part of the final examination, the examination committee assesses each examination subject individually.

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The decisions of the examination committee are taken by majority vote (if two examiners vote in favour of the grade “good” and one examiner of “excellent”, the assessment is “good”).

If the examination committee cannot reach a majority decision on the assessment (each examiner favours a different assessment), the arithmetic mean is calculated from the assessments proposed by the members. If the result is a value whose decimal place is less than or equal to 5, it has to be rounded down to the better grade.

The chairperson notifies the student of the assessment immediately after the final examination (public defence of the thesis).

Immediately after the successful completion of the final examination (public defence), the chairperson of the examination committee, at the student’s request, issues a confirmation certifying the successful completion of the last examination required for graduation.

11.2 Preparing and holding exams

In this chapter, we have compiled information about the following topics:

- [Written exams](#)
- [Oral exams](#)
- [Digital exams](#)
- [Written papers and bachelor thesis](#)
- [Right to alternative modes of assessment](#)

11.2.1 Written exams

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- [What do I have to consider regarding written exams?](#)
- [How can written exams look like?](#)
- [How do I prepare single-choice/multiple-choice exams?](#)
- [What has to be organised in advance for written exams?](#)

i Your contact persons on site

[Directorates of studies and SSCs](#)

i Further contact persons

Office of the Studienpräses (study law)

What do I have to consider regarding written exams?

- **Written or oral exams** are examination methods for determining a student’s academic success. In some cases, examination methods are already specified in the curriculum. Check the curriculum if you are

allowed to hold a written exam. In case of doubt, ask the StudiesServiceCenter.

- With regard to the **content, scope and number of questions or problems** as well as the **duration of the exam**, you have to pay attention to the **content and scope of the examination topic** and to the **curriculum**.
- For students with disabilities, you may have to offer [alternative modes of assessment](#) to compensate for disadvantages.
- As an examiner, it is your responsibility to hold the exam in a **fair manner** and to refrain from doing anything that could discredit a student or impact their **personal dignity**.
- **Exams** serve the purpose of checking if students reached the [learning outcomes](#). Criteria specified in advance allow for a **fair assessment** of the student's performance:
 - **Sample solutions** are particularly suitable for open text answers to which there is only one meaningful, correct answer (e.g. all sub-aspects are mentioned, required examples are given, etc.).
 - For more complex questions, but especially for essays, it makes sense to create an **assessment scheme** consisting of individually assessable criteria, to ensure fair and valid assessment of the performance.
 - Creating these aids in advance will help you staying fair when assessing several exam papers.
 - For [digital exams](#), you have to pay attention to some technical details in the preparation phase. Please read the relevant information and schedule enough time for the preparation.

How can written exams look like?

These take the form of a written test, including

- open text answers
- essay questions
- multiple-choice/single-choice questions or
- a combination of the above question forms.

either on site or digitally.

How do I prepare single-choice/multiple-choice exams?

With the [offline test module in Moodle](#), you can create multiple-choice tests online and generate and print question sheets and answer sheets in PDF format. You can automatically analyse the completed, scanned answer sheets and, if necessary, make the respective test results available to students who can view the examination documents online.

If you have to hold multiple-choice exams, you may attend training courses on examination didactics or technology and make use of counselling. This way, you are familiarised with sound concepts of test theory and efficient tools. You can register via Human Resources Development.

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What has to be organised in advance for written exams?

- ✔ To prepare, use the [checklist for written exams](#).
[Checklist for invigilators for written exams in courses with non-continuous assessment \(npi-LV\)](#)

What information must the exam paper (the examination record) contain for written exams?

- ✔ A cover sheet is available for written exams for download:
on-site:
 - [Cover sheet for on-site exams under COVID-19 conditions – German \(Word\)](#)
 - [Cover sheet for on-site exams under COVID-19 conditions – English \(Word\)](#)
 - [Cover sheet for on-site exam under COVID-19 conditions – German \(PDF, for reference\)](#)
 - [Cover sheet for on-site exams under COVID-19 conditions – English \(PDF, for reference\)](#)**digital exams with exam paper for downloading and uploading:**
 - [Cover sheet for digital written exams – German \(Word\)](#) (for online examinations)
 - [Cover sheet for digital written exams – English \(Word\)](#)
 - [Cover sheet for digital written exams – German \(PDF, for reference\)](#)
 - [Cover sheet for digital written exams – English \(PDF, for reference\)](#)

You can compile your own exam papers. In this case, and for better transparency, the exam papers should contain the following information:

Read more

- Exam details: Name of the course/exam, course number, lecturer(s), examination date, date, time, duration of examination (start and end of examination), venue of the exam or form (on-site, digital), grading scale.
- Query as to whether it is the 4th attempt (this is important from the point of view of study law, as this attempt has to take place before an examination committee).
- Student details: Student ID number, degree programme code for which this exam is being taken, surname, first name.
- Study law-related aspects: Correct registration, requirements fulfilled, identity, permitted/ materials/unauthorised aids, termination of the examination.

- Signature of the student.
- Field for the examiner or invigilators to note special incidents during the exam.

11.2.2 Oral exams

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- [What do I have to consider regarding oral exams?](#)
- [How must oral exams look like?](#)
- [How can I hold digital oral exams?](#)
- [Are there templates for the examination records?](#)

i Your contact persons on site

[Directorates of studies and SSCs](#)

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- [Information and workshops on](#)

What do I have to consider regarding oral exams?

- **Written or oral exams** are examination methods for determining a student's academic success. In some cases, examination methods are already specified in the curriculum. Check the curriculum if you are allowed to hold an oral exam. In case of doubt, ask the StudiesServiceCenter.
- With regard to the **content, scope and number of questions or problems** as well as the **duration of the exam**, you have to pay attention to the **content and scope of the examination topic** and to the **curriculum**.
- For students with disabilities, you may have to offer [alternative modes of assessment](#) to compensate for disadvantages.
- As an examiner, it is your responsibility to hold the exam in a **fair manner** and to refrain from doing anything that could discredit a student or impact their **personal dignity**.
- **Exams** serve the purpose of checking if students reached the [learning outcomes](#). Criteria specified in advance allow for a **fair assessment** of the student's performance:
- For [digital exams](#), you have to pay attention to some technical details in the preparation phase. Please read the relevant information and schedule enough time for the preparation.

How must oral exams look like?

- Oral exams are **public on principle**. If necessary, access may be limited to a number of persons according to the spatial conditions. In the case of digital oral exams, access may be limited according to the technical circumstances.
- Students are entitled to take oral examinations in the presence of a **confidant**.
- Keeping an **examination record** is mandatory. A non-existent, incomplete or grossly deficient examination record can lead to the defeasibility of the exam (for templates see below).

- The **result of the oral exam** must be announced immediately **after the end of the exam**.
- If the exam was assessed negatively, the **reasons must be explained to the student**.

- ✓ When preparing, use the [checklist for oral exams in courses with non-continuous assessment \(npi-LV\)](#).

How can I hold digital oral exams?

You can find a checklist for the preparations regarding examination didactics and technology in the section “Digital exams” – [oral exam forms](#).

Are there templates for the examination records?

Yes, to have all information at a glance and to ensure that the exam is transparent, please use these templates:

- [P20-d – Examination record for digital oral exams \(PDF\)](#)
- [P20-d – Examination record for digital oral exams \(Word\)](#)
- [P6 – Examination record – examination before an examination committee](#)
- [P6-d – Examination record for digital examinations before an examination committee \(PDF, to be completed digitally\)](#)

11.2.3 Digital exams

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- [Is it possible to hold digital exams?](#)
- [What should I consider when holding digital exams?](#)
- [How does registration for and deregistration from digital exams work?](#)
- [How many attempts do students have in case of digital exams?](#)
- [How is student identification carried out during digital exams?](#)
- [How can a digital exam be discontinued?](#)
- [How can students view examination documents after a digital exam?](#)
- [What should I do if students use unauthorised aids during a digital exam?](#)

[examination didactics](#)

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Is it possible to hold digital exams?

Basically, courses and exams at the University of Vienna are held on-site at the University of Vienna. In exceptional situations (e.g. in case of COVID-19), exams can also take place digitally instead of on site. In this case, the directorate of studies notifies you of this

Whether exams or courses with continuous assessment can take place digitally depends primarily on whether the [learning outcomes](#) can be achieved and effectively examined according to the curriculum. The directorate of studies makes the ultimate decision.

What should I consider when holding digital exams?

A digital exam must be announced in the course directory (u:find). Inform the StudiesServiceCenter in advance of the digital exam.

As with on-site exams, the examination topics, the duration and time as well as the mode of submission, the type of assessment, the permitted materials, the minimum requirements and the assessment elements must be specified in u:find. For digital exams, other important information is:

- the **room of the exam** (Moodle link)
- the **time window** in which students can **log in**
- the **time window** in which an **exam can be started** and the **duration of the exam**
- **contact options** in case of technical problems during the exam

The preparation of a digital exam is complex in terms of didactics and technology. Therefore, schedule sufficient time and test the exam beforehand.

✓ We have compiled all information about digital exams in the Digital exams section. Here, you find procedures, checklists, Moodle tools and templates.

Use the templates available for download here:

- [Cover sheet for digital written exams – German \(Word\)](#)
- [Cover sheet for digital written exams – English \(Word\)](#)
- [Cover sheet for digital written exams – German \(PDF, for reference\)](#)
- [Cover sheet for digital written exams – English \(PDF, for reference\)](#)
- [Examination record for digital oral exams \(PDF\)](#)
- [Examination record for digital oral exams \(Word\)](#)
- [Examination record for digital examinations before an examination committee \(PDF, to be completed digitally\)](#)

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How does registration for and deregistration from digital exams work?

Registration and the check of prerequisites via u:space is the same as for any other exam.

How many attempts do students have in case of digital exams?

By registering for a digital exam, students agree to the mode of the exam. The attempt counts towards the total number of attempts for this exam.

Can examinations before an examination committee also be carried out digitally?

- The formal procedure for an examination before an examination committee is the same as for an on-site exam.
- If the exam is held digitally and orally, all examiners are connected to the exam.
- If the exam takes place digitally in writing, the exam is assessed by all committee members.

How is student identification carried out during digital exams?

- Digital oral exams: Students have to proof their identity by means of a photo identity card via video chat.
- Digital written exams: Digital written exams must be held via Moodle only. Students have to log in via their u:account, thereby confirming their identity. Additional identification methods are not in place.

How can a digital exam be discontinued?

If students interrupt the exam without stating a reason or, in case of a digital written exam, if they do not submit it within the specified time period, they fail the exam (grade: "insufficient"). If technical problems occur, students have to contact the lecturer or the invigilator immediately (also during the exam). Therefore, it is important to specify a contact person.

If there is a reasonable important reason, the candidate will be deregistered from the exam.

How does invigilation work in case of a digital written exam?

In case of digital written exams, at least one competent person is announced (on the cover sheet of the exam) who is available digitally for questions about the exam and in the event of (technical) problems immediately before, during and after the exam.

How can students view examination documents after a digital exam?

Students also have the right to view examination documents in the case of online exams. Students contact you for this purpose. You have the following options:

- You can send copies of the examination documents and any further explanations by e-mail. When sending documents, keep in mind that students can then easily distribute them. Subsequently, students can share questions relatively easily. You should bear this in mind with regard to subsequent examination dates. Multiple-choice exams are excluded from the right of reproduction.
- Students may view the documents on a computer on site and you can go through the documents together with the students by means of a video conferencing tool.

What should I do if students use unauthorised aids during a digital exam?

Oral exams held digitally:

- Students are entitled to bring a confidant to the exam.
- A student's confidant should sit behind the candidate in the field of view of the camera and examiners. Ask students to pan their camera and give a view of the room. Students' persons of trust should sit behind the candidate.
- Depending on the situation/if there is reason for suspicion, the examiner may request that the student pans their camera and give a view of the room.
- If the examiner suspects that the student is using unauthorised aids, the examiner discontinues the exam.
- You have to document the incident clearly and transparently and forward documentation to the directorate of studies.

Written exams held digitally:

- Through participating in a digital written exam, students declare that they write this exam independently without the assistance of third parties and without making use of unauthorised aids.
- The exam may be checked for plagiarism (Turnitin).
- Within the assessment period of four weeks, the examiner may also request students to answer questions about the exam topics orally to check the plausibility of answers after the exam. oral questions to check the plausibility of the answers given. This can also be done on a random basis and without concrete suspicion of cheating.
- You have to document the incident clearly and transparently and forward documentation to the directorate of studies.

Consequences of using unauthorised aids:

- It is a good idea to discuss any special incidents with the directorate of studies before entering grades. An objective view of things can help you assess the incident.
- If students use unauthorised aids and/or do not complete the exam independently, the exam is not assessed. This is documented in the transcript of records by means of an “X”.
- The examination attempt counts towards the admissible number of examination attempts.

11.2.4 Written papers and bachelor thesis

Table of contents

- [How can I prepare for a writing-intensive course?](#)
- [Which aspects of study law are relevant for the assessment of a writing-intensive course?](#)
- [Is there support for students that I can recommend?](#)

There are numerous formats for [courses with continuous assessment](#) in curricula in which students have to produce one or more texts. These include (but are not limited to) (introductory) seminars, bachelor’s seminars and master’s seminars.

How can I prepare for a writing-intensive course?

- We have prepared a variety of materials and ready-made didactic sequences that you can import into your own Moodle courses.
- The information obligations and all other requirements with regard to study law are the same as for any other course.

Which aspects of study law are relevant for the assessment of a writing-intensive course?

- [Guide for teachers: Using Turnitin in Moodle](#)
- [Measures against ghost-writing of seminar papers](#)

Is there support for students that I can recommend?

We have prepared two massive open online courses on this topic for students:

i Your contact persons on site

[Directorates of studies and SSCs](#)

i Further contact persons

Office of the Studienpräses (study law)

Universitätsring 1,
1010 Wien

buero.studienpraeses@univie.ac.at

Coordination of Student Services (organisation of studies)

Universitätsring 1,
1010 Wien

[Teacher enquiries \(u:find and u:space\)](#)

Center for Teaching and Learning (Didactics)

Location
Universitätsstraße

5, 1010 Wien

Location Augasse

Writing first **academic** texts at university

MOOC “What am I actually doing here? Passing the first written paper.”

Target group: Students in bachelor’s programmes.

Duration: approx. 12 hours in total

Writing a bachelor’s paper

MOOC “What am I actually doing here? Managing the bachelor’s paper.”

Target group: Students in bachelor’s programmes who are writing their bachelor’s paper

Duration: approx. 12 hours in total

2-6, 1090 Wien
T: +43-1-4277-12060
ctl@univie.ac.at

- Information and workshops on examination didactics
- Digital exams

i Working material

Curricula, sorted according to directorates of studies

i Further material

“Better Teaching” info pool

11.2.5 Right to alternative modes of assessment

Table of contents

- What are alternative modes of assessment?
- What are common examples of alternative modes of assessment?
- How do I ensure that alternative modes of assessment are fair?
- Who can approve alternative modes of assessment?
- What can I do as a teacher to ensure that students communicate their needs or submit an application for alternative modes of assessment to the directorate of studies?
- What is the role of the Accessible Studying Team in this process?
- Are there any possibilities to address disabilities beyond individual decisions?
- Related subjects:

i Your contact persons on site

Directorates of studies and SSCs

i Further contact persons

Office of the Studienpräses (study law)
Universitätsring 1,
1010 Wien

What are alternative modes of assessment?

Alternative modes of assessment are a core component of inclusive teaching at the University of Vienna. They are a tool under study law to **compensate for disadvantages** that students with disabilities experience. Alternative modes of assessment allow for exams with the **same content** and **same performance**, but in a **different or flexible mode**.

Students with disabilities are entitled to alternative modes of assessment in their studies (section 59 para. 1, sub-para. 12 of the Universities Act). In addition, the Statutes of the University of Vienna regulate the equal treatment of persons with disabilities and/or chronic illnesses.

What are common examples of alternative modes of assessment?

Depending on the disability, various alternative modes of assessment can be used. **Examples** are:

- Extension of the examination duration by XX %:
e.g. in the case of concentration disorders or fine motor function impairment
- Enlarged font sizes for course materials and exam papers:
e.g. in the case of visual impairment
- Use of technical materials (such as a laptop):
e.g. for blind students, or if there is a reading and/or spelling disability
- Oral instead of written partial achievements or digital exams instead of on-site exams:
e.g. for mobility-impaired students or students with chronic illnesses
- Substitute partial achievement(s) (written and/or participation in an alternative course) instead of participation in an excursion
- Extended absences or submission deadlines (by 30 April at the latest in the winter semester and by 30 September in the summer semester):
e.g. due to chronic illnesses, psychological impairments (such as depressive episodes)

Even in courses with continuous assessment, students may complete either individual or all partial achievements by means of an alternative mode of assessment if this is necessary.

How do I ensure that alternative modes of assessment are fair?

For alternative modes of assessment, the general rule is that the **content and requirements** of the exam or the learning outcomes of the course must not be affected by an alternative mode of assessment. An alternative mode of assessment is a **compensation for a disadvantage**

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Accessible Studying Team (counselling)

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For current telephone, digital audio and chat counselling times, see

<https://studieren.univie.ac.at/en/accessible-studies/counselling/>
Sophia Neuwirth,
BA

- Disability Officer of the University of Vienna
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- T:
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Viktoria Ammann,
BSc

- Counselling:
barrierefrei@univie.ac.at
- Coordination of [room information in u:space](#) Room information tool
- Contact person for [admission/suitability](#)

that results specifically from the impairment when taking an exam or completing a partial achievement.

Who can approve alternative modes of assessment?

An alternative mode of assessment requires that the **students concerned** communicate their **need**.

There are two ways to adapt exams based on students' disabilities:

Option 1: Direct communication and agreement with the lecturer/ examiner	Option 2: Application to the directorate of studies
<ul style="list-style-type: none"> • Students contact you directly and inform you about their needs. • The Accessible Studying Team will advise you. • The Accessible Studying Team can confirm that the student has a proof of disability, if required. <p>This option is an informal way and allows to take decision directly. It should be used especially in cases of obvious disability. You, as the teacher, can best decide how the study achievements can be assessed fairly by providing compensation for disadvantages for this student.</p>	<ul style="list-style-type: none"> • The student submits an application to the directorate of studies. • The student then provides you with the decision. • The Accessible Studying Team can advise students and the directorates of studies in this case and can confirm that the student has a proof of disability. <p>We especially recommend using this option if a long-term solution is needed.</p> <p>If the responsible directorate of studies does not immediately approve the application, the Studienpräses will review the application and, if necessary, make a decision by official notice.</p>

What can I do as a teacher to ensure that students communicate their needs or submit an application for alternative modes of assessment to the directorate of studies?

At the [beginning of the semester](#), inform students about the possibility of alternative modes of assessment and request that tudents clarify any needs as soon as possible, or submit an application for alternative modes of assessment in good time.

[procedures with disabilities](#)

Mag. **Christina Lipp**

- Coordination ISU (Individual study support) isu@univie.ac.at
- Counselling: barrierefrei@univie.ac.at
- T: +43-1-4277-12026

Accessible Studying website >

COVID-19 FAQs about teaching >

What is the role of the Accessible Studying Team in this process?

The Accessible Studying Team **advises students, you and the directorate of studies** on finding a way to compensate for disadvantages. The Team's role is not to represent one side in particular or to "take sides". The Accessible Studying Team can rely on objective experience reports and good practice for various cases.

If students do not wish to disclose their disability, the Accessible Studying Team has the function of **confirming the student's impairment and the disadvantages resulting therefrom**. This also prevents spreading personal information, such as diagnoses, clinical findings and the associated explanations too widely in the University.

Are there any possibilities to address disabilities beyond individual decisions?

If alternative modes of assessment are not sufficient to compensate for disadvantages and barriers, a **modified curriculum** is another possibility. The Accessible Studying Team together with the Studienpräses office will answer any questions in this respect.

The **Individual Study Support (ISU)** project supports students in their daily study routine (e.g. literature preparation).

Related subjects:

- [Accessible teaching](#)
- [Preparing the first course unit](#)

11.3 Performance assessment

Table of contents

- [How do I assess exams and courses with continuous assessment?](#)
- [What grades and assessments can I give?](#)
- [Until when do I have to assess students' achievements?](#)
- [Other topics](#)

 **Your contact persons on site**

[Directorates of studies and SSCs](#)

11.3.1 How do I assess exams and courses with continuous assessment?

Exam results reflect the assessment of a students' performance. They are the most visible **feedback instrument** in university teaching. The basis of every assessment is therefore the definition of clear **aims** and transparent **assessment criteria** in advance, and the assessment of all exam candidates according to standards of **fairness** and **equal treatment**.

To assess a student's performance appropriately and in a fair manner, the **learning outcomes** specified are used as a reference point. The level to which a student meets the requirements defined on the basis of the learning outcomes determines the grade. To assess a student's examination performance or to determine the grade, you have to define the **assessment criteria** and the **assessment elements** in advance (c.f. the information about the individual types of exams).

- [Types of exams](#)
- [Right to alternative modes](#) of assessment

11.3.2 What grades and assessments can I give?

A student's examination performance is assessed using the five-part grading scale:

- "excellent" (1)
- "good" (2)
- "satisfactory" (3)
- "sufficient" (4), or
- "insufficient" (5)

In cases in which the use of the above is impossible or inappropriate, you should use the following assessments:

- "participated with success" (+) or
- "participated without success" (-).
- When using this grading scale, please contact the SSC or the directorate of studies beforehand.

- ✓ A grade has only limited significance. It is also important that you provide detailed [feedback to the students](#) on how their **performance is being evaluated** and what **potential for improvement** in the subject or in studying they have.

Further contact persons

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Coordination of Student Services (organisation of studies)

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[Teacher enquiries \(u:find and u:space\)](#)

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- [Information and workshops on examination didactics](#)
- [Digital exams](#)

Working material

[Curricula, sorted according to directorates of studies](#)

11.3.3 Until when do I have to assess students' achievements?

Further material

[“Better Teaching”
info pool](#)

Why is this important?

Students have a **legal claim** to be assessed in due time. This is governed by section 74, para. 4 of the Universities Act. Timely assessment is particularly important for students if this is a **prerequisite for a further course**. Since the **registration period** for the summer semester is as early as February, fast assessment is particularly important at this time. If a grade has therefore not yet been entered, students cannot register for a further course, which may cause an **extension of the duration of study**.

There is a very short window of time in September and October or February when calculations are made whether a student has achieved the minimum number of credits. If achievements are not assessed immediately, students may be excluded for four semesters.

You can see the examination dates for which you have not entered any grades in the u:space teacher interface.

- Written exams must be assessed immediately, but within **four weeks** after the examination date at the latest.
- Oral exams must be assessed **immediately** after the examination date. Please inform the candidates of the result and the reasons for the assessment immediately after the examination. In case of the [final examination \(public defence of the thesis\)](#), you inform the candidates immediately after a non-public session after the examination.
- [Courses with continuous assessment](#) must also be assessed no later than four weeks **after submission of the last partial achievement** (summer semester: **no later than by 30 September**, and winter semester: **no later than by 30 April**). For late submission of written contributions, please read the information in the linked article.

11.3.4 Other topics

- [Termination of exams](#)
- [Entering grades](#)
- [Non-assessment due to use of unauthorised aids \(cheating\)](#)
- [Declaring assessments null and void \(due to use of fraudulent means\)](#)
- [Annulment of a negatively assessed exam](#)

11.3.5 Termination of exams

Table of contents

- [When can students discontinue an exam or course with continuous assessment?](#)
- [What are “important reasons” for discontinuing an exam?](#)
- [Who decides whether there is an important reason?](#)
- [Further material](#)

When can students discontinue an exam or course with continuous assessment?

Students can discontinue exams and courses with continuous assessment if they have an **important reason**. The student must actually discontinue the exam or courses with continuous assessment by informing the examiner during the exam that they discontinue the exam.

You must **assess** exams and courses with continuous assessment **negatively** if students discontinue an exam **without an important reason**.

If you **affirm** an **important reason**, you have to note the reason for discontinuation on the examination record and **deregister** the student from the exam or course with continuous assessment. Deregistration has no consequences for the student, as the legal situation is as if the student concerned had never started the exam. In particular, the exam does not count towards the total number of examination attempts).

What are “important reasons” for discontinuing an exam?

Important reasons are, e.g. medical conditions, such as sudden deterioration of health, severe blackout, panic attack or prolonged illness, etc.

If students can no longer attend a course with continuous assessment, e.g. due to pregnancy, this constitutes an important reason for discontinuation and the student will be deregistered from the course with continuous assessment.

i Your contact persons on site

[Directorates of studies and SSCs](#)

i Further contact persons

Office of the Studienpräses (study law)

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Coordination of Student Services (organisation of studies)

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- [Information and workshops on examination didactics](#)
- [Digital exams](#)

Who decides whether there is an important reason?

The examiners decide whether there is obviously an important reason. If they affirm an important reason, they can immediately deregister the student from the exam or course with continuous assessment.

If examiners do not directly affirm an important reason, a decision will be made at the student's request as to whether an important reason exists. The student submits this request to the Studienpräses immediately, but at the latest within 14 days of discontinuation.

Further material

- [Statutes, part governing university studies, section 6, para. 6 and section 10, para. 6](#)

i Working material

[Curricula, sorted according to directorates of studies](#)

i Further material

["Better Teaching" info pool](#)

11.3.6 Entering grades

Inhaltsverzeichnis

- [How do I enter student assessments?](#)
- [Welche Eintragungsmöglichkeiten gibt es auf u:space?](#)
 - [Which date can I enter when entering grades?](#)
 - [Can I modify an assessment afterwards?](#)

i Your contact persons on site

[Directorates of studies and SSCs](#)

i Further contact persons

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Coordination of Student Services (organisation of studies)
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[Teacher enquiries \(u:find and u:space\)](#)

How do I enter student assessments?

Prüfungsleistungen können direkt in u:space erfasst werden. Gültige und regulär eingegebene Prüfungsleistungen müssen am Ende der Eingabe mit dem Button „Freigeben“ endgültig bestätigt werden, dann erscheinen diese Noten am Sammelzeugnis und sind auch für die Studierenden in u:space sichtbar.

Welche Eintragungsmöglichkeiten gibt es auf u:space?

Bei der Noteneingabe im Lehrendeninterface in u:space erscheinen folgende Auswahlmöglichkeiten: 1, 2, 3, 4, 5, NE, AB, X.

Value	Meaning
1-5	If an assessment is possible (present, registered and participated), use this grading scale for the performance assessment .
NE	<p>Students are registered for the course exam or module examination, but failed to appear.</p> <p>Students are blocked for the next examination date.</p> <p>Please note: If a student provides an important reason for not deregistering on time (e.g. illness on the day of the exam), the automatic block will be lifted again (deregistered: AB).</p>
AB	<ul style="list-style-type: none"> During the preparatory meeting of a course with continuous assessment students are: absent without excuse. After the deregistration period, students have discontinued the course for an important reason. <p>Please note: Students who were present in the first unit of the course with continuous assessment and do not reach the minimum requirements for a positive assessment later (did no longer appear, did no longer participate) have to be assessed negatively (5=fail).</p>
X	<p>Students have cheated/plagiarised during an exam or course with continuous assessment.</p> <p>Document the incident. If you have questions, contact the directorate of studies.</p> <p>Afterwards, the student concerned is informed (right of parties to be heard) and the incident is reported to the directorate of studies.</p>

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ctl@univie.ac.at

- Information and workshops on examination didactics
- Digital exams

Working material

[Curricula, sorted according to directorates of studies](#)

Further material

[“Better Teaching” info pool](#)

Link to u:space

[u:space](#)

Which date can I enter when entering grades?

[Performance assessment](#)

Can I modify an assessment afterwards?

Since a transcript of records is a public document, once you have “approved” the grades, only the SCC can change them in justified exceptional cases and after consultation with the directorate of studies/ Studienpräses. Therefore, take particular care when entering grades.

11.3.7 Non-assessment due to use of unauthorised aids (cheating)

Table of contents

- How can I prevent students from using unauthorised aids?
- If students use unauthorised aids, what is the sanction?
- What should I do if I discover that a student attempts to cheat during a written exam on site?
- What do I do if the use of unauthorised aids is discovered after the examination during the assessment?
- What happens if a student uses unauthorised aids in a course with continuous assessment?
- What do I do if I discover only after the assessment that a student used unauthorised aids?

i Your contact persons on site

Directorates of studies and SSCs

i Further contact persons

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Coordination of Student Services (organisation of studies)

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[Teacher enquiries \(u:find and u:space\)](#)

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- [Information and workshops on examination didactics](#)
- [Digital exams](#)

How can I prevent students from using unauthorised aids?

- Announce the permitted materials in u:find before the start of the exam or course. Ensure clarity beforehand.
- Use exam papers and templates that clarify the situation and the sanctions.
- Especially for written papers, use all the possibilities offered by the plagiarism detection software in Moodle.

If students use unauthorised aids, what is the sanction?

Please take steps according to whether you detected the use of unauthorised aids

- during the exam or course with continuous assessment;
- during the assessment of written exams;
- after the assessment, see Declaring assessments null and void (due to [cheating](#)).

If students use unauthorised aids during an exam, the exam will **not be assessed**, the exam counts as an **examination attempt**. You **document the incident in a comprehensible manner** in the transcript of records.

What should I do if I discover that a student attempts to cheat during a written exam on site?

Before the exam:

- If invigilators are on duty in different rooms, then inform your colleagues that you can be reached by telephone during the exam.
- Briefly go through the following procedure with the invigilators.

When discovering it:

- Ask the student to come with you to another area in the course room to resolve the matter. This way you do not disturb the other participants.
- Secure the **exam paper** and the **unauthorised aid** (e.g. cheat sheet).
- Inform the student concerned about your observation and the possible consequence: entry of a cheat mark “X”.
- If the student does not agree, then allow them to **continue taking the exam with reservation** to not disturb the other exam candidates.

During the exam:

- Make a **note on the exam paper** that the student has cheated (date, time, incident, name of the student, seating arrangement, signature of the lecturer or invigilator). Unauthorised aids that have been seized must be attached to the exam paper if possible.
- If the student is still taking the exam with reservation, note the information on a separate sheet of paper and attach it to the exam paper after the exam.

After the exam:

- We recommend to briefly discuss the procedure with the lecturer, the invigilator or the directorate of studies. If there are uncertainties because the cheating attempt was not obvious, the **directorate of studies decides** whether an “X” should be entered. Before that, the directorate of studies can also hear the student.
- **Send a scan of the documents** (exam paper, including notes, cheat sheet) to the **directorate of studies for documentation purposes**.
- If necessary, enter an “X” after **consulting the directorate of studies** for obvious cheating attempts.

What do I do if the use of unauthorised aids is discovered after the examination during the assessment?

It might be the case that you suspect that a student has cheated only when correcting the written exam, which took place digitally or on site (e.g. high text identity in the plagiarism check in Moodle, answers that are identical, including identical typing errors, completely identical argumentation, solution method with the same error that is difficult to comprehend).

Before deciding on the next steps, reflect on your observation together with the director of studies or with experienced colleagues from your discipline. When involving colleagues, make sure that the rights of the student are respected in this phase (no pre-judgement, no use of names, professional assessment of the situation, etc.).

If it is **obvious that the student cheated** and the student did not deliver the performance, the lecturer informs the student and the responsible directorate of studies by e-mail about the entry of an “X” (cheating note) in the transcript of records including a brief explanation of why the student has obviously cheated (documentation of the incident).

Working material

Curricula, sorted according to directorates of studies

Further material

“Better Teaching” info pool

If you **suspect** that a student had **cheated**, take the following steps:

Plausibility check in case of written online exams	Statement by the student
<p>What is it?</p> <ul style="list-style-type: none"> • A plausibility check should only be used for written digital exams and for quality assurance. • In any case, the plausibility check does not serve to “clear” a student from a concrete suspicion of cheating, e.g. by reproducing the examination topics correctly. • It is also not a re-examination and does not serve to improve grades. <p>How does the check work?</p> <ul style="list-style-type: none"> • The plausibility check must be announced via the u:account and should take place during a video conference or a personal meeting on site shortly after the exam.. • Use the conversation to get an impression of whether it seems plausible that the student took the exam independently. For example, ask the student to describe how they arrived at the solution. <p>Consequences:</p> <ul style="list-style-type: none"> • If a student refuses to participate in a plausibility check, an “X” is entered. After a plausibility check, the lecturer decides whether they enter an “X” whether they assess the exam regularly (1-5). If you enter an “X”, you have to inform the directorate of studies and submit the documentation of the incident. 	<ul style="list-style-type: none"> • Ask the student concerned by e-mail to make a statement in writing. • After receiving the statement, you decide on entering an “X”. • In this case, too, inform the directorate of studies and submit the documentation of the incident.

What happens if a student uses unauthorised aids in a course with continuous assessment?

If a student completes a partial achievement in a [course with continuous assessment](#) by fraudulent means (e.g. copying, use of unauthorised aids, plagiarism, etc.), it is considered that the student cheated for the entire course with continuous assessment is not assessed (“X”). It is irrelevant

what share the individual partial achievement has in the comprehensive assessment.

The use of unauthorised aids for partial achievements in a course with continuous assessment must also be documented. In case of uncertainties, the directorate of studies decides on entering an “X” (see the procedure above).

What do I do if I discover only after the assessment that a student used unauthorised aids?

If you discover that a student cheated **only after the assessment**, see Declaring assessments null and void (due to [cheating](#)).

11.3.8 Declaring assessments null and void (due to use of fraudulent means)

This is entered by the StudiesServiceCenter on the basis of the official notice

Table of contents

- [What do I do if I discover only after the assessment that a student used unauthorised aids?](#)
- [This is entered by the StudiesServiceCenter on the basis of the official notice?](#)

What do I do if I discover only after the assessment that a student used unauthorised aids?

If you only discover the use of unauthorised aids (cheating; plagiarism) after finalising and approving the assessment, please report this to the Studienpräses via the Office of the Studienpräses (buero.studienpraeses@univie.ac.at).

Assessments are declared null and void in in two cases:

- Students have registered for an exam using fraudulent means, or
- Students have obtained a grade in an exam or academic paper by using unauthorised aids (e.g. plagiarism).

If a student obtained an assessment through the use of unauthorised aids (e.g. they plagiarised a seminar paper or another person has taken the exam) and this circumstance is only discovered after the grade has been awarded, then the Studienpräses must institute administrative proceedings, which are commenced by the Office of the Studienpräses.

📘 Your contact persons on site

[Directorates of studies and SSCs](#)

📘 Further contact persons

Office of the Studienpräses (study law)

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[Teacher enquiries \(u:find and u:space\)](#)

Center for Teaching and Learning (Didactics)

If the allegations are true, the assessment is **declared null and void by official notice**.

The final status of the examination result when entering grades in this case is

“Null and void because obtained by fraudulent means”. An “N” is shown on the transcript of records. This is entered by the StudiesServiceCenter on the basis of the official notice.

This is entered by the StudiesServiceCenter on the basis of the official notice?

[Non-assessment due to use of unauthorised aids](#)

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- [Information and workshops on examination didactics](#)
- [Digital exams](#)

i Working material

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11.3.9 Annulment of a negatively assessed exam

Table of contents

- [Can students appeal against grades or can grades be annulled?](#)
- [What are severe deficiencies?](#)

Can students appeal against grades or can grades be annulled?

On principle, no appeal is admissible against the assessment of an exam.

i Your contact persons on site

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i Further contact persons

Office of the Studienpräses (study law)

However, students have the possibility to apply for the annulment of a **negatively assessed exam** according to section 79 of the Universities Act if there is a **severe deficiency** in the examination procedure.

Students have to appeal against the assessment with the Studienpräses within two weeks (within four weeks as of 1 October 2022) of the announcement of the assessment. The decision is made by official notice.

Students cannot appeal against the negative assessment of an exam that is free from deficiency. Similarly, it is not possible to request the annulment of a positively assessed exam due to a severe deficiency. In this case, students can retake exams they already passed.

What are severe deficiencies?

Severe deficiencies are, for example, a shorter exam duration, illegible examination questions, too few questions asked, no examination record, etc.

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T: +43-1-4277-12060

ctl@univie.ac.at

- [Information and workshops on examination didactics](#)
- [Digital exams](#)

Working material

[Curricula, sorted according to directorates of studies](#)

Further material

[“Better Teaching” info pool](#)

Link to u:space

[u:space](#)

12 Improving and developing courses and exams

In this chapter we have compiled information for you on the following topics:

- Improving courses and exams
- Feedback in teaching
- Course evaluation
- Qualification offers for teachers
- Mobility programmes for teachers
- UNIVIE Teaching Award



Teaching Manual

12.1 Improving courses and exams

Table of contents

- How can I sustainably and effectively improve my courses and exams?
 - Teaching and examination systems (in German)
 - Steps for improvement
- How can I further develop my competences?

i Your contact persons on site

Directorates of studies and SSCs

i Further contact persons

Center for Teaching and Learning (Didactics)

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Universitätsstraße
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Location Augasse
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T: +43-1-4277-12060
ctl@univie.ac.at

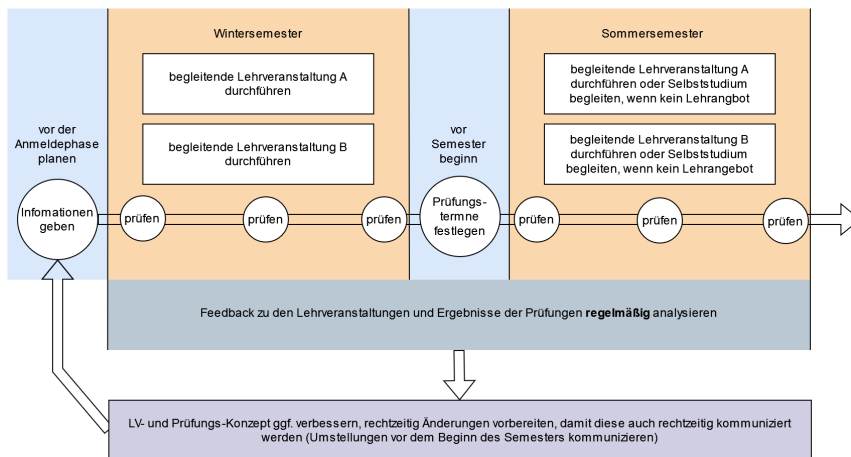
- Support in higher education didactics for teachers

12.1.1 How can I sustainably and effectively improve my courses and exams?

If you subject your teaching to a process of continuous improvement, we recommend following a quality control cycle:

Teaching and examination systems (in German)

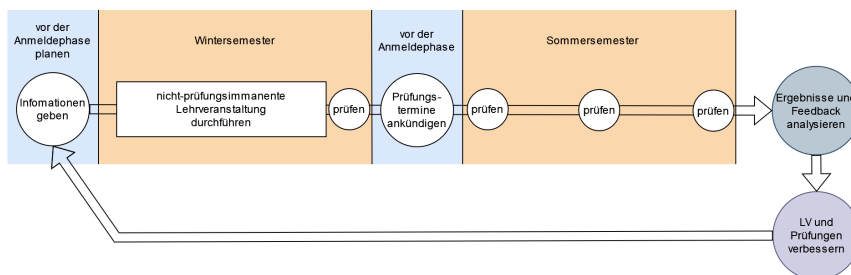
The module examination system at a glance



i More information

Further information about [course evaluation](#) (including existing questionnaires for teachers and students) from your directorate of studies

The system of courses with non-continuous assessment



Steps for improvement

1. Start by **planning** the course and associated exams and preparing **information** for students.
2. **Implement your plan** in the course, including performance assessment.
Regarding step 3:
 - After each course unit, write down what went well and what you would like to improve.
 - Already during the course you can involve the students by asking for feedback on teaching.
 - Reserve time for the course evaluation in one of the last units.
3. In this step, **check** to what extent the objectives of the course have been achieved.
 - Examination results provide information about the extent to which the intended learning outcomes have been achieved.
 - You can deduce how the students evaluate the course from the course evaluation.
 - The comments on the graduation survey and the annual student survey provide you with additional information.
 - Talk to colleagues in your environment (e.g. in parallel courses or in the module) and exchange experiences.
4. **Decide** what you want to **improve** based on this analysis. Draw inspiration from new didactic methods.

12.1.2 How can I further develop my competences?

We cordially invite you to make use of the Center for Teaching and Learning's [higher education didactics offer for teachers](#):

- Starting to teach at university
- Finding and using activating teaching/learning methods
- Competence-oriented teaching and assessment
- Enhancing on-site teaching with digital teaching
- and much more

12.2 Feedback in teaching

Table of contents

- [Why is feedback important?](#)
- [Using feedback in teaching: What is important?](#)
- [Where can I find practical suggestions on the topic of feedback in teaching?](#)

12.2.1 Why is feedback important?

By means of feedback, students receive feedback that is conducive to learning and can thus better assess the strengths and weaknesses of their own performance and take responsibility for their own learning process. Feedback, transparent performance requirements and nuanced assessments support students in better aligning their activities to the achievement of disciplinary goals and standards. The aim of the University of Vienna is to support an active [feedback policy](#) for promoting a communicative teaching and learning culture.

12.2.2 Using feedback in teaching: What is important?

Giving good feedback succeeds when the implementation is practicable and simple: different formats (face-to-face, written, e-learning based, peer feedback, etc.) should be used depending on the number of participants in your course and the learning outcomes. In this way, feedback is possible for every course and exam.

Feedback should be...

- timely, objective, task-oriented, improvement-oriented and respectful;

Your contact person on site

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[Feedback policy](#)

[Better Teaching](#) info pool

- closely linked to transparent performance requirements and assessment criteria;
- considered and communicated in the planning of each course and exam;
- oriented in form and intensity towards the number of participating students;
- provided by the lecturers in the case of seminar papers and bachelor's papers and by the supervisors in the case of master's theses;
- actively solicited from students.

12.2.3 Where can I find practical suggestions on the topic of feedback in teaching?

- The Center for Teaching and Learning (CTL) supports the implementation of feedback with materials, including practical examples, workshops and advice. You can find condensed information about this [here](#).
- The complete [feedback policy](#) with principles for feedback and examples for designing feedback can be found [here](#).
- All [feedback entries](#) in the Better Teaching info pool.

12.3 Course evaluation

Table of contents

- [Why is evaluation important?](#)
- [How do I set up an evaluation?](#)
- [How can I use the results and further develop my courses?](#)
- [How often are courses evaluated?](#)
- [How are course evaluations carried out?](#)
- [When will I receive the results of my course evaluation?](#)
- [How can I compare my course evaluation with the results of other colleagues?](#)
- [Who can see the results of my course evaluation?](#)

The course evaluation (LVE) by surveying students serves to improve teaching and, in particular, as a feedback instrument for lecturers and as a feedback and planning instrument for the directors of studies.

12.3.1 Why is evaluation important?

The evaluation of courses gives you an insight into how your students perceived the related course. To improve the quality of your courses, you can learn from the feedback and implement suggestions.

Best practice example:

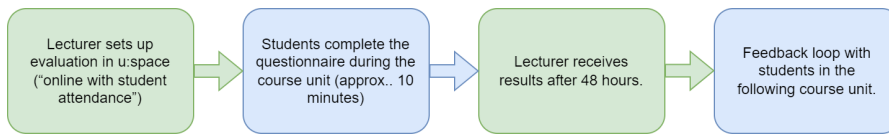
📘 Your contact persons on site

[Directorates of studies and SSCs](#)

📘 Unit for Quality Assurance

Universitätsstraße
5, 1010 Wien
T: +43-1-4277-18001
evaluation@univie.ac.at

- [Further information about the evaluation of courses](#)
- [For the existing questionnaires of the individual directors of studies and the results by](#)



directorates of studies (i.e. no person-related results)

Center for Teaching and Learning

Universitätsstrasse
5, 1010 Vienna
[https://
ctl.univie.ac.at/
angebote-fuer-
lehrende/
hochschuldidaktisc
he-qualifizierung/](https://ctl.univie.ac.at/angebote-fuer-lehrende/hochschuldidaktische-qualifizierung/)

i Good to know

A course evaluation serves as

- feedback instrument for lecturers;
- feedback and planning instrument for directorates of studies;
- element of individual evaluations of (tenure track) professors and senior lecturers.

For all courses of the University of Vienna, there is mandatory evaluation in a three-semester cycle ([evaluation plan](#)). In addition to these, you may also ask students to evaluate your course in the semesters in between.

12.3.2 How do I set up an evaluation?

- You can set up an evaluation online via [u:space](#). Just follow the [step-by-step instructions](#) (in German).
- In some study programmes, you can select from several types of questionnaires. Which **type of questionnaire** is suitable for your course can be found on the [websites of the Unit for Quality Assurance for each study programme](#).
- For the evaluation, select a **date and time** so that students can complete the questionnaire in the last third (!) of the course and that you have still enough time afterwards to discuss the evaluation with your students during a course unit.
- Schedule approximately ten minutes in the course unit and **actively inform your students** that the results are important to you as a teacher. Ask students to participate in the evaluation during this time window. This way, you can ensure a reasonable response rate.

12.3.3 How can I use the results and further develop my courses?

You receive the results automatically by e-mail as soon as the questionnaire is closed.

- Use the students' feedback to further develop your course and talk with your students about it. Here, you can find suggestions for communicating with the students in one of the following course units:
- Thank them for participating in the evaluation.
- Articulate what you learned from the results and what was especially important to you.

- Ask students for clarification if you have not understood or cannot interpret certain aspects or comments.
- Announce how you plan to change your course in the upcoming semester.

i Good to know

By actively talking to your students about their study experiences and your inferences from the evaluation results, you show that they are taken seriously and are relevant.

The CTL offers numerous support offers helping you to improve your courses. For your individual, course-related concerns, you may use the counselling services of the CTL, during which you can discuss your evaluation results in a confidential atmosphere.

12.3.4 How often are courses evaluated?

According to the [evaluation plan](#) of the Rectorate, courses are evaluated by students in a three-semester cycle. In addition, directors of studies can also initiate further course evaluations within their sphere of influence. You are also free to have your courses evaluated by the students.

12.3.5 How are course evaluations carried out?

A course evaluation is based on **standardised questionnaires per study programme**, which are provided by the University of Vienna. The preferred mode of doing this is **online with student attendance**.

- You select the questionnaire type, the day and the time for the online evaluation via the u:space teacher interface (Teaching – Course evaluation).
- When setting up a course evaluation, please make sure that the registration for the course has been completed.
- The e-mail addresses of the registered students are imported from the registration list into the EvaSys questionnaire software when the questionnaire is set up.
- Please reserve a few minutes in your course on the day of the course evaluation so that the students can fill in the questionnaire.

12.3.6 When will I receive the results of my course evaluation?

The **results of the course evaluation** will be sent to you automatically by e-mail after 48 hours. At <https://eval2.univie.ac.at/> you can log in via your personal u:account, view your course evaluation results and make a **statement on the results** in the notes field. This statement is then part

of the course evaluation report. You can also download the results reports of your older course evaluations in German and English.

12.3.7 How can I compare my course evaluation with the results of other colleagues?

The [website of the Unit for Quality Assurance](#) displays **comparative figures for your study programme**, calculated from all evaluated questionnaires. These are also included in the results reports of the compulsorily evaluated courses. If you want to compare or discuss your results with other colleagues, you need their permission to do so.

12.3.8 Who can see the results of my course evaluation?

Directors of studies receive a summary of the course evaluation results at the end of the semester. Directorates of studies and members of the dean's team responsible for teaching can view all course evaluation results for their area of responsibility via the directorate of studies/dean account in EvaSys. On request, members of the Rectorate receive evaluations from the Unit for Quality Assurance. In all other matters (e.g. personal evaluations), course evaluation results are only passed on in accordance with the company-level agreement, i.e. only with your consent.

12.4 Qualification offers for teachers

Table of contents

- [What offers are there for newcomers to teaching?](#)
- [Which qualification programmes are aimed at teachers who would like to further develop their teaching competence?](#)
- [How can I exchange ideas with people from other departments about teaching-related questions?](#)
- [I would like to get my own suggestions for teaching design online and at any time. where can i do this?](#)
- [I have a teaching-related concern but have not found the relevant topic in any existing workshop. Who can I contact?](#)

The [Center for Teaching and Learning \(CTL\)](#) provides special qualification programmes on higher education didactics for teachers.

Further contact persons

Center for Teaching and Learning (Didactics)

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Universitätsstraße
5, 1010 Wien
Location Augasse
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T: +43-1-4277-12060
ctl@univie.ac.at

12.4.1 What offers are there for newcomers to teaching?

As a concise programme, the [Center for Teaching and Learning \(CTL\)](#) offers young teachers (predoctoral candidates) a **“basic qualification” to get started with teaching** and gives information about the framework of teaching at the University of Vienna. The programme is compulsory for newcomers to teaching (predoctoral candidates). In addition, all other teachers are cordially invited to participate. The basic qualification is clustered into five disciplinary areas (three thematic areas of specialisation in German, one interdisciplinary area in English and one STEM-specific area also in English).

In addition, the CTL offers **practical coaching to advise and accompany** young teachers through their first course in their first semester. This supplementary programme facilitates networking and the exchange of experience between peers, and is intended to facilitate the transfer of practice into the actual implementation of teaching and to contribute to the sustainable professionalisation of teaching competence at the University of Vienna.

12.4.2 Which qualification programmes are aimed at teachers who would like to further develop their teaching competence?

The **workshop series Teaching Competence** focussing on higher education didactics is aimed at interested teachers at the University of Vienna who would like to further professionalise their teaching and expand their tool kit of methods. Within the framework of Teaching Competence, workshops are offered in the following subject areas: university teaching and learning, teaching and supervision, examination and assessment, digital courses, diversity and social competences, course types and disciplines.

The **two-semester certificate course Teaching Competence Plus: Professionalisation of University Teaching Competence** comprising 15 ECTS credits is a programme especially for experienced teachers from the postdoctoral phase onwards. Participants further develop their teaching practice through reflection, exchange with peers, workshops on higher education didactics, individual coaching and peer observation.

12.4.3 How can I exchange ideas with people from other departments about teaching-related questions?

Via the [Collegial Teaching Visits platform](#), a teacher takes part in a course unit of a colleague to reflect on the teaching methods together afterwards. Both colleagues related to the field and colleagues from

Support in higher education didactics for teachers

More information

Qualification programmes in higher education didactics for teachers

outside the field can provide valuable input and open up new perspectives.

12.4.4 I would like to get my own suggestions for teaching design online and at any time. where can i do this?

The university didactic self-learning offer of the CTL is constantly growing. Teachers can, for example, get suggestions for their teaching design in video and text form in [the information pool "better teaching"](#). The materials deal with all central topics of good teaching, which are intended to support and inspire teachers in the planning, implementation and reflection of their courses. Introductory texts with a strong practical relevance and tips for implementation are supplemented by videos: interviews with experts and insights from teachers into their teaching practice. The materials are constantly being added to and revised as required. The info pool better teaching currently consists of approx. 140 articles and records approx. 7,500 hits per month.

In addition, from May 2023, the interactive online course "University teaching inclusive & diverse" on diversity-conscious teaching will be available.

12.4.5 I have a teaching-related concern but have not found the relevant topic in any existing workshop. Who can I contact?

In this case the CTL offers its **[tailor-made teaching development](#)**. Individual teachers as well as teams of teachers can take advantage of further training in higher education didactics developed especially for them. The format is flexible. For example, entire disciplines or teams of teachers can benefit from a workshop that is specifically developed for their teaching issues. The customised teaching development therefore also allows for individual consultations if teachers wish these.

12.5 Mobility programmes for teachers

Table of contents

- [What mobility programmes are available for teachers at the University of Vienna?](#)
- [At which universities can I stay with the Erasmus+ teacher mobility programmes?](#)

Your contact on site

International Relations / International Office service unit

- What possibilities do I have as a teacher to integrate digital mobility formats into my classes?
- Where can students find information about the mobility programmes of the University of Vienna?

Universitätsring 1,
1010 Wien
international.office
@univie.ac.at

- Website of the International Office

Center for Teaching and Learning (Didactics)

Location
Universitätsstraße
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T: +43-1-4277-12060
ctl@univie.ac.at

- Further education programme of the CTL
- Digital teaching

12.5.1 What mobility programmes are available for teachers at the University of Vienna?

In addition to internal faculty funding (e.g. for travel allowances, guest lectures or business trips), teachers at the University of Vienna can make use of the Erasmus+ teaching mobility programmes (**Erasmus+ Teaching Mobility, Erasmus+ International Teaching Mobility**) to teach abroad in the form of a guest stay at a partner university. The International Office is responsible for the administration of these programmes.

12.5.2 At which universities can I stay with the Erasmus+ teacher mobility programmes?

Erasmus+ Teaching Mobility enables short teaching stays (2 days to 2 weeks with a minimum teaching commitment of 8 hours) at partner universities in Erasmus+ programme countries. The Erasmus+ International Teaching Mobility enables stays at selected partner universities outside Europe (5 or 10 days with a minimum teaching commitment of 8 hours).

You can submit your application at any time, but no later than one month before the planned stay. The prerequisite is, among others, prior contact with contact persons in the relevant field of the partner university and coordination of the teaching stay.

For detailed information, please see the International [Office website](#).

12.5.3 What possibilities do I have as a teacher to integrate digital mobility formats into my classes?

Among the possible **digital mobility formats**, the University of Vienna focuses on **COIL** (collaborative online international learning), also called 'virtual exchange' or 'international digital classroom':

- COIL involves collaboration between teachers at universities in different countries.
- They coordinate contents with colleagues at the partner university within the framework of their own thematically similar course.
- They plan joint online teaching units.
- Another element of COIL are interactive assignments for students which are completed in internationally mixed teams.

To support the additional work involved in organising COIL courses, the International Office finances tutors for COIL courses.

Resources for the development of didactic digital competences for COIL are offered by the [continuing education programme of the CTL](#) and the [Digital Teaching](#) area.

Find more information about COIL on the International [Office website](#).

12.5.4 Where can students find information about the mobility programmes of the University of Vienna?

The [website of the International Office](#) offers an overview and detailed information about the student mobility programmes of the University of Vienna.

12.6 UNIVIE Teaching Award

Table of contents

- [What is the UNIVIE Teaching Award?](#)
- [Who can be nominated for the UNIVIE Teaching Award?](#)
- [What is the selection process like?](#)
- [When is the UNIVIE Teaching Award awarded?](#)

Your contact persons on site

Center for Teaching and Learning

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Universitätsstraße
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T: +43-1-4277-12060
ctl@univie.ac.at
[Website of the CTL](#)

12.6.1 What is the UNIVIE Teaching Award?

The Rectorate honours outstanding teaching achievements once a year in the form of the UNIVIE Teaching Award. The aim is to make committed teachers visible within the University of Vienna and to strengthen the status of teaching.

Teaching Award Winners 2022

[Teaching Award Winners 2022 \(in German\)](#)

12.6.2 Who can be nominated for the UNIVIE Teaching Award?

Students, teachers and persons responsible can nominate courses that they consider to be outstanding. You can also nominate your own course. Since the UNIVIE Teaching Award has a different thematic focus each year, it is important to ensure that the nominated course fits into one of the announced categories.

12.6.3 What is the selection process like?

The award winners are selected in a multi-level nomination and selection process, including active involvement of students. The selection process for the UNIVIE Teaching Award is described on the [CTL website](#).

12.6.4 When is the UNIVIE Teaching Award awarded?

The UNIVIE Teaching Award is presented together with the university awards. More information on this year's award ceremony can be found [here](#). You can read about past calls and award winners at the [website of the CTL](#).

13 Supervising and assessing academic theses

In this chapter we have compiled information for you on the following topics:

- Overview of master's/diploma theses and doctoral theses
- Supervising diploma and master's theses
- Assessing diploma and master's theses
- Supervising doctoral theses
- Assessing doctoral theses
- Submitting theses and checking for plagiarism
- Publication obligation



Teaching Manual

13.1 Overview of master's/diploma theses and doctoral theses

Table of contents

- What are “academic theses”?
- What are the requirements for diploma/master's theses?
- What are doctoral theses?

i Your contact persons on site

Directorates of studies and SSCs
Center for Doctoral Studies

13.1.1 What are “academic theses”?

We use the term “academic theses” in Austrian study law for

- diploma theses
- master's theses, and
- doctoral theses.

These theses are subject to special legal regulations regarding **supervision**. These are not written and assessed as part of courses. They are **assessed** according to their own rules and must be **published** after completion.

i Are all other papers not academic?

Do not let the term confuse you: This summary does not mean that students do not have to comply with academic standards when they write their seminar papers and bachelor's papers. On the contrary, the rules regarding good academic practice always apply.

i Further contact persons

Center for Teaching and Learning (Didactics)

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T: +43-1-4277-12060

ctl@univie.ac.at

- Academic research and writing

A **bachelor thesis** is always written and assessed in a bachelor seminar or an equivalent course according to the curriculum.

13.1.2 What are the requirements for diploma/master's theses?

- Diploma and master's theses serve to **demonstrate the ability to work on academic topics independently** and in a **justifiable manner in terms of content and methodology**.
- The assignment must be designed in such a way that it is possible and manageable for students to complete it **within six months**. The curriculum specifies in the form of **ECTS credits** which average amount of time is expected. **Supervisors** and additional **programmes** support the students in writing their theses.
- The student and the supervisor agree on the topic of the thesis. More detailed provisions on the topic may be specified in the curriculum.
- Students are familiarised from the first semester of their degree programme with the **guidelines for assuring good academic practice**. Students must adhere to these regulations and supervisors must also demand this from their students.
- In addition to the diploma/master's thesis, curricula specify further **courses and exams** that students have to take until graduation.
- In the diploma programme in Law, two diploma seminars (with the papers written there) replace the diploma thesis. In all other degree programmes, an independent thesis is required.

13.1.3 What are doctoral theses?

- Doctoral theses are written as part of a doctoral programme or PhD programme.
- Prospective students must **outline their intended doctoral project** before they begin their degree programme and usually need a **provisional confirmation of supervision**. The regulations for this are defined in the curricula.
- Through them, students show that they can **independently work on academic issues** according to the current standards of the subject. The doctoral thesis contains **new knowledge** on the chosen subject based on the current state of research. The **research question** addressed, the **methodology** of the research and the **textual design** are based on the **academic standards of the individual fields of doctoral research**. There are no general regulations concerning the amount of text in a doctoral thesis at the University of Vienna.
- Overall, doctoral programmes are to be designed in the curricula in such a way that they can be completed within **three years of full-time study**. In addition to the doctoral thesis, curricula specify further courses and exams that doctoral candidates have to take until graduation.
- Students are familiarised from the first semester of their degree programme with the **regulations relating to good academic practice**.

- [Better Teaching info pool](#)
- [Feedback from teaching staff on written papers](#)

Office of the Studienpräses (study law)

Universitätsring 1,
1010 Wien
buero.studienpraes@univie.ac.at

- [Part of the Statutes governing university studies](#)
- [Good academic practice](#)
- [Plagiarism](#)
- [Formal requirements for the submission of academic theses](#)

Useful links

- [Curricula](#)
- [Research data management](#)
- [UB \(University Library\)](#)
- [ZID \(Vienna University Computer Center\)](#)

Doctoral candidates must adhere to these regulations and supervisors must also demand this from their students.

13.2 Supervising diploma and master's theses

Table of contents

- Who is allowed to supervise a diploma or master's thesis?
- How many people are allowed to supervise a diploma or master's thesis?
- What should be done if students are unable to find a supervisor?
- Is it possible that several students work on a topic together?
- Is it possible to change to another supervisor?
- Can a supervision relationship also be terminated?
- What is meant by co-supervision?

i Your contact persons on site

Directorates of studies and SSCs
Center for Doctoral Studies

i Further contact persons

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ctl@univie.ac.at

- [Academic research and writing](#)
- [Better Teaching info pool](#)
- [Feedback from teaching staff on written papers](#)

13.2.1 Who is allowed to supervise a diploma or master's thesis?

✓ Überblick verschaffen

In this 15-minute video, Studienpräses Peter Lieberzeit provides an overview of who may supervise and co-supervise academic theses:

The contents of the video are presented in the additional text.

The following persons are authorised to supervise and assess diploma and master's theses:

- University professors
- Habilitated staff members
- Associated university professors
- Assistant professors according to the collective bargaining agreement of the University of Vienna

Supervision by staff holding a doctoral degree or by external habilitated subject representatives is possible in individual cases and following approval from the internal habilitated subject representatives.

13.2.2 How many people are allowed to supervise a diploma or master's thesis?

One supervisor is intended for diploma and master's theses. Supervision by more than one person is not permitted.

13.2.3 What should be done if students are unable to find a supervisor?

In this case, the director of studies must assign a supervisor. The relevant procedure is regulated in the part of the University's Statutes governing university studies.

Every admitted student in a diploma programme or master's programme is entitled to supervision.

13.2.4 Is it possible that several students work on a topic together?

Yes – the following rules apply:

- The directorate of studies must agree.
- It must be possible to assess the performance of individual students separately. Each student has to write individual chapters/areas and the student's contributions must be marked accordingly.
- Students must explicitly state in the thesis that the thesis is based on joint collaboration.
- Each author must submit the thesis separately.

13.2.5 Is it possible to change to another supervisor?

- If a student wishes to change to another supervisor or if the supervisor suggests it, please contact the directorate of studies.
- For important reasons, a change may also be necessary "ex officio". In this case, the Studienpräses decides after hearing the student, the supervisor and the directorate of studies.

Office of the Studienpräses (study law)

Universitätsring 1,
1010 Wien

buero.studienpraeses@univie.ac.at

- Part of the Statutes governing university studies
- Good academic practice
- Plagiarism
- Formal requirements for the submission of academic theses

Useful links

- [Curricula](#)
- [Research data management](#)
- [UB \(University Library\)](#)
- [ZID \(Vienna University Computer Center\)](#)

Info video

[Information video on the supervision and joint supervision of academic theses](#)

13.2.6 Can a supervision relationship also be terminated?

In justified cases, the Studienpräses can demand a joint statement by the supervisor and the student on the work and time schedule that has to be met to finish the 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.

13.2.7 What is meant by co-supervision?

Staff members holding a doctoral degree can be involved by the supervisor to support the supervision if

- they have an active employment relationship with the University,
- they work at the department of the supervisor and
- the vice-dean for teaching agrees. Before that, the following is checked:
 - Has the staff member agreed to the co-supervision?
 - Is the topic of the master's or diploma thesis in line with the academic activity?
 - Are their other tasks in research and teaching not affected?

i How do I proceed if I want to involve a co-supervisor?

- The approval procedure for joint supervision is described in a separate [information sheet](#).
- To ensure comprehensibility of the decision and transparency with regard to the tasks, please submit the "[Joint supervision of an academic thesis](#)" form (in German) to your StudiesServicesCenter. The colleagues will take care of it.

13.3 Assessing diploma and master's theses

Table of contents

- Who assesses a diploma thesis or master's thesis?
- How do I assess a diploma thesis or master's thesis?
- Are co-supervisors allowed to assess a diploma thesis or master's thesis?

13.3.1 Who assesses a diploma thesis or master's thesis?

Diploma theses and master's theses are, in most cases, assessed by the supervisor. In case of deviations from this rule, you will be contacted by the directorate of studies giving a justification.

i Your contact persons on site

Directorates of studies and SSCs
Center for Doctoral Studies

i Further contact persons

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- Academic research and writing
- Better Teaching info pool
- Feedback from teaching staff on written papers

Office of the Studienpräses (study law)

Universitätsring 1,
1010 Wien
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- Part of the Statutes governing

13.3.2 How do I assess a diploma thesis or master's thesis?

Formal requirements	Transparency and feedback
<ul style="list-style-type: none"> • A grade is to be awarded and this is to be comprehensibly justified in a review. • The thesis must be assessed within two months after submission. • Students are allowed to view the assessment documents. • If a negative assessment is given, students have the option to do a revision based on the review. They can then resubmit the thesis. There is no limit on the number of attempts according to study law. 	<ul style="list-style-type: none"> • The earlier in the supervision process all persons involved know what will be important in the assessment, the more targeted the student can work. If there are common assessment standards in your discipline, you contribute to fairness and transparency. The directorate of studies is available to answer any questions. • A diploma thesis or master's thesis is a time-consuming and work-intensive project. At the end, you can give and obtain feedback on the content, methods and working methods in a joint meeting. Also be open to feedback on the supervision process from your students. • In the final meeting, also give tips for the professional and/or academic future. Consider that maybe a future predoctoral researcher, academic partner or the next top academic in your discipline is sitting opposite you. Stay in touch with them.

university studies

- Good academic practice
- Plagiarism
- Formal requirements for the submission of academic theses

Useful links

- [Curricula](#)
- [Research data management](#)
- [UB \(University Library\)](#)
- [ZID \(Vienna University Computer Center\)](#)

13.3.3 Are co-supervisors allowed to assess a diploma thesis or master's thesis?

No, [co-supervisors](#) support a supervisor. The supervisor is solely responsible for the quality of the thesis.

Co-supervision is listed on the title page of the academic thesis and documented in i3v. Co-supervisors receive half of the supervision fee.

13.4 Supervising doctoral theses

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- Who is allowed to supervise a doctoral thesis?
- Who is authorised to supervise and assess doctoral theses?
- How is a topic and supervisor approved?
- How many people are allowed to supervise a doctoral thesis?
- What should be done if students are unable to find a supervisor?
- Is it possible that doctoral candidates work on a topic together?
- Is it possible to change to another supervisor?
- Can a supervision relationship also be terminated?
- What is meant by joint supervision?
- Are co-supervisors allowed to assess a doctoral thesis?

i Your contact persons on site

Directorates of studies and SSCs
Center for Doctoral Studies

i Further contact persons

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- Academic research and writing
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Office of the Studienpräses (study law)

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- Part of the Statutes governing

13.4.1 Who is allowed to supervise a doctoral thesis?

✓ Obtaining an overview

In this 15-minute video, Studienpräses Peter Lieberzeit provides an overview of who may supervise and co-supervise academic theses:

The contents of the video are presented in the additional text.

Mentor and/ or supervisor?

At the University of Vienna, even before being admitted to a doctoral programme, prospective students are required

- to outline their intended doctoral project and
- find a “mentor” from among the supervisors.

The academic deals with the intended doctoral project and then declares that they are willing to work together towards the public presentation at the faculty. This is not an official confirmation of supervision and does not yet constitute approval of supervision. Ideally, the project is coordinated in a way that the mentor switches

to the role of supervisor later and supervises the doctoral project until completion.

13.4.2 Who is authorised to supervise and assess doctoral theses?

- University professors
- Habilitated staff members
- Associated university professors
- Assistant professors according to the collective bargaining agreement of the University of Vienna
- Academic staff members holding a doctoral degree are entitled to supervise doctoral theses that are funded by third-party funds acquired in a competitive procedure with other academics while taking into account international reviews and whose purpose is the establishment of a group of early-stage researchers by academic staff members (promotion of excellence by the European Research Council, START and Wittgenstein prizes, "Junior Group Leader" by the Vienna Science and Technology Fund).
- Academic staff members of the GMI
 - Gregor Mendel Institute for Molecular Plant Biology
 - IMBA – Institute of Molecular Biotechnology
 - CeMM – Research Center for Molecular Medicine
 - IMP – Research Institute of Molecular Pathology

who are holding a doctoral degree and managing a research group at this institution are entitled to supervise doctoral theses that are fully funded by this institution, including third-party funds. Another prerequisite is that the doctoral thesis project is well embedded at the University of Vienna with regard to quality assurance.

- After hearing the subject experts also persons authorised to teach at a recognised post-secondary educational institution in Austria or from abroad or of an institution of equal standing to a university.

13.4.3 How is a topic and supervisor approved?

- The basis for approval of the intended doctoral project is a research proposal, which contains the key points of the doctoral project, including a work plan, and is presented during a public presentation at the faculty.
- Doctoral candidates should submit the research proposal and present their project in a public presentation at the faculty no later than by the end of the first academic year of the doctoral programme at the StudiesServiceCenter.
- The directorate of studies decides on the approval of the intended doctoral project and its supervision on the basis of the research proposal, its public presentation and any written statement by the doctoral advisory board.

university studies

- Good academic practice
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i Useful links

- Curricula
- Research data management
- UB (University Library)
- ZID (Vienna University Computer Center)

i Useful materials

Information sheet – Joint supervision of an academic thesis Form, Office of the Studienpräses – Joint supervision of an academic thesis (as of March 2015) Regulation on the formal requirements for the submission of academic theses (University Gazette 24 September 2015) Section 15 of the part of the Statutes governing university

- A doctoral thesis agreement is concluded in which the essential key points of the collaboration are fixed. The doctoral thesis agreement is submitted to the StudiesServiceCenter.

studies (and section 83 of the Universities Act)

What happens next?

- Mandatory annual progress reports summarise the results and performed achievements of the previous year and specify the next steps for the coming year.
- Doctoral candidates have to submit their progress reports to the respective SSC.

Info video

Information video on the supervision and joint supervision of academic theses

13.4.4 How many people are allowed to supervise a doctoral thesis?

For a doctoral thesis, **more than one** supervisor may be approved. All supervisors are equally responsible for the success of the intended doctoral project.

13.4.5 What should be done if students are unable to find a supervisor?

In this case, the director of studies must assign a supervisor. The related procedure is regulated in the part of the University's Statutes governing university studies.

13.4.6 Is it possible that doctoral candidates work on a topic together?

Yes, joint work on a topic by several students is permitted with the consent of the director of studies.

It must be possible to assess the performance of individual students separately. Each student has to write individual chapters/areas and the student's contributions must be marked accordingly. Students must explicitly state in the thesis that the thesis is based on joint collaboration. Each author must submit the thesis separately.

13.4.7 Is it possible to change to another supervisor?

Yes, doctoral candidates can change a supervisor until the submission of the doctoral thesis for important reasons ex officio, at the request of the student or at the suggestion of the supervisor.

The ex officio change is to be made by the Studienpräses. The change at the request of the student or at the suggestion of the supervisor is to be made by the director of studies.

13.4.8 Can a supervision relationship also be terminated?

In justified cases, the Studienpräses can demand a joint statement by the supervisor and the student on the work and time schedule that has to be met to finish the 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.

13.4.9 What is meant by joint supervision?

As soon as the topic of the doctoral thesis and the supervisor have been approved, the supervisor may propose, to a leadership team member of the faculty or centre who is responsible for teaching, an academic employee holding a doctoral degree who should support the supervision (joint supervision), who has acquired third-party funding for the student's employment to work on the topic, including international review (from the Austrian Science Fund or the European Commission).

The approval procedure for joint supervision is regulated in the University's Statutes.

Each supervisor can propose a co-supervisor.

13.4.10 Are co-supervisors allowed to assess a doctoral thesis?

No, co-supervisors support the supervisor. The supervisor is responsible for the quality of the thesis. Joint supervision is listed on the title page of the academic thesis and documented in i3v. Co-supervisors receive half of the supervision fee.

13.5 Assessing doctoral theses

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- [How is a doctoral thesis assessed?](#)
- [Are co-supervisors allowed to assess a doctoral thesis?](#)

Your contact persons on site

Directorates of studies and SSCs
Center for Doctoral Studies

13.5.1 Who is allowed to assess a doctoral thesis?

- After submission, the Studienpräses assigns the doctoral theses to **at least two assessors** in consultation with the director of studies.
 - Doctoral candidate can, together with their supervisor, submit a **proposal for three** possible assessors.
 - At the request of the doctoral candidate, the responsible **doctoral advisory board** can also propose assessors.
- The **supervisor** of the doctoral thesis is only commissioned with the assessment in justified exceptional cases. In this case, an external person qualified in the respective subject must also assess the thesis.

13.5.2 How is a doctoral thesis assessed?

- The thesis must be assessed within **four months after submission**.
- As a supervisor, you can submit **a statement on the doctoral thesis**, which is forwarded to the assessors by the StudiesServiceCenter. Please note the deadline for the assessors in this respect.
- The assessors assess the doctoral thesis **independently** using a grading scale of 1 to 5. Each assessor writes a review. The assessment must be comprehensibly justified in the review.
- Students are allowed to **view** the assessment documents.

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.

13.5.3 Are co-supervisors allowed to assess a doctoral thesis?

No. The role of colleagues in the supervision process is to support the supervisor. Having different persons supervising and assessing a thesis should ensure that there is an externally objective view on the doctoral thesis.

Further contact persons

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- [Part of the Statutes governing university studies](#)
- [Good academic practice](#)
- [Plagiarism](#)
- [Formal requirements for the submission of](#)

academic
theses

i Useful links

- Curricula
- Research data management
- UB (University Library)
- ZID (Vienna University Computer Center)

13.6 Submitting theses and checking for plagiarism

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- How are academic theses checked for plagiarism at the University of Vienna?
- Who determines whether this is plagiarism or not?
- How are bachelor's papers submitted?

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- Academic research and writing

13.6.1 How are academic theses checked for plagiarism at the University of Vienna?

- As soon as a thesis ([master's thesis](#), [diploma thesis](#) or [doctoral thesis](#)) has been completed, it can be officially submitted after approval from the supervisors.
 - Students must submit their thesis both in electronic form and as hard copy.
1. Students first upload the finished paper to the HOPLA platform <https://hopla.univie.ac.at/>.
 2. The directorate of studies then checks the thesis for textual similarities using the online tools iThenticate and Docoloc.
 3. Students are then informed that they can continue with the submission process. They can submit the printed theses to the StudiesServiceCenter and the assessment can start.
 - Only after the text has been checked for similarities, assessors can begin to assess the thesis. The assessment period begins with the submission of the printed thesis.

13.6.2 Who determines whether this is plagiarism or not?

The responsible directorate of studies assesses whether there is plagiarism or not. If they suspect academic misconduct, you will be involved in the clarification procedure according to a standardised procedure.

13.6.3 How are bachelor's papers submitted?

Students submit their bachelor's papers directly in your course. If you use Moodle, you can use the tool Turnitin to check for plagiarism; see [Text similarity check with Turnitin](#).

- [Better Teaching info pool](#)
- [Feedback from teaching staff on written papers](#)

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Useful links

- [Curricula](#)
- [Research data management](#)
- [UB \(University Library\)](#)
- [ZID \(Vienna University Computer Center\)](#)
- [Austrian Agency for Research Integrity \(OeAWI\)](#)

- [Guidelines for Assuring Good Academic Practice \(OeAWI\)](#)

13.7 Publication obligation

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- [Which academic theses have to be published?](#)
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- [Where do academic theses have to be published?](#)
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13.7.1 Which academic theses have to be published?

Academic theses, i.e. diploma theses, master's theses and doctoral theses, must be submitted both as hard copy and in electronic form as a prerequisite for obtaining an academic degree and must be published following positive assessment.

13.7.2 Do bachelor's papers also have to be published?

No, bachelor's papers are written within the framework of courses with continuous assessment. They are partial achievements of these courses and are not published.

13.7.3 Where do academic theses have to be published?

After a positive assessment, two copies of each academic thesis are delivered to the University Library and, in the case of doctoral theses, an additional copy is delivered to the Austrian National Library. Libraries make the academic theses available for borrowing.

When uploading the electronic version of a diploma thesis, master's thesis or doctoral thesis, each student can consent to the publication of the full text on the thesis server.

The theses repository of the University of Vienna [u:theses https://utheses.univie.ac.at/](https://utheses.univie.ac.at/) makes theses available worldwide. Citability is ensured by a permanent and stable internet address.

13.7.4 Can a publication be prevented?

Students can request an exclusion of use of the delivered copies for a **maximum period of five years** (i.e. “blocking” the thesis). The prerequisite is that students can verify that important legal or economic interests are at risk by the release for use in the library. Such reasons can be, e.g. patent applications, use of company data, etc.

13.7.5 Is it possible to extend the blocking after five years?

No, all academic theses must be published after a five-year blocking period.

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- [Part of the Statutes governing university studies](#)
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Useful materials

[Information sheet: Difference between publication on the thesis server and blocking Universities Act, section 86](#)

[Theses repository of the University of Vienna u:theses](#)