

Ministry of Defence and Sports
Rossauer Lände 1
1090 VIENNA

Theresan Military Academy
Burgplatz 1
2700 WIENER NEUSTADT



Application for Recognition and Accreditation
of the FH Bachelor Programme
Military Leadership
(FH BP-ML)

in compliance with AR 2010, Version 1.1
§ 6 Abs. 1 FHStG, BGBl. 1993/340 idgF
as decided upon by the Accreditation Agency dated 18 March 2011

as of 05 May 2011

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Gender Note

Throughout this document, words importing masculine gender include the feminine one where appropriate!

Translator's Note:

The present version has been translated to the best of my knowledge and abilities, with the focus being laid on providing the international student with the **most important sections** of the core document of the FH BP-ML, the so-called *Akkreditierungsantrag*. In doing so, its official language has been turned into a more legible style. When in doubt, the German original version shall prevail!

Gernot Pauschenwein

Mag. Gernot PAUSCHENWEIN, MAS
Colonel
Language Training Co-ordinator

A APPLICATION

1. Submission

- a. The present Application has been submitted as pdf-document.
- b. A covering letter to the ministerial superior of the Theresan Military Academy (TMA) has been attached.

2. Application Data

		Comment	
Version	31.01.2008; 18.07.2008; 05.05.2011		
Application Mode	Application for Recognition and Accreditation		
Study Title	FH-Bachelor Programme Military Leadership (Abbreviation: BP-ML)		
Study Form	FH-Bachelor Programme Military Leadership		
Organisational Form	Full-time study		
Academic Degree	Bachelor of Arts in Military Leadership		
Grants	none		
Study Fees	none		
Province	Lower Austria (Niederösterreich)	Street	Burgplatz 1
Postal Code	2700	City	Wiener Neustadt
Telephone	+43(0)50201 2029100	Fax	+43(0)50201 2017250
Email	milak065@bmlvs.gv.at	URL	www.miles.ac.at
		Dean and Head of the Faculty	POC for Team of Proponents
Name	Karl	Karl	
Surname	PICHLKASTNER	PICHLKASTNER	
Sex	m	m	
Academic Degree	Mag.	Mag.	
Rank	Brigadier General	Brigadier General	
Telephone	+43(0)50201 2029100 (+43(0)664/6222110)	+43(0)50201 2029100 (+43(0)664/6222110)	
Fax	+43(0)50201 2017250	+43(0)50201 2017250	
Email	karl.pichlkastner@bmlvs.gv.at	karl.pichlkastner@bmlvs.gv.at	

3. Executive Summary of the FH-Bachelor Programme Military Leadership

Programme Objectives

Our programme features a practical orientation of studies that are backed up by relevant state-of-the-art sciences in order to enable the graduate to fully meet the demands – in peace- and wartime – of a leader and expert in the Austrian Armed Forces (AAF) or relevant organisations.

The military students of the FH-Bachelor Programme Military Leadership acquire those qualifications and competences required for their first posting upon graduation, i.e. platoon leader or executive officer both in peacetime and in a multinational Peace Support Operation. The same applies to civilian students, who are prepared to excel with leadership competence with civilian organisations in similar, security-related fields.

Such qualifications and competences are imparted upon the students through state-of-the-art didactics of adult education, following an interdisciplinary approach of relevant elements and modules.

This is implemented in the framework of a six-semester FH-Bachelor Programme (180 ECTS), which includes both a national and an international on-the-job-training, totalling 12 weeks (26 ECTS).

Market and Job Perspectives

Customers of the FH-Bachelor Programme Military Leadership and its products are units and establishments of the Armed Forces all over Austrian territory who need to fill a relevant slot in their table of organisation.

The incumbent's need for job specialisation is taken care of by in-depth specialised studies in the framework of the national and international on-the-job trainings.

During the professional life of a graduate he/she may discharge officer duties with combat, combat support, combat service support, and command support troops. He/she may also pilot a fighter plane at supersonic speed or lecture at one of the branch schools.

Apart from military customers civilian enterprises and organisations (GOs, NGOs, IOs) will headhunt for our graduates since they trust their top-notch leadership competence and their expertise.

Qualification and Competence Profile

As the name implies the buzzword for our FH-Bachelor Programme is leadership competence to be imparted upon both military and civilian students.

Knowledge and skills are developed to enable the graduate to cope with modern security challenges.

To this end expert knowledge is gained in military core disciplines and in relevant, mainly social sciences (law, political science, national economy and business administration,

sociology, psychology and educational science) and humanities (philosophy, history, and linguistics).

When designing the modules, special attention was paid to achieving interdisciplinary synergies. This principle was also applied when grouping the modules into larger elements to include the following:

- Operational Subjects and Methods,
- Interdisciplinary Fundamentals of Personal Acting,
- Political and Economic Systems,
- Interdisciplinary Fundamentals of Military Routine,
- Linguistic and Intercultural Competences,
- Specialisations,
- Electives.

Apart from interdisciplinarity, emphasis was laid on advancing the four big competences, namely the personal, the action, the social-communicative, and the methodological-technical competences.

The chart below illustrates the structure and sequence of the FH-Bachelor Programme Military Leadership, based on the above elements and their modules:

Elements and Modules of the FH-Bachelor Programme

Semester							Credits ^{A)}
1 st	Fundamentals of Personal Management	Fundamentals of Systematic Approaches	Fundamentals of Leadership	Defensive Operations	Military English I	Second-language Training I	30
2 nd	Fundamentals of Education	Structures of National Politics	Offensive Operations & Computer-assisted Leadership Training	Retrograde Operations	Military English II	Second-language Training II	30
3 rd	Systematic Approaches	Structures of Economic Systems	Structures of International Systems	Security Operations (national)	Military English III	Second-language Training III	30
4 th	Political Science	Specialisation Module 1	Specialisation Module 2	Specialisation Module 3	Selected Problems of the Profession	Military English IV	30
5 th	Selected Problems of the Profession	Selected Problems of the Profession	S.o.G.L.S.	National Training on the Job	Multinational Operations	Military English V	30
6 th	Selected Problems of the Profession	S.o.G.L.S.	Structures of Military Legal Systems	International Training on the Job	Military English VI	Second-language Training VI	30
	4	3	6	13	13	2	180

A) Under the European Credit Transfer System (ECTS)

Elements:

	Operational Subjects and Methods
	Interdisciplinary Fundamentals of Personal Acting
	Political and Economic Systems
	Interdisciplinary Fundamentals of Military Routine
	Linguistic and Intercultural Competences
	Specialisations in political science, educational science or economics (business administration or IT)
	Electives

Abbreviation:

S.o.G.L.S. Structures of General Legal Systems

Graduates shall be enabled to remain fully operational even when exposed to most demanding physical and mental strains.

They need to be fully aware of their special responsibility as a leader who legitimately exercises the use of force.

Curricular Objectives

The above elements encompass the military core subjects and are based on social and economic sciences. In addition, they enhance competences through a well-chosen range of specialisations and electives.

The chosen type of class and the small groups of students are meant to facilitate self-motivated learning and reflection of the acquired knowledge.

4. Representation

- a. The FH-Bachelor Programme Military Leadership (FH-BP ML) is owned by the Republic of Austria, which in turn is represented the Minister of Defence (MoD).

Any enquiries by the FH-Council (Fachhochschulrat) will be dealt with by the MoD POC:

Brigadier General	Postal Address:
Mag. Franz EDELMANN	Rossauer Lände 1
	1090 WIEN
	Tel.: 050201 1022617
	E-Mail: franz.edelmann@bmlvs.gv.at

- b. Major General Mag. Norbert SINN, Commandant of the TMA (Theresianische Militäarakademie), will exercise control on behalf of the MoD as the residential representative.

Any enquiries by the MoD will be dealt with by the TMA POC:

Brigadier General	Theresianische Militäarakademie
Mag. Karl PICHLKASTNER	Institut für Offiziersausbildung
	Burgplatz 1
	2700 WIENER NEUSTADT
	Telefon: 050201 2029100
	Fax: 050201 2017250
	E-Mail: karl.pichlkastner@bmlvs.gv.at

5. Confirmation and Commitment

The Representation Agency confirms that the present Application has been drafted in full compliance with the pertinent provisions of Accreditation Guidelines 2010 and undertakes to strictly observe these during the conduct of the studies.

In addition, these pertinent provisions are accessible by the students at www.miles.ac.at.

B DEMAND AND ACCEPTANCE

1. Bedarfsanalyse

Eine im Jahr 2001 durch das BMLVS durchgeführte Bedarfsanalyse erbrachte das Ergebnis, dass die Aufnahmezahl von 90 auf 60 zu reduzieren ist.

Die bisherigen Absolventen decken jedenfalls in quantitativer Hinsicht den Bedarf des Berufsfeldes ab. Zur qualitativen Erhebung wurde eine Absolventenanalyse durchgeführt. Allen Absolventen (Truppenoffiziere) konnte ein Dienstverhältnis angeboten werden; von den zahlenmäßig unter 5% liegenden sonstigen Studierenden ist bekannt, dass sie entweder ein Doktoratsstudium begonnen haben oder einer entsprechenden Berufsausübung nachgehen.

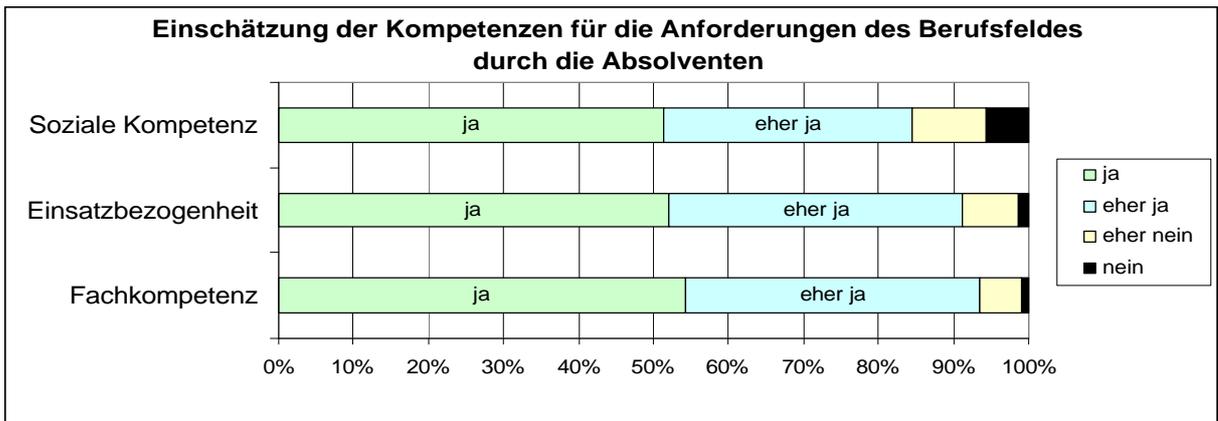
Die nachfolgend dargestellten wesentlichen Ergebnisse der jährlich durchgeführten Absolventenanalysen ermöglichen einerseits eine Bewertung der Studieninhalte und andererseits die Einholung der Kundensicht. Die aktuelle Absolventenanalyse umfasst die Befragung der Absolventen des Jahres 2004, wobei die Ergebnisse mit den vorangegangenen Jahrgängen bis 2000 verglichen wurden. Die Befragung wird jeweils zwei Jahre nach Beendigung des Studiums zur Einbeziehung einer gewissen Erfahrungsphase mit anonymisierten Fragebögen durchgeführt.

Befragt wurden die Absolventen des FH-DiplStg MilFü, deren Vorgesetzte und auch die jeweiligen Vorgesetzten der Vorgesetzten (Kundensicht).

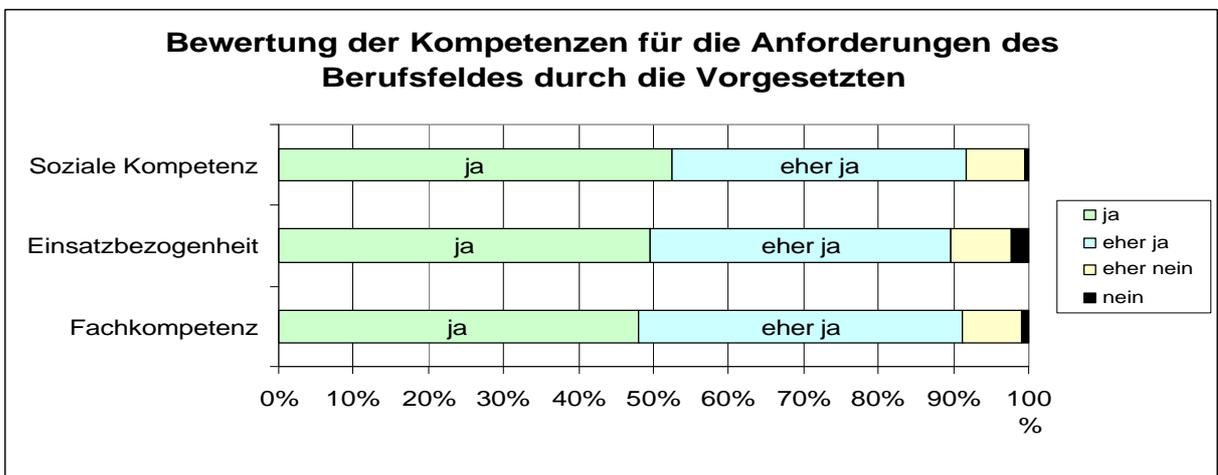
Jahr	Jahrgang	Anzahl der Rückmeldungen von		
		Absolventen	Vorgesetzten	Vorgesetzten der Vorgesetzten
2004	KAISERJÄGER	37	34	23
2003	Reichsgraf HADIK	43	42	21
2002	SACHSEN-COBURG	42	42	26
2001	LIECHTENSTEIN	48	-	-
2000	MONTE PIANO	44	44	25
		214	162	95

Die Auswertung von insgesamt 471 Rückmeldungen lässt folgende Aussagen zu:

- a. Die Analyse betrachtet vor allem die für den Berufsvollzug benötigten Kompetenzen in mehreren Ausprägungen mittels 46 Fragen an die Absolventen:

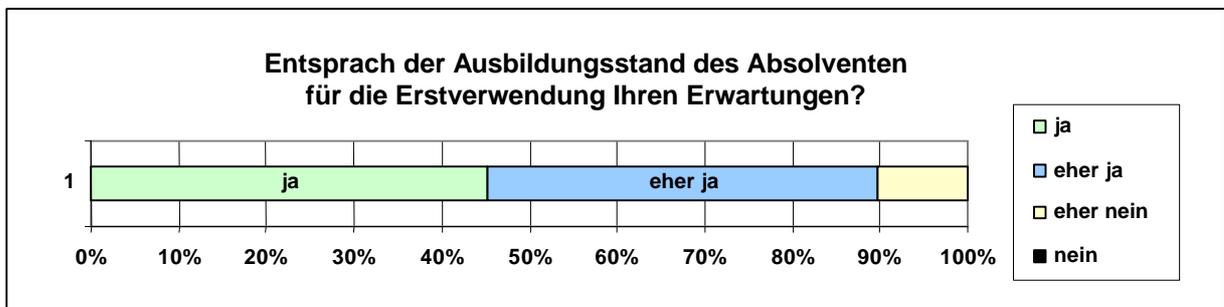


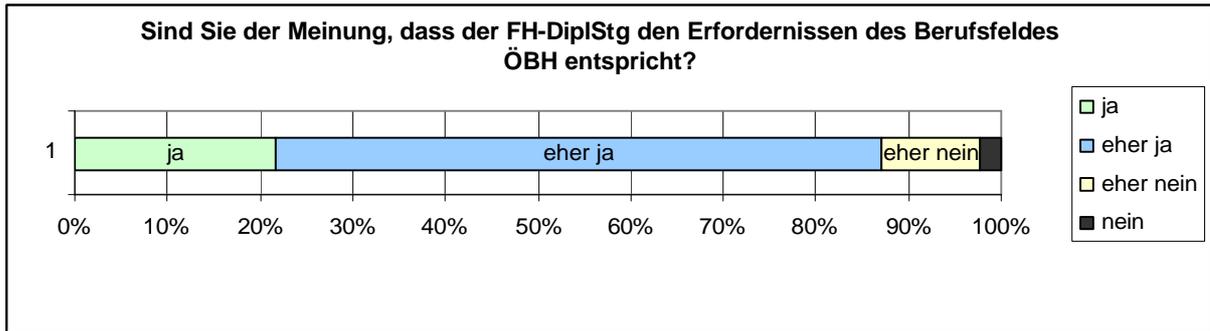
b. Zusammengefasst die Rückmeldungen der Vorgesetzten aus 41 Fragen:



Die Eigenwahrnehmung der Absolventen deckt sich im hohen Ausmaß mit der Einschätzung durch die Vorgesetzten und zeigt ein positives Bild der vermittelten Kompetenzen.

c. Die Rückmeldungen der Vorgesetzten der Vorgesetzten (Ebene der Bataillonskommandanten), die als Primärkunden des FH-DiplStg gesehen werden, zeigen folgendes Bild:





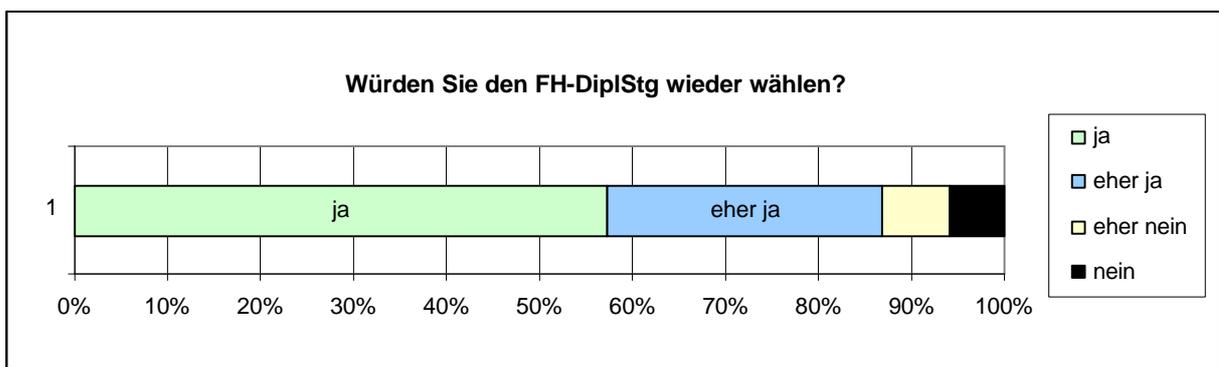
Die Ergebnisse der Jahrgänge zeigen eine weitgehende Übereinstimmung zwischen den im FH-DiplStg erworbenen und den im Beruf geforderten Qualifikationen.

Im Rückblick auf ihr Studium wurden die Absolventen auch um die Bewertung der Ausbildungsqualität der Fächergruppen bzw. Fächer, bezogen auf die Angemessenheit zum Berufsvollzug, gebeten. Der Umfang und die Ausbildungsqualität von 30 Fächern wurden von den Absolventen großteils positiv bewertet. Eine Ausnahme bildet der Bereich Fremdsprachen, der nur von 40 % der Befragten als ausreichend bewertet wurde.

Der Verbesserung dieses Aspektes wurde mit dem 1. Änderungsantrag vom 28.03.2002 (zum Antrag auf Verlängerung) Rechnung getragen. So wurde zum Beispiel die LV „Militärische Fachterminologie Englisch“ schon im ersten Semester eingeführt.

Neben der beruflichen Fortbildung haben ca. 10 % der Absolventen (mit steigender Tendenz) ein Doktorat oder ein postgraduales Studium in Angriff genommen.

- d. Die Absolventen wurden gefragt, ob sie – nochmals vor die Entscheidung gestellt – sich wieder für den FH-DiplStg MilFü entscheiden würden:



Somit kann diese Rückmeldung als klare Bestätigung der Zweckmäßigkeit der hierorts durchgeführten hochschulischen und praktischen Ausbildung gewertet werden, umso mehr, als der Befragungszeitraum von schwierigen Rahmenbedingungen (Auflösung von Verbänden, Schließung von Standorten usw.) geprägt war.

2. Akzeptanzanalyse

Da nach wie vor das ÖBH mit dem FH-DiplStg MilFü im nationalen und internationalen Bereich keinen Konkurrenten hinsichtlich eines kohärenten Bildungsangebotes besitzt, resultieren die Schwankungen hinsichtlich der Bewerber- und Aufgenommenenzahlen vorwiegend aus der Beschäftigungsentwicklung in Österreich. Bis dato ist keine besorgniserregende Entwicklung in Sicht, wenngleich eine Auswahl aus einer größeren Anzahl von Bewerbern vermutlich auch positive Auswirkungen auf die Senkung der Dropout-Rate haben könnte.

Es ist zu erwarten, dass mit dem FH BP-ML keine Änderung der bisherigen Entwicklung eintritt.

Übersicht über die Aufnahmewerber, Studienanfänger und Absolventen des FH-DiplStg MilFü im jeweiligen Kalenderjahr.

Jahr	Aufnahmewerber	Studienanfänger	Absolventen
2003	112 (11)	94 (7)	82 (4)
2004	163 (10)	99 (2)	85 (0)
2005	133 (8)	98 (7)	72 (2)
2006	136 (5)	96 (2)	86 (6)
2007	126 (2)	99 (0)	70 (3)

Gesamtanzahl der Personen (davon Anzahl der Frauen)

Angesichts der Anzahl der Interessenten (Teilnehmer an der Einjährig Freiwilligen Ausbildung) ist beim Aufnahmeverfahren in den FH-BaStg mit einer ungefähren Bewerberzahl von 130 zu rechnen.

Hinsichtlich der Erhöhung des Anteils der Frauen werden weiterhin gezielte Anstrengungen zur Kommunikation der Attraktivität des Berufes eines Truppenoffiziers notwendig sein.

C TEAM OF PROPONENTS

Das BMLVS als Erhalter hat gemäß § 12 (3) FHStG folgende Personen mit der Entwicklung des Antrages auf Akkreditierung des FH-Bachelorstudienganges Militärische Führung (FH BP-ML) beauftragt, wobei die dem Entwicklungsteam zukommende Autonomie auch gegenüber dem Erhalter gilt und die Mitgliedschaft im Entwicklungsteam mit der Ausübung einer Erhalterfunktion unvereinbar ist.

1. Leiter:

Bgdr Mag. Karl PICHLKASTNER, Leiter Institut für Offiziersausbildung und Leiter des Lehr- und Forschungspersonals des FH-DiplStg MilFü.

2. Personen mit wissenschaftlicher Qualifikation durch Habilitation oder gleichwertige Qualifikation:

- Univ.-Doz. Prof. DDr. Karl KLEMENT, Uni POTSDAM, Vorsitzender des Hochschulrates BURGENLAND;
- ao. Univ.-Prof. Dr. Dietmar RÖSSL, Institut für Betriebswirtschaftslehre, WU WIEN;
- ao. Univ.-Prof. Dr. Lothar HÖBELT, Institut für Geschichte, Uni WIEN.

3. Personen, die über den Nachweis einer für den Studiengang relevanten Berufstätigkeit verfügen:

- ObstdG Mag. Karl-Heinz WIEDNER, Leiter des Fachbereiches „Führung und Fremdsprachen“ am FH-DiplStg MilFü;
- Obstdt Gerhard FLEISCHMANN, MSD, Kommandant des Akademikerbataillons;
- Obstdt Ulfried KHOM, MSD, Kommandant des Jägerbataillons 17.

4. Sonstige Personen, die über eine für den Studiengang relevante Expertise verfügen:

- Mag. Ingeborg HARTL, Gastlektorin für Soziologie und nebenberufliches Mitglied des Lehrkörpers;
- Bgdr Mag. Karl PRONHAGL, Kommandant der 3. Panzergrenadierbrigade;
- ObstdhmfD MMag. Dr. Reinhard SLANIC, MSc, Leiter des Fachbereiches „Pädagogik, Psychologie und Körperausbildung“ am FH-DiplStg MilFü;
- ObstdhmfD Mag. Dr. Andreas STEIGER, MSc, Leiter des Fachbereiches „Politikwissenschaften und Recht“ am FH-DiplStg MilFü
- Obst Peter WIDERMANN, MSD, Flieger- und Fliegerabwehrtruppenschule;
- MjrdG Mag. Wolfgang SCHWEIGHOFER, Landesverteidigungsakademie;
- MjrdG Mag. Thomas RUTHNER, Heerestruppenschule;

- Hptm Mag. (FH) Wolfgang HEISSENERGER, Heeresversorgungsschule;
- Olt Mag. (FH) Mag. Karoline RESCH, Aufklärungsbataillon 3.

Relevante Lebensläufe im Anhang, Anlage 2.

Bestätigung über die konzeptionelle Mitwirkung und Lehrtätigkeit im Anhang, Anlage 1.

5 Überlappung mit dem Lehrkörper:

Aus dem Kreis des Entwicklungsteams gehören folgende Personen dem Lehrkörper an:

a. Aus der Personengruppe gemäß § 3 (2):

Name	LV-Bezeichnung	LV-Typ	SWS	ECTS
ao. Univ.-Prof. Dr. Dietmar RÖSSL	Einführung in die Betriebswirtschaftslehre und Management	ILV	2	3
ao. Univ.-Prof. Dr. Lothar HÖBELT	Die Zeitgeschichte Österreichs	PS	1	2

b. Aus der Personengruppe gemäß § 3 (3):

Name	LV-Bezeichnung	LV-Typ	SWS	ECTS
ObstdG Mag. Karl-Heinz WIEDNER	Grundlagen der Taktik	ILV	2	2
	Ausgewählte Probleme des Berufsvollzugs aus militärwissenschaftlicher Sicht	PL	1	2
	Ausgewählte Probleme des Berufsvollzugs aus militärwissenschaftlicher Sicht	SE	2	4
	Gemeinsame Sicherheits- und Verteidigungspolitik (CSDP)	ILV	2	2
Obst Gerhard FLEISCHMANN, MSD	Angewandte Militärpädagogik	PL	2	3

D STUDENTS

1. Participation of Students

In accordance with the FH-Act Art. 4a students' representations will be established. In addition to their legal obligations these students' representatives will form an integral part of so-called Quality Management Board (QM-Kollegium). This is to allow them to participate in refining or amending the lectures, based on the findings of the students' feed-back.

Students are to participate in all classes and courses, based on the general principle of compulsory attendance.

They are to deal with the content of all teaching activities in compliance with academic standards. Such reflections (self-study) will be conducted on the students' own accord within the time and space provided.

2. Students' Feed-back

In addition to the mandatory students' feed-back so-called Quality Circles (involving students) will be conducted once a year or on an as-required basis.

Problems arising from lectures will be addressed by students' representatives and will be commented upon by the Dean, the Head of the Registry, and the Heads of the Departments in writing.

In doing so, a clearer picture can be obtained for the sake of taking remedial action with a view to improving the learning environment. All lecturers concerned will be kept informed of this continuous quality improvement process.

The Dean will be kept informed and take action either via the periodically submitted semester report or on request by the Heads of the Departments. All measures intended to rectify the situation will be communicated to students. A copy of the periodic evaluation report will be submitted to the students' representation as well as to Quality Management Board for their perusal and comment. The students' feed-back is an integral part of the comprehensive Quality Management System (QMS), which is geared to continuously improving the quality of the establishment. The same applies to the continuation training of the faculty in pedagogic and didactic respect.

3. Permeability of Educational Domains and Vocational Flexibility

Measures geared to increasing the permeability of educational domains include amongst others the Preparatory Course for the Supplementary Test of candidates with vocational qualification and the Green-to-Gold Programme for NCOs aspiring an officer's career.

Upon graduation from the Bachelor Programme, which provides the basis for an officer's career ranking from a second lieutenant to a four-star general, a wide range of job opportunities opens up for the newly-fledged Bachelors of Military Leadership. As to the military graduates, their first posting is likely to be platoon leader, executive officer (deputy company commander), or a branch-specific function, but, as time goes by, it might as well result in a scientific career in academia.

It should not go unnoticed that our programme is also open to non-military students. Such candidates may involve (prospective or actual) members of any security-related institution as well as of IOs, GOs and NGOs involved in CIMIC (Civil-Military Co-operation) that are to be prepared for the accomplishment of related missions outside the armed forces.

Our graduates are expected to adhere to the principle of life-long learning both within and outside the military environment if they wish to perform with excellence in their professional lives.

It goes without saying that our graduates are eligible for either a consecutive Master Programme, organised by the AAF and staged in Vienna, or studies at universities of economics or social sciences. The former is to top up the military education while the latter offers incentives for a return to civvy street.

Furthermore, the specialisation modules may also be used as further training for officers who wish to expand their competences.

E JOB PERSPECTIVES AND QUALIFICATION PROFILE

1. General Provisions by the MoD

As provided for in the Constitution, the AAF are to defend the integrity and the sovereignty of the country and are to protect its people and their vital interests.

The change of paradigms, having been experienced for quite some time now, is still to be noticed: more and more abandoning traditional national defence for the sake of greater commitment to the EU's Common Security and Defence Policy (CSDP), which currently is limited to multinational peace-support operations. Thus international crisis management and traditional national defence have come to be considered equally important.

Further structural planning for the AAF, however, is to be based on operations abroad as they feature a higher potential for stabilisation and conflict resolution than a merely defensive posture on own territory.

Thus the AAF have ushered in a comprehensive and sustaining structural change. This development entails an expanded range of tasks, both operationally and geographically, which, in turn, require skills, knowledge, and competence that go far beyond specifically military ones.

Such skills, knowledge, and competence are developed to enable the graduate to cope with modern security challenges to include

- the full range of the so-called Petersberg tasks (humanitarian and rescue; peace-keeping; peace-enforcement),
- combined joint warfare,
- global deployment (excluding the Arctic Region) with intercultural awareness, and
- civil-military co-operation (CIMIC).

To this end expert knowledge is gained in military core disciplines and in relevant, mainly social sciences (law, political science, national economy and business administration, sociology, psychology and educational science) and humanities (philosophy, history, and linguistics).

On top of this expertise, methodological-analytical skills for sound judgement and argumentation on special and interdisciplinary affairs are required.

These in turn, are augmented by professional qualifications and skills, like problem-solving, decision-making, reduction of complexity, information management, and the readiness for lifelong learning.

2. Underlying Conception of the MoD

The AAF 2010 and its training system need to take into consideration operational, organisational, and budgetary constraints. That is why basic officer training is to provide the

future graduates with the core competence necessary for the discharge of their duties in a military environment, especially in their branch chosen. In particular, the graduate has to display veritable leadership skills, act as a role model, have a sound educational background, be resilient to the physical and psychological strains of military life, and feature ethical and moral steadfastness. The best way to a guarantee such sound education is via a full-fledged academic study under the Bologna system, as being followed by most of our international counterparts.

As it is envisaged to offer only fixed-term contracts, expiring after the incumbent has reached his 35th year of age, the training concept needs revising. However, just limiting it to merely covering the requirements for the first posting would entail a limitation to the competences just necessary for the initial assignment. That is why the requirements for life-time officers or lifers must be accounted for as well. Training is thus to yield the above-mentioned academic skills and competences and is to enable the graduates to develop and further refine a professional ethos. Generally speaking, basic officer training is to provide education for the sake of enlightenment, i.e. emergence from man's self-incurred immaturity, true to its motto *Sapere aude*" – *Dare to be wise!*

As complexity and specialisation are on the rise, academic follow-up training by way of a consecutive Master programme has to be established as well. Graduates of that may serve as battalion commanders and brigade staff functions.

The final (third) tier of the Bologna system, the PhD (philosophy doctorate) is limited to the resource staff of the AAF's educational and research establishments. While it has only limited access, it must not exclude militarily relevant disciplines.

It follows from the above that the future graduate of basic officer training features the following skills, knowledge, and competence:

- a. The officer, as a well-renowned military leader within a democratic, pluralistic society, is able to lead a platoon in operations at home and abroad (excluding the Arctic Region) and train it accordingly. Furthermore, he/she is able to deputize for a limited period of time for the company commander.
- b. The officer, as a public figure, features,
 - relevant expert knowledge in military core disciplines and in modern means and methods of leadership,
 - high moral and legal standards,
 - methodological-analytical skills for sound judgement and argumentation on special and interdisciplinary affairs,
 - professional qualifications and skills, like problem-solving, decision-making, reduction of complexity, information management, and self-reflection.

- c. Furthermore, the officer has at his/her disposal those competences required to excel with training and military routine and to gain himself/herelf a reputation as a reliable citizen in a democratic, pluralistic society.

3. Job Perspectives

- a. Job perspectives, i.e. the future field of activity for the graduates, can mainly be found in the AAF or in relevant GOs, NGOs, or IOs and include:
- Command and control of subordinate personnel, deliberate deployment of personnel and materiel for mission success, and provision of operational readiness for national defence,
 - protect the constitution as well as freedom and democracy and maintain domestic law and order,
 - conduct disaster relief, search and rescue as well as humanitarian aid operations, and
 - assist – upon request – the international community in Peace Support Operations (PSOs).

This is taken into account when assigning students to appropriate slots for on-the-job training according to their previously acquired professional qualification.

- b. The first posting is characterised by managerial tasks within a company, involving legal rights and obligations for the organic personnel and materiel.
- c. Future graduates thus have to discharge duties for:
- Operations, involving command and control of subordinates for the purposeful use of available resources and optimising circumstantial influences for mission success. Independent action is most likely to be required in exercising combat functions.
 - Preparations for operations, involving all actions for operational readiness as regards personnel, materiel, and training, including measures to advance confidence and courage. Independent action is most likely to be required in exercising assigned functions.
 - Training of recruits and cadres, involving educational skills for the purposeful use of scarce resources and the strengthening of values for the promotion of the corporate identity. Independent action is most likely to be required in exercising educational functions.
 - Military routine, involving compliance with pertinent rules and regulations, efforts towards more efficiency and effectiveness as well as measures for the strengthening of the morale and the orientation towards operations. Independent action is most likely to be required in exercising organisational functions.

- Apart from military customers, civilian enterprises and organisations (GOs, NGOs, IOs) will headhunt for our graduates since they trust their top-notch leadership competence and their experience.

➤

4. Qualification Profile

a. In order to discharge the above duties graduates of the BP-ML need to have

- mainly advanced skills, knowledge, and competence within the elements

- Operational Subjects and Methods,
- Specialisations, in political science, educational science or economics (business administration or IT),
- Interdisciplinary Fundamentals of Personal Acting,
- Political and Economic Systems,
- Interdisciplinary Fundamentals of Military Routine, and
- Linguistic and Intercultural Competences.

On top of that graduates of the BP-ML need to have a critical understanding of major theories, principles, and methods, as well as profound state-of-the art knowledge of certain domains.

- the ability to gain an ever-wider and deeper understanding;

- the ability to use such understanding professionally in an ethically-morally responsible way, compliant with pertinent rules and regulations, and

- the ability to further develop their expertise with confidence on their own accord while being aware of their own limits.

b. Furthermore, graduates of the BP-ML need to feature cognitive and practical skills required for their field of activity and for innovative potential with a view to solving complex and unexpected problems in their professional lives.

In particular, this relates to

- modern means and methods of leadership, including their limitations,
- reduction of complexity, thus revealing interdependences and interfaces, and
- efficiently and effectively using proper resources.

c. Finally, graduates of the FH BP-ML need to prove the following competences:

➤ Methodological-technical Competence:

They apply critical-analytical thinking and problem-solving techniques. They are able to independently acquire new knowledge and to conduct (mainly) independently R&D projects. Their actions are characterised by organisational skills and systematic approaches.

➤ Personal Competence:

Their professional lives are characterised by high moral standards, loyalty, discipline, self-responsibility, and self-management.

➤ Social-communicative Competence:

They are able to motivate themselves and others, feature a high potential of communication, conflict-resolution and problem-solving skills and are cooperative and responsible. They are convincing in their argumentation and exchange ideas with international experts.

➤ Action Competence:

Their professional lives are characterised by decisiveness, initiative, optimism, endurance, perseverance, and providing stimuli.

When implementing the above Qualification Profile into the Curriculum, the recommendations of the European Qualifications Framework (EQF) for Lifelong Learning have been followed. In accordance with that the Reference Level 6 has been applied so as to meet the requirements for Bachelor studies. This is why the Module Descriptions under "Learning Outcomes" will use the categories "knowledge, skills, and competence" accordingly.

F CURRICULUM AND EXAMINATION RULES

Note:

Due to their size and for ease of reference the Module Descriptions under Annex 8 of AR 2010 have been filed in the Annex as Appendix 4.

1. Curriculum

Curriculum data			
	Full-time	Part-time	Additional Remarks
First year	2011/2012		
Regular duration (in semesters)	6		
Compulsory HWS (grand total of all semesters)	137		
Weeks per Semester	15		
Compulsory Class Hours (grand total of all semesters)	2055		
Compulsory ECTS (grand total of all semesters)	180		
Begin of Winter Semester	40 th week		Begin of week
End of Winter Semester	6 th week		End of week
Begin of Summer Semester	14 th week		Begin of week
End of Summer Semester	29 th week		End of week
Weeks of Winter Semester	19		4 weeks without classes
Weeks of Summer Semester	16		1 week without classes
Compulsory semester abroad			
Language of instruction	<p style="text-align: center;">German</p> <p>That is why a functional level as an independent user (B2 level – vantage – of the Common European Framework of Reference) of German has to be proved by the candidate prior to admission.</p>		<p>Currently (2011) six lectures are taught in English.</p> <p>It is envisaged that as of 2013/14 the Bachelor Programme in its entirety is offered in English as well so as to meet the requirements for international students.</p>
Training on the job (TJ)	<p>5th Semester: 6 weeks National TJ (NTJ)</p> <p>6th Semester: 6 weeks International TJ (ITJ)</p>		Currently (2011) 17 partner nations are offered for the ITJ.

Curriculum Matrix of the FH BP-ML

Abbreviations used:

C = Class, CH = Class Hours, CNr = Class Number, CHO = Class Hours Offered, HWS = Hours per Week per Semester, HWSO = Hours per Week per Semester Offered; ECTS = Credits under the European Credit Transfer System (ECTS)

The abbreviated code of the respective Module can be deciphered at page 25!

1 st Semester								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
1.1.1	Performance and Stress	IC	2	3	6	90	PersM	2
1.1.2	Personality Structures	L	1	2	2	30	PersM	1
1.1.3	Personal and Time Management	PBL	2	3	6	90	PersM	3
1.2.1	Fundamentals of Scientific Work	IC	1	3	3	45	GsysA	1
1.2.2	IT-based Document Management	P	2	3	6	90	GsysA	3
1.2.3	Philosophy of Science and Logic	IC	1	3	3	45	GsysA	1
1.3.1	Fundamentals and Principles of Military Leadership	L	2	2	4	60	GMilFü	2
1.3.2	Military Decision-making Process	L	3	2	6	90	GMilFü	3
1.3.3	Military Topography and Geography	IC	1	2	2	30	GMilFü	1
1.3.4	Systems of Conventional Military Operations	IC	2	2	4	60	GMilFü	2
1.4.1	Fundamentals and Principles for Defensive Operations	L	1	2	2	30	Vert	1
1.4.2	Tactics: the Reinforced Battalion in Defensive Operations	IC	3	3	9	135	Vert	3
1.4.3	TTP: the Reinforced Company in Defensive Operations	EX	3	6	18	270	Vert	3
1.5.1	Basic Military English	IC	2	6	12	180	Mil E I	2
1.6.1	Second-language Training 1	IC	2	6	12	180	2SprAusb I	2
Total:			28		95			30
Grand total (total by weeks)			420					

2 nd Semester								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
2.1.1	Educational Anthropology	L	2	2	4	60	PädH	2
2.1.2	Introduction to Defence Pedagogy	IC	2	3	6	90	PädH	2
2.1.3	Applied Defence Pedagogy	P	2	6	12	180	PädH	3
2.2.1	Austrian Constitutional Law	L	2	2	4	60	StNPS	2
2.2.2	Austria's Contemporary History	PS	1	2	2	30	StNPS	2
2.2.3	Introduction to Political Philosophy	L	1	2	2	30	StNPS	1
2.3.1	Fundamentals and Principles for Offensive Operations	L	1	2	2	30	Angr	1
2.3.2	Tactics: the Reinforced Battalion in Offensive Operations	IC	2	3	6	90	Angr	2
2.3.3	TTP: the Reinforced Company in Offensive Operations	EX	3	6	18	270	Angr	3
2.3.4	Fundamentals of Simulation Training	IC	1	3	3	45	Angr	1
2.3.5	Applied Simulation Training	IC	2	6	12	180	Angr	2
2.4.1	Fundamentals and Principles for Retrograde Operations	L	1	2	2	30	Verz	1
2.4.2	Tactics: the Reinforced Battalion in Retrograde Operations	IC	2	3	6	90	Verz	2
2.4.3	TTP: the Reinforced Company in Retrograde Operations	EX	2	6	12	180	Verz	2
1.5.2	Intermediate Military English	IC	2	6	12	180	Mil E I	2
1.6.2	Second-language Training 2	IC	2	6	12	180	2SprAusb I	2
Total:			28		115			30
Grand total (total by weeks)			420					

3 rd Semester								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
3.1.1	Introduction to Empirical Social Research	P	2	3	6	90	TsysA	3
3.1.2	IT-based Data Processing	IC	2	3	6	90	TsysA	2
3.1.3	Presentations (Techniques and Media)	IC	1	3	3	45	TsysA	1
3.2.1	Introduction to Business Administration and Management	IC	2	2	4	60	SwS	3
3.2.2	Introduction to National Economy	L	1	2	2	30	SwS	1
3.2.3	Supply Chain Management and Logistics	P	2	2	4	60	SwS	3
3.3.1	International Humanitarian Law and Law on Armed Conflicts (LOAC)	IC	1	6	6	90	StlPS	2
3.3.2	Common Security and Defence Policy (CSDP)	IC	2	6	12	180	StlPS	2
3.3.3	The Role of International Organisations	L	1	2	2	30	StlPS	1
3.4.1	Fundamentals and Principles for Security Operations	L	3	2	6	90	Sch	3
3.4.2	Tactics: the Reinforced Battalion in Security Operations	IC	2	3	6	90	Sch	2
3.4.3	TTP: the Reinforced Company in Security Operations	EX	3	6	18	270	Sch	3
1.5.3	Media Relations Training	IC	2	6	12	180	Mil E I	2
1.6.3	Second-language Training 3	IC	2	6	12	180	2SprAusb I	2
Total:			26		99			30
Grand total (total by weeks)			390					

4 th Semester (general)								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
4.1.1	Philosophy of War and Peace	P	2	2	4	60	Polem	3
4.1.2	Conflict Management	L	1	2	2	30	Polem	1
4.1.3	Selected Armed Conflicts in Military History	L	2	2	4	60	Polem	2
	Specialisation in <ul style="list-style-type: none"> • political science or • educational science or • economics (business administration) or • economics (IT) The three Modules of these four Specialisations are specified overleaf!		15		72			17
4.5.1	Selected Problems of the Specialisation 1 (1st Bachelor Thesis)	PS	2	20	40	600	Probl/VGeb	3
4.6.1	Advanced Military English	P	1	6	6	90	Mil E II	2
4.7.1	Second-language Training 4	IC	2	6	12	180	2SprAusb II	2
Total:			25		140			30
Grand total (total by weeks)			375					

Specialisations

4 th Semester: Specialisation in political science								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
4.2.1/Pol	The political System of Austria and the EU	P	2	2	4	60	S.Ö.EU	3
4.2.2/Pol	The Role of the AAF in the First and Second Republic	IC	2	1	2	30	S.Ö.EU	2
4.2.3/Pol	Actors and Structures of the Austrian Security Policy	L	1	1	2	30	S.Ö.EU	1
4.3.1/Pol	Comparative Systems Theory of Selected States	PS	1	1	1	15	I.P.E	2
4.3.2/Pol	Political Geography	L	1	1	1	15	I.P.E	1
4.3.3/Pol	Selected Aspects of Austrian Foreign Policy – from the Cold War to a United Europe	L	1	1	1	15	I.P.E	1
4.3.4/Pol	Theory of International Politics	IC	2	1	2	30	I.P.E	2
4.4.1/Pol	Introduction to Communication Science	IC	2	1	2	30	M. & P.B	2
4.4.2/Pol	Diversity Management	IC	2	1	2	30	M. & P.B	2
4.4.3/Pol	Media and Controlling Power	L	1	1	1	15	M. & P.B	1
Total:			15		18			17
Grand total (total by weeks)			225					

4 th Semester: Specialisation in educational science								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
4.2.1/Bldg	Theory of Teaching and Learning	L	1	1	1	15	BES	1
4.2.2/Bldg	Educating and Socialising Children and Youths	IC	2	1	2	30	BES	2
4.2.3/Bldg	Educating and Socialising Adults	P	2	2	4	60	BES	3
4.3.1/Bldg	Society, Work and Education	L	1	2	2	30	VvB	1
4.3.2/Bldg	Institutional, Organisational, and Societal Fundamentals of Education	P	2	1	2	30	VvB	2
4.3.3/Bldg	International Perspectives of Education	P	2	1	2	30	VvB	3
4.4.1/Bldg	Fundamentals of Diversity Managements	L	1	1	1	15	DivM	1
4.4.2/Bldg	Organisational Diversity	IC	2	1	2	30	DivM	2
4.4.3/Bldg	Acting Interculturally Correct	IC	2	1	2	30	DivM	2
Total:			15		18			17
Grand total (total by weeks)			225					

Specialisations (cont'd)

4 th Semester: Specialisation in economics (business administration)								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
4.2.1/BWL	Accounting & Management Control 1	P	1	1	1	15	AMC	2
4.2.2/BWL	Accounting & Management Control 2	IC	2	1	2	30	AMC	2
4.2.3/BWL	Accounting & Management Control 3	IC	2	1	2	30	AMC	2
4.3.1/BWL	Management & Personnel Management	P	2	2	4	60	P. F. & O	3
4.3.2/BWL	Intrapreneurship & Change Management	IC	2	1	2	30	P. F. & O	2
4.3.3/BWL	Selected Aspects of Personnel Management	L	1	2	2	30	P. F. & O	1
4.4.1/BWL	Controlling	EX	1	1	1	30	U. & C.	1
4.4.2/BWL	Investment Controlling	IC	2	1	2	30	U. & C.	2
4.4.3/BWL	Business Analysis Simulation Exercise	IC	2	1	2	30	U. & C.	2
Total:			15		18			17
Grand total (total by weeks)			225					

4 th Semester: Specialisation in economics (IT)								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
4.2.1/Winf	Fundamentals of Business informatics (BI) or organizational informatics	P	1	1	1	15	Grund/Winf	2
4.2.2/Winf	Introduction to Information Technology (IT)	L	2	1	2	30	Grund/Winf	2
4.2.3/Winf	Selected Legal and Security Aspects of IT	P	2	2	4	60	Grund/Winf	2
4.3.1/Winf	Network and Operating Systems	IC	3	1	3	45	Einf. N&P	3
4.3.2/Winf	Fundamentals of Programming	P	2	1	2	30	Einf. N&P	3
4.4.1/Winf	Corporate Information Systems	IC	2	1	2	30	W & IT-M	2
4.4.2/Winf	Business Process Management	IC	2	1	2	30	W & IT-M	2
4.4.3/Winf	Interdisciplinary Informatics Project	EX	1	2	2	30	W & IT-M	1
Total:			15		18			17
Grand total (total by weeks)			225					

5 th Semester								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
4.5.2	Selected Problems of the Specialisation 2	S	1	20	20	300	Probl/ VGeb	3
5.1.1	Selected Problems of the Profession 1 (2nd Bachelor Thesis)	P	1	20	20	300	Probl/ BVo	2
5.2.1	Procedural Law and Trade Union Act	IC	2	2	4	60	S.a.R.	2
5.3.1	National Training on the Job NTJ						NBP	11
5.3.2	NTJ-Seminar	S	1	20	20	300	NBP	2
5.4.1	Fundamentals and Principles for Multinational Operations	L	3	2	6	90	EimV	3
5.4.2	Tactics: the Task Force in Multinational Operations	IC	2	3	6	90	EimV	2
5.4.3	TTP: Multinational Operations	EX	3	6	18	270	EimV	3
4.6.2	Military English for Multinational Operations	IC	1	6	6	90	Mil E II	1
4.7.2	Second-language Training 5	IC	1	6	6	90	2Spr Ausb II	1
Total:			15		106			30
Grand total (total by weeks)			225					

6 th Semester								
CNr	Class	Type of Lecture	HWS	Grps	HWSO	CHO	Module	ECTS*
5.1.2	Selected Problems of the Profession 2	S	2	20	40	600	Probl/BV o	4
5.2.2	Selected Legal Aspects	L	1	2	2	30	S.a.R.	1
5.2.3	Civil Service Act and Financial Provisions	IC	2	2	4	60	S.a.R.	2
6.1.1	Leadership, Legality and Morality	L	1	2	2	30	S.m.R.	1
6.1.2	Disciplinary Law and Uniform Code of Justice	IC	2	2	4	60	S.m.R.	2
6.1.3	National Defence Law	IC	2	2	4	60	S.m.R.	2
6.1.4	Military Authorisation Act / Legal Provisions for Training and Routine Duty	IC	1	2	2	30	S.m.R.	1
6.2.1	International Training on the Job (ITJ)						IBP	11
6.2.2	ITJ-Seminar	S	1	20	20	300	IBP	2
4.6.3	Language Skills Proficiency Training	IC	1	6	6	90	Mil E II	2
4.7.3	Second-language Training 6	IC	2	6	12	180	2SprAusb b II	2
Total:			15		96			30
Grand total (total by weeks)			225					

Contribution of Modules to Educational Tenets			
		ECTS	%
Academic Fundamentals and Methods	abbreviated code	86	47.7
Element: Operational Subjects and Methods:			
Fundamentals of Leadership	GMilFü	8	
Defensive Operations - Infantry	Vert	7	
Offensive Operations & Computer-assisted Leadership Training	Angr	9	
Retrograde Operations	Verz	5	
Security Operations (national)	Sch	8	
Multinational Operations	EimV	8	
Element: Interdisciplinary Fundamentals of Military Routine:			
Fundamentals of Education	PädH	7	
Structures of General Legal Systems	S.a.R.	5	
Structures of Military Legal Systems	S.m.R.	6	
Element: Political and Economic Systems:			
Structures of National Politics	StNPS	5	
Structures of International Systems	StIPS	5	
Structures of Economic Systems	SwS	7	
Polemology	Polem	6	
Electives		29	16.1
Element: 4 Specialisations in			
<ul style="list-style-type: none"> • political science or • educational science or • economics (business administration) or • economics (IT) 			
Specialisation Module 1		6	
Specialisation Module 2		6	
Specialisation Module 3		5	
Selected Problems of the Specialisation (1st Bachelor Thesis)	Probl/VGeb	6	
Element: Elective:			
Selected Problems of the Profession (2nd Bachelor Thesis)	Probl/BGeb	6	
Interdisciplinary Qualifications		39	21.8
Element: Interdisciplinary Fundamentals of Personal Acting:			
Fundamentals of Personal Management	PersM	6	
Fundamentals of Systematic Approaches	GsysA	5	
Systematic Approaches	TsysA	6	
Element: Linguistic and Intercultural Competences:			
Military English I	Mil E I	6	
Military English II	Mil E II	5	
Second-language Training I	2SprAusb I	6	
Second-language Training II	2SprAusb II	5	
Mandatory Training on the Job		26	14.4
National Training on the Job	NBP	13	
International Training on the Job	IBP	13	
Grand total		180	100.0

The abbreviated code of the respective Module can be used to decipher Curriculum Matrix!

ECTS Conversion

Type of Class	Abbr.	HWS	Duration of class in hrs ¹	ECTS ²	Useable weeks per semester	Workload (h)		
						Total	Contact	Private studies, incl. exam
Lecture	L	1	0.75	1	15	25	11	14
Practical Exercise	EX	1	0.75	1	15	25	11	14
Integrated Class	IC	1	0.75	1	15	25	11	14
Pro-seminar	P	1	0.75	1.5	15	38	11	27
Problem-based Learning	PBL	1	0.75	1.5	15	38	11	27
Seminar	S	1	0.75	2	15	50	11	39

This general guideline is subject to changes depending on the workload!

¹ Based on the presupposition that 1 class unit is equivalent to 45 minutes.

² When attributing ECTS credits to classes, the following peculiarities have been taken into consideration:

- the economical and time-saving structure and sequence of the FH BP-ML (free lodging, inexpensive board, effective IT-infrastructure; tight administration; transportation if required, a.s.o.) and
- the beneficial ratio between faculty and students that is conducive to swift acquisition of the teaching content.

2. Exemption from Compulsory Attendance

Participation in the entire programme is mandatory. However, in exceptional cases the Dean may grant exemption from compulsory attendance. Such a permission is subject to the applicant's proper justification and processing of the request through the channels (from the class lecturer to the Dean). Furthermore, the applicant has to suggest compensatory measures and remedial action for the teaching content missed.

3. Training on the Job

- a. Training on the Job is organised nationally and internationally. In the 5th Semester students are to undergo National Training on the Job (NTJ), lasting 6 weeks minimum (13 ECTS), and in the 6th Semester they embark on the International Training on the Job (ITJ), lasting 6 weeks maximum (13 ECTS).
- b. The Dean is to issue "Guidelines for Training on the Job" that build on previous experience and are to be continuously improved and adapted.
These Guidelines are to stipulate objectives, selection, supervision, and evaluation of the Training.
- c. The NTJ is conducted for military students with the units and establishments of the AAF while their civilian counterparts gain professional experience with relevant civilian

establishments. For the ITJ, bilateral agreements with currently (2011) 17 partner nations are used. Students are properly prepared for the ITJ, supervised during their tour, and debriefed thereafter. The feed-back and findings are then to be integrated into the planning process for the next training to come.

4. Bachelor Theses

- a. Students are to submit two Bachelor Theses in the form of seminar papers.
 - The first one in the 5th Semester covering a topic of the Specialisation chosen and
 - the second in the 6th Semester covering a topic of the Elective “Selected Problems of the Profession“.
- b. The corresponding class can be seen in the Curriculum Matrix of the FH BP-ML as:
Selected Problems of the Specialisation 2 3 ECTS
Selected Problems of the Profession 2 4 ECTS
Even though the credits for the first and second Bachelor Theses of 3 and 4 ECTS appear to be quite moderate, they are nevertheless fully justified as students may draw from their experiences of their National Training on the Job (NTJ) and their International Training on the Job (ITJ), respectively.
- c. Bachelor Theses are academic papers to be written within the above classes and are to give evidence that the student is capable of drafting – after consulting with his supervisor – a treatise on a given topic that both in terms of content and methodology meets standard academic requirements.
- d. The selection of the topic is supported by the Specialisation and the Elective chosen. During the Pro-Seminar and the Problem-based Learning a theme is to be found. In the consecutive semester the Bachelor Thesis has to be drafted. As a rule, the supervisor has to be picked from the many classes on offer. The papers are to be supervised and assessed by lecturers from among the faculty. The topics of the papers must be relevant to the military spectrum, have to cover several subjects and are to be approved by the Dean.
- e. The assessment must not exceed a three-week period following submission.
- f. Further details, like grading and exam repetitions, are stipulated in the Examination Rules.

5. Examination Rules

- a. Types of Class

Classes are offered as

- Lecture (L),
- Practical Exercise (EX)
- Integrated Class (IC)

- Pro-seminar (P)
- Problem-based Learning (PBL)
- Seminar (S).

Lecture (L)

An exposition of a given subject delivered before a class for the main purpose of instruction rather than discussion.

Practical Exercise (EX)

A session of performance undertaken to acquire or polish a skill, following theoretical instruction or private study. Problem-solving approaches by students may also be discussed in this context.

Integrated Class (IC)

A didactically required blend of lectures and practical exercises.

Pro-seminar (P)

A course of study for intermediate students, conducted in the manner of a seminar.

Problem-based Learning (PBL)

Specialised class focussing on individual approaches to scientific or professional issues for the purpose of developing intrinsic life-long learning and the motivation for team-work.

Seminar (S)

A course of study for advanced students engaged in intensive state-of-the-art research or study under the guidance of a professor, who meets regularly with them to discuss their reports and findings.

Generally, the working language for the programme is German, except for some specific classes that are conducted in English. Participation in the entire programme is mandatory.

b. Exam Modalities

The Curriculum Matrix and the Module Descriptions specify the classes including the modalities of the exams.

Further details (like method, type, timing, and deadlines etc.) are stipulated in the Examination Rules.

Exams can only be repeated twice. Any second re-examination must be taken publicly before a board of examiners. Failure of the second re-exam results in expulsion from study.

- Upon request a flunked student may be granted once a repetition of the study year in question, pending approval by the Dean, who will decide based upon the chances for successful completion of the study year.

A big chunk of the pie that shows the various types of exams is the class-immanent exam amounting to 13.3 per cent or 24 out of 180 ECTS.

c. Bachelor Exam

The Bachelor exam marks the conclusion of the academic programme. It consists of the completion of two bachelor papers and an exam before a board of examiners.

This board of examiners is composed of a chairperson and two examiners:

- the supervisor of the First Bachelor Paper (Specialisation) and
- the supervisor of the Second Bachelor Paper (Elective)

The Bachelor exam comprises the presentation and defence of the papers and a discussion, which relates to any subject of the curriculum connected with the papers. It is to be taken before a board of examiners, consisting of a chairperson and two members (supervisors of the papers).

Upon passing of the Bachelor exam the student earns the academic degree of a Bachelor of Arts (BA) in Military Leadership. The accreditation authority is the Fachhochschulrat, the national executive agency on FH-studies.

6. Supplementary Provisions on Time Management

The newly-devised officer training system provides for ample time for private studies, self-reflection, as well as for reflection on the teaching content.

G DIDACTICAL CONCEPT

In order to attain the educational goals; as defined in the Qualification Profile and the Curriculum, the following didactical guidelines have been observed:

- 1. Enhancing the academic quality** of independently evaluating (critique, reflexion, and argumentation) interdependences.

As mentioned in Section E (Job Perspectives and Qualification Profile), the interdisciplinary approach for creating the modules was of central importance. Therefore, qualified lecturers need to be in charge of the modules, who have the responsibility to co-ordinate the members of the faculty as well as to identify possible gaps between the modules and address them accordingly.

The same is true for modules which are not finished by a final exam (module exam). Here the interdependences between the individual lectures have to be explicitly addressed and communicated to the students.

Key factors in enhancing academic capabilities are interactions between lecturers and students, subject-specific qualities as well as practical orientation. In addition to that, didactical measures for the activation of the learner are important for the development of the methodological-technical and social-communicative competence, as well as of self-organisation (personal competence) and decision-making competence (action competence).

By using various teaching and learning techniques (the "how" of the studies), the following guidelines shall be observed:

- to conceive knowledge as just being provisional,
- to point out proper thinking as a means of proper arguing and the request for disciplinary measures,
- to intertwine special knowledge with general knowledge in a greater context and to enhance personal responsibility,
- to make aware the regulating effect of practical knowledge,
- to create a basis for lifelong learning by asking the right questions and by offering the proper time for reflexion, and
- to enhance the potential that has been evaluated in the course of the assessment.

Information of various fields is connected to a general-knowledge base by means of problem-based learning. Reflexions, changes of perspectives and meta-cognition are enhanced in such a way that one's own knowledge is changed and adapted in the course of a discourse and problems are seen in a different light.

In order to have a continuous learning effect, the individual learning activities with their respective competences, which have been evaluated in the course of the assessment, are harmonised. The effects and the importance of learning and its impact on one's own development are reflected and already existing learning experiences serve as a basis for future learning activities.

The activation of the learners is in the focus of all activities and manifests itself in the design of learning strategies such as:

- learning by solving problems within authentic contexts,
- social interactions of learners by collaborative problem-solving, and
- the possibilities to find own fields of interest.

Within the modules the curricula are structured in such a way that one is progressively based upon the other in order to achieve a continuous development of competences. The workload of the lectures within the modules is quite balanced in the first four semesters. The time for self-studies is less in the first four semesters, in semester 5 (national training on-the-job) and 6 (international training on-the-job) more time for self-studies is provided. Thus the workload in and out of class is quite balanced.

The intensity of classroom participation and self-studies out of class is achieved by raising the number of groups and lecturers within the modules. The number of groups is raised significantly in the 5th and 6th semesters to cater for the elective subjects and the specialisation seminar.

2. Ensuring the focus on job-relevant training and education

This is based on the results of

- the analyses of the traineeships (direct feedback by evaluating the trainees and the national and international supervisors) and
- the graduate analyses (indirect feedback by evaluating the graduates and obtaining the customer view from supervisors and their superiors).

The results are used to develop the curriculum on the one hand and to provide a data base for choosing future lecturers with regard to personnel planning. The curriculum is focused on practical training and education.

The sequence of the semesters, with the national training on-the-job in the 5th semester and the international training on-the-job (most challenging task) in the 6th semester, ensures this proper progression.

3. Providing a well-balanced ratio of theory and practice

Different teaching and learning techniques close the gap between practical teaching experiences and abstract teaching content.

This principle was observed when the modules were created. It is of central importance that abstract theories and fundamentals are presented in varying conditions, containing proper tasks and exercises in order to reflect the theoretical relations. To achieve this, the ratio between lecturers and students has to be optimised by having a proper divisor (number of groups). Furthermore, the students have to be tasked with exercises that are to be worked on in self-study periods. After a revision of the homework, the students have to be given proper feedback.

Being authentic is of paramount importance in the course of competence development. The learning processes relate to the current situation of the students and their surroundings. The FH BP-ML is seen as a “working place“ with the requirements and challenges of a modern-day society:

- Authentic exercises and tasks relate closely to every-day problems in every-day situations as well as in the course of a “student’s life“. Job-specific knowledge and proper discipline are key factors for these challenges. Knowledge is always seen from a practical and theoretical point of view.
- Learning is seen as a productive process and the students should come up with well-based solutions.

Case studies are used in order to keep the balance between theoretic and practical exercises. The students, in the course of the teaching and learning process, should work out possible solutions based on the information given.

4. Preparing students for academic writing and for problem-solving strategies

The modules “Fundamentals of Systematic Approaches” and “Systematic Approaches” provide the students already at an early stage of their studies with the required knowledge and skills. A consistent use of the acquired knowledge and skills in the follow-up modules is a key element. Therefore, the persons responsible for the modules and the lecturers are to focus on this issue in the planning, execution and examination phase of the lecture. In order to achieve this, the rigid differentiation between teacher and student is to be loosened. The classic role of the teacher as a person who passes on knowledge is replaced by that of a tutor, someone who helps and supports less-experienced people in writing their scientific papers, including the final thesis. Furthermore, the teachers together with the students, evaluate the final tests in order to experience a longer-lasting effect. Teaching takes place in

smaller groups, which work together on the basis of split tasks, division of labour and co-operative actions.

5. Enhancing the self-organisational and social-communicative skills of the students

In order to be a leader of excellence, a person has to have a balanced ratio of the personal, activity, social-communicative, technical and methodological competences. This guarantees competent acting and proper leading even under challenging conditions. The individual competences of every student are evaluated during the admission exam by way of an assessment. By means of exercise-based lectures, the competences evaluated shall be explained to the students in order to enhance their personal development. By a well-based documentation of all students' feedback, a periodical evaluation of the status-quo shall be provided, not only for the lecturers, but also for the students. The documentation then shall be used for individual support of each student.

Learning is an individual process that requires personal activity and interaction with the surrounding. Gaining knowledge is a continuous process, it is based on already existing knowledge and understanding is closely related to already made experiences. The behaviour of the learner, when confronted with new situations or experiences, is dependent on previous experiences and how the learner sees the world through his/her own eyes. This requirement shall be met by using the method of adapted learning.

Topic-specific tutorials and elective subjects are meant to support this process.

6. Teaching problem-solving skills and putting them into effect

This principle is closely related to military leaders and their responsibility, i.e. their capability of defending their actions or orders against their own personal conscience. This is of paramount importance for the whole course of studies.

When developing competences, one needs to focus on the person, the situation and the action:

- Knowledge is a basis for competent acting.
- Acting is the prerequisite for targeted, competence-oriented acquisition of knowledge.
- Learners are to be supported in such a way that the step from knowing to acting and problem-solving is provided.

By using simulation exercises, the students shall be given an inside view of realistic and job-specific problems. Solutions shall be found, relationships shall be recognised and consequences of own decisions shall be pointed out. A reflexion of the whole situation shall

give the students the opportunity to see it from various directions and from different points of view so as to see all pros and cons of their decisions.

In addition to that, final reports, summaries of the experiences and possible solutions are elaborated. This gives the students the opportunity to provide for continuity in the learning process and plan their learning activities accordingly.

H ADMISSION REQUIREMENTS

Admission to the Bachelor Programme requires one of the three backgrounds:

1. University Entrance Qualification

University-entrance qualification, as specified in the relevant FH Act, requires one of the below documents:

Matura or Abitur,
High School Diploma,
General Certificate of Education, A-level

2. Admission Entitlement

Waiver for the university-entrance qualification with admission entitlement to study economics, social or political sciences, technology, mining, or psychology.

A minimum of three years of studies at a post-secondary-education, university-type institution.

3. Vocational Qualification and Supplementary Test

a. Vocational Qualification

Graduation from the Austrian NCO Academy with at least 6 years of service and a supplementary test prior to an age of 29 years.

A comparable military qualification from foreign services

A comparable civilian qualification from security, rescue or similar services.

Any borderline case will be judged upon by the Dean and Head of the Faculty.

b. Supplementary Test

All candidates under 2. have to pass the supplementary test under relevant regulations which will include:

- a composition on a general topic
- compulsory subjects
 - English 2
 - Mathematics 1
- elective subjects
 - Geography 2
 - History 2
 - Geometry
 - Physics 1
 - Biology
 - Chemistry 1

Such tests have to be passed prior to admission.

Note:

Military candidates need to have served for a minimum of six years while not exceeding the age of 28.

The language of instruction is German. That is why a functional level as an independent user (B2 level – vantage – of the Common European Framework of Reference) of German has to be proved by the candidate prior to admission.

Currently (2011) six lectures, however, are taught in English.

It is envisaged that as of 2013/14 the Bachelor Programme in its entirety is offered in English as well so as to meet the requirements for international students.

I ADMISSION

Study Data

Vacancies per year										
	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Full-time	Part-time								
1 st Class	60		60		60		60		60	
2 nd Class	90		60		60		60		60	
3 rd Class	90		90		60		60		60	
Sum	240		210		180		180		180	

1. Phases of Admission

Candidates are to apply to the Dean (Head of the Faculty) in writing, using the application form provided on the homepage of the Bachelor Programme www.miles.ac.at no later than by the 15th week of the first study year, which commences in October.

Provided the Dean deems the application valid, the candidate is summoned before the selection board to produce the relevant documents in the original and to participate in the admission exam to take place in the 18th week of the year.

In the course of this admission exam the following criteria are tested:

(The number in brackets show the relevant factor or multiplier of the criterion.)

- Vocational qualification and experience (10)
- Personal competence (6)
- Social-communicative competence (5)
- Acting competence (initiative and leadership potential) (4)
- Language skills (3)
- Physical fitness (2)

Competences are generally understood as the ability to self-organise. Self-organisation is accordingly any action in open-problem situations and complex systems.

What are the above criteria?

Vocational qualification and experience (technical and methodical competence) is the ability to handle apparently insoluble problems creatively by proper use of technical and methodical

knowledge. For the military candidate the performance record during the Preparatory Semester is measured while the civilian's relevant experience is judged upon.

Personal Competence is the ability to view oneself critically, a productive attitude and a sense of values.

Social-communicative Competence is the ability to debate with others from a personal perspective, to cooperate and communicate creatively.

Action Competence is the ability to master all knowledge, skills and results of social communication, to actively implement personal values and to integrate them with all other competences so as to make decisions and push for their implementation. These three competences

Language skills are considered essential with an ever-growing need for internationalisation and are tested for English as well as for a second and third language if applicable.

Physical fitness is the basis for a healthy lifestyle and is tested for endurance.

The candidate's potential is assessed by various methods, like personality tests, interactive simulations, and interviews and should ideally match the desired requirement profile.

Based on the results, a ranking is established, which decides on the admission to the FH-Bachelor Programme. An interview concludes the selection process, which results in the admission of the 60 best candidates that are picked to enter this demanding course of studies.

Those not considered for admission may reapply a year later, starting from scratch.

Candidates must have one of the four academic backgrounds and are grouped accordingly:

1. University-entrance Qualification (General certificate of education),
2. Vocational Qualification,
3. University-entrance Qualification plus Vocational Qualification in the Austrian Armed Forces equivalent to a section leader,
4. University-entrance Qualification plus Vocational Qualification in foreign Armed Forces equivalent to a section leader.

Each of the four groups is detailed a quota of the total of admissions.

2. Recognition of Skills Accounted for

Further details for the Recognition of Skills Accounted for may be found under [http://www.miles.ac.at/Downloadcenter/Studium/RiL Anerkennung Kenntnisse](http://www.miles.ac.at/Downloadcenter/Studium/RiL_Anerkennung_Kenntnisse).

J FACULTY AND APPLIED RESEARCH & DEVELOPMENT

1. Faculty and Research Personnel

a. Autonomy

In order to provide autonomy for FH programmes the MoD has issued a regulation dated 18th April, 2011(GZ S93704/2-AusbA/2011) to the effect of harmonising and synchronising the concept of autonomy among research, teaching, resources, institutions and their respective interfaces. In doing so, the agents concerned shall be given guidance with respect to optimising autonomy. In this regulation the tasks and competences of the FH BP-ML and those of the MoD are defined. Within the framework of the Quality Management System (QMS) of the MoD dated 10th March, 2011 (GZ S93704/16-AusbA/2011) a continuous quality improvement cycle has been provided.

Furthermore, the MoD, as the owner, is to render any support resulting from the Application for Accreditation and Recognition, to the operational organisation, i.e. the TMA. In particular, such MoD support results from the following obligations:

- to provide a faculty and resources as considered necessary and planned for in the funding,
- to employ a faculty that meets the relevant scientific, academic, professional, pedagogical and didactical standards (Art 12, Para 2,3), and
- to establish a Quality Management System (QMS) for quality assurance and performance improvement.

The Dean accounts for any affair or matter relating to the operation of the FH BP-ML. To this effect all required staff, material, and infrastructure are to be provided within legal limitations.

People discharging owner's function are excluded from being appointed a member of the faculty.

b. Quality Management Board (QM-Board)

The QM Board to be formed is to support the Dean of the FH BP-ML in all matters. It is to provide the autonomy for all members of the faculty and applied research personnel as well as for the students.

Furthermore, it shall contribute to consistently developing further study offers.

The Dean of the FH BP-ML is in charge of the QM-Board. Further members of the QM-Board include other deans within the MoD if applicable, at least five members of the faculty and one student per class as a representative. The faculty appoints representatives from within their

own ranks, with at least one representative with habilitation and one from the group of the contracted lecturers. The number of students on the board has to be at least one quarter of the total number of the board. They are elected from within their peers. The QM Board has to draft and issue its own standing orders and is free to call other members onto the board. In order to conduct specific tasks, so-called task forces may be formed.

The tasks of the QM Board are as follows:

- suggesting how to improve the structure and sequence of the FH BP-ML, including smooth co-operation with the MoD,
- taking all necessary measures for the co-ordination of established programmes that are not explicitly assigned to the respective dean,
- taking over responsibility for all measures that go beyond the FH programmes, including continuous improvement of the QMS,
- improving the structures and sequences of the programmes regarding economical issues of possible programmes as well as focusing on interfaces between the MoD and being able to apply for further accreditations,
- representing the matters of the courses of the programmes in the course of representing the MoD,
- providing all necessary support for the Dean of the faculty and applied research in case of common issues,
- requesting from the MoD the launch or the disbanding of programmes,
- proposing ideas for budget planning (investment, personnel, etc.),
- requesting from the MoD further programmes, and
- personnel development of the faculty and applied research, publishing of vacancy notices as well as conducting evaluations.

The chairperson of the QM Board is responsible for :

- summoning, preparing, and conducting the meetings of the board,
- co-ordinating established programmes if required to do so,
- launching well-targeted initiatives if there are any problems concerning the quality level and, if necessary, develop and adapt the QMS, and

- representing the QM Board in public as well as implementing resolutions of the QM Board.

c. The Dean of the Faculty and Applied Research

Brigadier General Mag. Karl PICHLKASTNER

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d. Personnel

Full-time employment of the faculty and applied research personnel is equivalent to a total number of 1720 hours per year according to the MoD.

Apart from teaching and research there are also other tasks within the working field that have to be taken into consideration:

- Conducting job-specific administration as well as
- maintaining and further developing job-specific qualifications, enhancing scientific qualifications and improving didactical knowledge.

Taking these matters into account, a ratio of 50:50 is given for research and development. This results in an annual workload of 12 SHW (semester hours per week).

In order to raise the effectiveness of research projects within the foreseeable future, the designated project leader should be free of all other obligations for at least one semester so as to be able to focus on his/her project work (Round-Robin System).

Part-time lecturers at the FH BP-ML are to cover an annual workload of 4 to 6 SHW. In order to improve the information exchange between full-time and part-time lecturers of the FH BP-ML, the homepage of the Bachelor Programme shall serve as a communication platform. It should not go unmentioned that the IT elements are to support research and development (see Annex, Appendix 3, Attachment 3).

The following chart shows how the teaching commitment according to the curriculum matrix shall be covered.

Teaching Commitment of Personnel

Academic year	2011/2012			2012/2013			2013/2014			2014/2015			2015/2016		
	Pers	FT-E	HWSO												
Dean	1	0.7	8	1	0.2	2	1	0.2	2	1	0.2	2	1	0.2	2
Resident faculty	56	56	672	35	35	420	35	35	420	35	35	420	35	35	420
Guest lecturers	37		296	21		216	21		229	21		229	21		229
Others	15			15			15			15			15		
Total			976			638			651			651			651

Abbreviations:

Pers = Personnel	FT-E = Full-time Equivalent	HWSO = Hours per Week per Semester Offered
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Note:

- The total of HWSO (= Hours per Week per Semester Offered) has been taken from the Curriculum-Matrix.
- The average workload of a Resident faculty member (full-time lecturer) is 6 HWS (Hours per Week per Semester). Thus a full-time lecturer teaches 12 HWS per year.
- For ease of reference the above Chart has been continued up to 2015/16 even though the FH BP-ML is to expire by 31st July, 2013.

e. Qualification Profile

In the following, the required scientific and job-specific qualifications and didactical expertise of both the full-time and the part-time lecturers are elaborated on.

Generally, all members of the faculty have to prove at least one semester of teaching experience (2 HWS) at a comparable tertiary-education institution or at a military school or academy in Austria or abroad. A waiver therefrom may be granted by the Dean, based on an equivalent expertise.

The following qualification profiles are a basic requirement. If not all requirements are met due to lack of personnel, that person shall be selected whose expertise comes closest to the requirements.

Military science is in the focus when setting the minimal qualification of job-specific and scientific requirements even though efforts were made to advance interdisciplinarity in Modules and Elements.

Designating a person in charge of a module implies that he or she has a minimal scientific level of 7 according to the EQF and, furthermore, he or she needs to have a job-specific qualification (various functions at different leadership levels).

Basic lectures in the fields of economics, pedagogics and history have to be taught by people with a habilitation, (see Section C Team of Proponents), that have level 8 according to the EQF. This level shall also apply for basic lectures in the fields of legal, political and communication sciences. The basic lectures of military science are to be taught by officers of the general staff.

For all other lectures (except the fields of the specialisation) a scientific minimal qualification level of 7 is required. Military persons need to have several years of job experience as a company commander or in a battalion staff function. Civilian teaching personnel need to have several years of teaching experience in a lecture-relevant field.

Being in charge as a class lecturer for pro-seminars, problem-based learning, and seminars requires level 8 of the EQF or waiver therefrom based on an equivalent expertise with the capability of supervising and assessing job-specific theses based on scientific methods.

For lectures in the specialisation field (except seminars and pro-seminars) the following minimal requirements are necessary:

- Scientific qualification EQF level 6 and
- Job-specific experience as an expert in the field of the specialisation, or several years of experience as a company commander or executive officer.

f. Selection of Faculty

The above-mentioned qualification profiles are to be used when appointing members of the faculty in addition to proposals that are given by the Dean of the FH BP-ML. Job proposals or vacancies are to be drafted by the Dean of the FH BP-ML in co-operation with the heads of the departments under consultation with habilitated lecturers. The MoD is then to make them public; the incoming applications are to be rated based on scientific, job-specific and didactical qualifications. The Dean of the FH BP-ML is then to shortlist the applicants for the selection procedure. Upon identifying the best candidate, he or she will be suggested to the MoD for confirmation. Details of the selection procedure are stipulated in GZ S93704/2-PersFü/2011, dated 31st March, 2011 (Hochschulisches Bestellungsverfahren).

2. Applied Research and Development

a. Information on the FH BP-ML

Applied research and development is based on the MoD's concept, dated 13th October, 2006 (GZ S92150/19-MilStrat/2006). The core issues of the research concept are as follows:

- There is a demand of well-targeted research in the AAF!
- Research in the AAF has to focus on military-strategic goals and to contribute to their achievement!
- Research in the AAF has to be positioned in the national as well as the international field!
- The research system has to fulfil the tasks required by science!
- Research in the AAF has to undergo a research process!
- Research in the AAF has to be based on research documents!
- Research-relevant co-operations are to be enhanced!

Initiatives for research activities can be top-down or bottom-up. Top-down initiatives are to be registered by a central research department and are to be formed into a process. Bottom-up initiatives are to be registered by research management groups in the course of the research management process.

The research management system (RMS) is responsible for guiding all matters of various research activities. It includes the guiding of the research process, the setting up of a research-relevant organisation (AAF intern research facilities) as well as documents and data which describe the basics of the research activities.

The main effort of research is based on the military strategic concept and covers the following topics:

- Optimising interoperability,
- capabilities for leadership, deployment, and mission readiness, and
- equipment and armament.

In order to cover all fields of the topics in the course of research activities, capacities have to be created in the following research fields according to the sequence below:

- Security policy and strategy,
- leadership and command support,
- operations and tactics,

- combat and combat support, and
- combat service support.

On the basis of a six-years research plan, which has to be approved by the highest military level, an annual research programme has to be elaborated (in case of a biennial budget a two-year programme). This programme has to be checked (by a research conference) for implementation so as to have it serve as a basis for all research programmes to be conducted by the members of the faculty.

The faculty cannot only initiate such research projects, they can also take over responsibility. When doing so they can rely on the following support as promised in the above-mentioned Research Concept:

- a targeted designation of resources,
- the use of national and international research grants and subsidies (e.g. EU subsidies)
- co-operations with university-like and non-university like research organisations, and
- industry and business co-operations.

At the time of Application for Accreditation the process of initiating new research activities is in its final phase. The next process (top-down, bottom-up) is currently being prepared.

Until the research activity comes into full action, the current projects are being continued, namely:

- Leadership in extreme situations; solution finding under physical and psychological stress in various scenarios.
- quality assurance at the FH BP-ML – prerequisites for leadership personnel
- influences of society and ideology on the AAF with regard to the history of the First and Second Republic.
- training-on-the job and developing competences for internationalisation.

The findings are published in the military-scientific series *Armis et Litteris*, also available for the interested reader on our homepage (www.miles.ac.at).

The presentation with the title „Leadership – Training/Education – Success“, which takes place four times a year, can be used for the scientific discourse as can the international scientific symposium, which takes biannually. Currently, there are co-operations with the National Defence Academy in Vienna, the Swiss Military Academy in Zurich, the University of

Education and Teacher Training in Lower Austria and the University of Applied Sciences in Wiener Neustadt.

b. Information regarding the FH programme

Due to a reduction of active teaching of the permanent faculty on the staff (see Personnel), more time can be spent for research and development as detailed in the job descriptions.. According to the projects that are to be worked on, project leaders are to be assigned in a round-robin system. They are responsible for the timeframe of the research project as well as the designation of personnel.

The personnel-development concept is to describe all necessary measures regarding the enhancement of scientific qualifications (PhD studies) and it shall also be used as a basis for further research.

The above-mentioned Research Concept of the AAF ensures the institutionalised decision-making process on the one hand, and assures that knowledge is available for a broad audience on the other. Furthermore, job-specific requirements shall be investigated. The faculty shall therefore be integrated into this process because all findings can immediately be used and put into practice when it comes to teaching and educating.

All lectures shall be evaluated and the findings shall help to further improve them. In the descriptions of the lectures the modules are further described and adapted to the respective level of knowledge. This may lead to an amendment of the present Application for Accreditation.

K INFRASTRUCTURE

1. Space

The space required for all the Classes of the FH BP-ML has been fully provided on the premises, with the numbers of groups to be covered at any one time according to the Curriculum Matrix completely met at the time of submission.

The TMA premises are government property and thus fully at the MoD's disposal.

2. Material

The material provisions required for the FH BP-ML have been made both in terms of quality and quantity since the resources of the expiring eight-semester FH-Diploma Programme may be utilised ever more.

Annex:**Appendix 4:****Module Descriptions**

Module title	Abbreviation	ECTS	Module Nr.	Page
Fundamentals of Personal Management	PersM	6	1.1	51
Fundamentals of Systematic Approaches	GsysA	5	1.2	53
Fundamentals of Leadership	GMilFü	8	1.3	54
Defensive Operations	Vert	7	1.4	56
Military English I	Mil E I	6	1.5	58
Second-language Training I	2SprAusb I	6	1.6	60
Fundamentals of Education	PädH	7	2.1	62
Structures of National Politics	StNPS	5	2.2	64
Offensive Operations & Computer-assisted Leadership Training	Angr	9	2.3	66
Retrograde Operations	Verz	5	2.4	68
Systematic Approaches	TsysA	6	3.1	70
Structures of Economic Systems	SwS	7	3.2	72
Structures of International Systems	StIPS	5	3.3	74
Security Operations (national)	Sch	8	3.4	76
Polemology	Polem	6	4.1	78
Specialisations in				
• political science or	Pol	6, 6, 5	4.2/...	80
• educational science or	Bldg	6, 6, 5	-	86
• economics (business administration) or	BWL	6, 6, 5	4.4/...	92
• economics (IT)	Winf	6, 6, 5		98
Selected Problems of the Specialisation (1 st Bachelor Thesis)	Probl/VGeb	6	4.5	103
Military English II	Mil E II	5	4.6	104
Second-language Training II	2SprAusb II	5	4.7	106
Selected Problems of the Profession (2 nd Bachelor Thesis)	Probl/BVo	6	5.1	108
Structures of General Legal Systems	S.a.R.	5	5.2	110
National Training on the Job	NBP	13	5.3	112
Multinational Operations	EimV	8	5.4	113
Structures of Military Legal Systems	S.m.R.	6	6.1	115
International Training on the Job	IBP	13	6.2	117

Module Number: 1.1	Module Title: Fundamentals of Personal Management	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	1 st Semester	
Contributing to the Element	Interdisciplinary Fundamentals of Personal Acting	
Level of Addressees	Beginner's level	
Previous Knowledge	none	
Blocked	yes	
To be taken by	Students of the 1 st Semester	
Contributing to subsequent Modules	all following modules	
Further reading	<p>Gramann, K.: Lehrbuch Psychophysiologie: Körperliche Indikatoren psychischen Geschehens; Weinheim: 2009.</p> <p>Porta, S.; Hlatky, M.: Stress verstehen - Burnout besiegen; Wien: 2009.</p> <p>Porta, S.; Hlatky, M.: Die Kraft der Pause; Wien: 2010.</p> <p>Schandry, R.: Biologische Psychologie: Ein Lehrbuch; Weinheim: 2006.</p> <p>Ulich, E.: Arbeitspsychologie; Stuttgart: 2009.</p> <p>Zimbardo, P.G.; Gerrig, R. J.: Psychologie; 18. Aufl.; Pearson Education; München: 2008.</p> <p>Amelang, M.; Bartussek, D.: Differentielle Psychologie und Persönlichkeitsforschung; Stuttgart: 2001.</p> <p>Asendorpf, J.B.: Psychologie der Persönlichkeit; 3. überarb. u. aktual. Aufl.; Heidelberg: 2005.</p> <p>Auhagen, A.E. & Bierhoff, H.W.: Angewandte Sozialpsychologie – Das Praxishandbuch; Weinheim: 2003.</p> <p>Bierbrauer, G.: Sozialpsychologie; 2. überarb. u. erw. Aufl.; Stuttgart: 2005.</p> <p>Kastner-Koller, U. & Deimann, P.: Psychologie als Wissenschaft; 2. aktual. Aufl.; Wien: 2007.</p> <p>Kirchler, E.: Arbeits- und Organisationspsychologie; Wien: 2008.</p> <p>Herkner, W.: Lehrbuch Sozialpsychologie; Bern: 2001.</p> <p>Pervin, L.A.: Persönlichkeitstheorien; 4., neu bearb. Aufl.; München, Basel: 2001.</p> <p>Eberle, Th.: Zeitmanagement-Experten, in: Hitzler, R. et. al: Expertenwissen. Die institutionalisierte Kompetenz zur Konstruktion der Wirklichkeit; Opladen: 1994.</p> <p>Flasch, K.: Was ist Zeit?: Augustinus von Hippo. Das XI. Buch der Confessiones. Historisch-philosophische Studie, 2. Aufl.; Frankfurt: 2004.</p> <p>Großmann, A.: Effektives Selbstmanagement; Offenbach: 2000.</p> <p>Levine, R.; Broermann, Ch.; Schuler, K.: Eine Landkarte der Zeit. Wie Kulturen mit Zeit umgehen; München: 1999.</p> <p>Röhm, M.: Zeitmanagement, Institut für Arbeitswissenschaften und Technologiemanagement, Stuttgart: 2005.</p> <p>Wage, J. L.: Zeit- und Energiemanagement. Zeitgebrauchs- Anleitung für Manager; Wien: 2002.</p> <p>Zimbardo, Ph. & Boyd, J.: Die neue Psychologie der Zeit und wie sie ihr Leben verändern wird; Heidelberg: 2009.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge of selected fields of psychology, involving a critical understanding of theories and principles of bio-psychosocial studies, of personality psychology (perception of me by myself and by others), and of self-management.</p> <p>Skills: Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in the specialised field of physiological and mental stress reactions as well as in the field of optimising own and others' performance. Skills in social cognition and social relations. Skills in interpersonal processes within the staff in the framework of dynamic interacting. Put into effect own action by applying proactively and independently relevant techniques befitting the situation.</p> <p>Competence: Take responsibility for managing physical and mental health development of individuals and groups by focussing on well-being and motivation and by situationally applying psycho-social knowledge and coaching. Manage complex technical or professional opportunities and limitations for one's acting, taking responsibility for decision-making and acting by way of self-control and self-criticism.</p>	

Class title	1.1.1 Performance and Stress
Credits	2 ECTS
To be covered in	1 st Semester
Type of class	IC
Exam	to be taken at the end of class
Teaching Content	<p>Fundamentals of physiological and psychological performance. Performance motivation. Performance motive. Attribution of success and failure. Scientific findings in stress research. Physiological and psychological stress reactions. Stress coping. Positive effects of stress. Stress models. Bio-psychosocial Model. Science-based analysis and organisation of work processes.</p>
Class title	1.1.2 Personality Structures
Credits	1 ECTS
To be covered in	1 st Semester
Type of class	L
Exam	to be taken at the end of class
Teaching Content	<p>From everyday psychology to personality psychology. Paradigms of personality psychology. Methodology and methods. Personality fields. Interdependence between person, situation and behaviour. Environment and relation. Personality development. Gender differences. Personality in varying civilisations.</p>
Class title	1.1.3 Personal and Time Management
Credits	3 ECTS
To be covered in	1 st Semester
Type of class	PL
Exam	to be taken at the end of class
Teaching Content	<p>Cultural differences in the concepts of time, power, and life. Time Management and Management by Delegation. Social systems compared: the military vs. civilian organisations. Daily-routine stress. Influence of individual personality structure. Coping strategies.</p>

Module Number: 1.2	Module Title: Fundamentals of Systematic Approaches	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	1 st Semester	
Contributing to the element	Interdisciplinary Fundamentals of Personal Acting	
Level of Addressees	Beginner's level	
Previous Knowledge	none	
Blocked	yes	
To be taken by	Students of the 1 st Semester	
Contributing to subsequent modules	all following modules	
Further reading	<p>Buzan, T.; Buzan, B.: Das Mind-Map-Buch – Die beste Methode zur Steigerung Ihres geistigen Potenzials; Landsberg am Lech: 2005.</p> <p>Hierhold, E.: Sicher präsentieren - wirksamer vortragen; Heidelberg: 2005.</p> <p>Karmasin, M., Ribing, R.: Die Gestaltung wissenschaftlicher Arbeiten; Wien: 2005.</p> <p>Rößl, D.: Die Diplomarbeit in der Betriebswirtschaftslehre; Wien: 2002.</p> <p>Seifert, U.: Einführung in die Wissenschaftstheorie: 4 Bände; Bonn: 2000.</p> <p>Steiger, R.: Lehrbuch der Vortragstechnik; Wien: 2004.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in personal working techniques (presentations, creativity, logical argumentation), in scientific fundamentals, and in scientific work, involving a critical understanding of theories and principles on macro- and micro levels utilising information technology (IT).</p> <p>Skills: Advanced cognitive skills for analysing and structuring complex problems. Practical skills for utilising technical aids with a view to self-management and to scientific work. Practical skills for expressing adequate and constructive criticism as well as proper acceptance of criticism against oneself.</p> <p>Competence: Take responsibility for managing oneself and scientific work by prioritising and reducing complex systems as well as identifying causal and teleological connections. Professionally and adequately present new findings while being open to criticism.</p>	
Class title	1.2.1 Fundamentals of Scientific Work	
Credits	1 ECTS	
To be covered in	1 st Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Phases in scientific work (thesis). Search for ideas, creativity techniques (intuitive and discursive methods). Processing and presenting data (analysis of content). Extracting. Quoting. Presenting and arguing.</p>	
Class title	1.2.2 IT-based Document Management	
Credits	3 ECTS	
To be covered in	1 st Semester	
Type of class	PL	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Managing scientific work (thesis). Format and formatting. On-line research for scientific sources. Managing documents. Writing and presenting a scientific work (thesis).</p>	
Class title	1.2.3 Philosophy of Science and Logic	
Credits	1 ECTS	
To be covered in	1 st Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	Science and knowledge. Logic: argumentation and conclusion.	

Module Number: 1.3	Module Title: Fundamentals of Leadership	Credits: 8 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	1 st Semester	
Contributing to the element	Operational Subjects and Methods	
Level of Addressees	Beginner's level	
Previous Knowledge	none	
Blocked	no	
To be taken by	Students of the 1 st Semester	
Contributing to subsequent modules	1.4, 2.3, 2.4, 3.4, 5.3, 5.4, 6.2	
Further reading	<p>Hauser, G.: Das europäische Sicherheits- und Verteidigungssystem und seine Akteure; 5.Aufl.; Wien: 2010.</p> <p>Mang, R., Häusler, H.: International Handbook Military Geography; Wien: 2006.</p> <p>BMLVS: Militärlexikon; Intranetbereitstellung 3. VE.</p> <p>BMLVS: Die österreichische Sicherheitsstrategie (2011).</p> <p>BMLVS: Der taktische Führungsprozess.</p> <p>BMLVS: Das taktische Führungsverfahren.</p> <p>BMLVS: Befehlsformate und deren Anwendung auf den Führungsebenen.</p> <p>BMLVS: Handakt Taktik.</p> <p>BMLV: Das militärstrategische Konzept (MSK).</p> <p>BMLV: Konzept Führung – Anlage zum MSK.</p> <p>BMLV: Taktische Zeichen.</p> <p>BMLV: Die Jägerkompanie.</p> <p>BMLV: Die Panzergrenadierkompanie.</p> <p>BMLV: Die Panzerkompanie.</p> <p>BMLV: Feuerunterstützung.</p> <p>FH-Stg MilFü: Übungsgliederungen Teil 1: Lehrskriptum Nr. 105_001.</p> <p>FH-Stg MilFü: Übungsgliederungen Teil 2: Lehrskriptum Nr. 105_002.</p> <p>FH-Stg MilFü: Das konventionelle Gefechtsbild: Lehrskriptum Nr. 104_003.</p> <p>FH-Stg MilFü: Führungsgrundsätze: Lehrskriptum Nr. 101_002.</p>	
Learning Outcomes	<p>Knowledge:</p> <p>Advanced knowledge in Austria's Security Strategy and its Military Strategic Concept within the European security policy.</p> <p>Advanced knowledge in both conventional and unconventional war.</p> <p>Advanced knowledge in the decision-making process and troop-leading procedure including the fundamentals of leadership, the principles of war and the fundamentals of military geography, involving a critical understanding of theories and principles.</p> <p>Knowledge in battle orders (TO&E), leadership structure, armament and equipment, operational principles and performance parameters of combat, CS, CSS, and Command Support troops as well as their interaction in combat.</p> <p>Skills:</p> <p>Advanced skills in argumentation, presentation and implementation of the troop-leading procedure.</p> <p>Advanced skills in planning and conducting operations with a view to synchronising arms and services.</p> <p>Competence:</p> <p>Take responsibility for interpreting relevant sources of information.</p> <p>Take responsibility for managing and implementing tasks and missions as company commander in fulfilment of the higher commander's intent.</p> <p>Creative and responsible planning and conducting of operations, including prudent deployment of military assets as well as risk analysis.</p> <p>Consistent and effective implementation of decisions taken.</p>	
Class title	1.3.1 Fundamentals and Principles of Military Leadership	
Credits	2 ECTS	
To be covered in	1 st Semester	
Type of class	L	
Exam	to be taken at the end of class	
Teaching Content	<p>Austria's Security Strategy and its Military Strategic Concept within the European security policy.</p> <p>Conventional and unconventional war as fundamental criteria for the troop-leading procedure.</p> <p>Fundamentals of leadership, the principles of war, and military terms and symbols.</p> <p>Tactical parameters including their application.</p>	

Class title	1.3.2 Military Decision-making Process
Credits	3 ECTS
To be covered in	1 st Semester
Type of class	L
Exam	to be taken at the end of class
Teaching Content	The system of military leadership. The decision-making process and troop-leading procedure including the fundamentals of leadership for battalions and companies. Structuring and preparing military orders for distribution and dissemination.
Class title	1.3.3 Military Topography and Geography
Credits	1 ECTS
To be covered in	1 st Semester
Type of class	IC
Exam	to be taken at the end of class
Teaching Content	Handling and interpreting maps and aerial pictures. Researching and interpreting geographic data for possible areas of operation, including drawing conclusions for operational requirements.
Class title	1.3.4 Systems of Conventional Military Operations
Credits	2 ECTS
To be covered in	1 st Semester
Type of class	IC
Exam	to be taken at the end of class
Teaching Content	Structure and organisation of battalions and companies. Operational principles for the deployment of conventional military assets with respect to the multinational environment. Humanitarian and collateral effects of the deployment of conventional military assets.

Module Number: 1.4	Module Title: Defensive Operations	Credits: 7 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	1 st Semester	
Contributing to the element	Operational Subjects and Methods	
Level of Addressees	Beginner's level	
Previous Knowledge	1.3., 1.5.	
Blocked	yes	
To be taken by	Students of the 1 st Semester	
Contributing to subsequent modules	2.3, 2.4,3.4, 5.4, 6.2	
Further reading	<p>BMLVS: Militärlexikon; Intranetbereitstellung 3. VE. BMLVS: Taktischer Führungsprozess. BMLVS: Das taktische Führungsverfahren. BMLVS: Befehlsformate und deren Anwendung auf den Führungsebenen. BMLVS: Handakt Taktik. BMLV: Truppenführung. BMLV: Taktische Zeichen. BMLV: Feuerunterstützung. BMLV: Das Jägerbataillon. BMLV: Die Jägerkompanie. BMLV: Der Jägerzug. BMLV: Die Panzergrenadierkompanie. BMLV: Der Panzergrenadierzug. BMLV: Die Panzerkompanie. BMLV: Der Panzerzug. BMLV: PAL 2000 Bill Der PAL-Zug. BMLV: Der sGrW-Zug. FH-Stg MilFü: Verteidigung: Lehrbehelf Nr. 104_020. FH-Stg MilFü: Übungsgliederungen Teil 1: Lehrskriptum Nr. 105_001. FH-Stg MilFü: Übungsgliederungen Teil 2: Lehrskriptum Nr. 105_002. FH-Stg MilFü: Das konventionelle Gefechtsbild: Lehrskriptum Nr. 104_003. FH-Stg MilFü: Führungsgrundsätze: Lehrskriptum Nr. 101_002.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in defensive operations at battalion level and in the interaction of combat, CS, CSS, and Command Support troops in combat. Skills: Advanced Skills in the decision-making process and troop-leading procedure at battalion level as well as in the conduct of defence at company level, involving a critical understanding of options for action. Advanced skills in argumentation, presentation and implementation of the troop-leading procedure as well as in creative approaches to complex situations at company level. Competence: Take responsibility for managing and implementing tasks in defence missions as company commander in fulfilment of the higher commander's intent, including consistent and effective implementation of decisions taken. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings.</p>	
Class title	1.4.1 Fundamentals and Principles for Defensive Operations	
Credits	1 ECTS	
To be covered in	1 st Semester	
Type of class	L	
Exam	to be taken at the end of the Module	
Teaching Content	Principles of defensive operations at company and battalion levels. Leadership fundamentals and instructions for engineer support. Leadership fundamentals and instructions for indirect-fire support. Table of Organisation & Equipment (TO&E) of logistic units in defence.	
Class title	1.4.2 Tactics: the Reinforced Battalion in Defensive Operations	
Credits	3 ECTS	
To be covered in	1 st Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	Principles of war, operational principles in defence and troop-leading procedure at battalion	

	level including their application. Deploying and tasking engineers and artillery assets under operational control. Principles of logistics, in particular ammunition resupply and MEDEVAC.
Class title	1.4.3 TTP: the Reinforced Company in Defensive Operations
Credits	3 ECTS
To be covered in	1 st Semester
Type of class	EX
Exam	to be taken at the end of the Module
Teaching Content	Leadership fundamentals and their application. Operational principles, discussed outdoors, for the reinforced Company in Defensive Operations. Operational principles and the Decision-making Process for the reinforced Company in Defensive Operations. Issue of orders and supervision for the reinforced Company in Defensive Operations. Resupply of ammunition and MEDEVAC at company level. Briefings.

Module Number: 1.5	Module Title: Military English I	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	1 st -3 rd Semesters	
Contributing to the element	Linguistic and Intercultural Competences	
Level of Addressees	Intermediate to advanced	
Previous Knowledge	University-entrance qualification	
Blocked	partially	
To be taken by	Students of the 1 st -3 rd Semesters	
Contributing to subsequent modules	1.3, 1.4, 1.6, 2.3, 2.4, 4.6	
Further reading	<p>NATO: Allied Administrative Publication 6 (AAP-6) Terms and Definitions; Brüssel: 2004. Bundessprachenamt: Militärisches Studienglossar; Hürth: idgF. Oestmann, R.: Multinationale Befehlsausgabe, English for Military Leaders; Regensburg: 2001. Harris, J. H.: A Soldier's Pocket Book; Leven: 1998. MC Association: Guide Book for Marines; Quantico: 2009. Bowyer, R.: Campaign 2 Student's Book, Workbook; Oxford: 2002. Bowyer, R.: Campaign 2 Workbook; Oxford: 2002. Bowyer, R.: Campaign Dictionary of Military Terms; Oxford: 2004. Malone, D.: Small Unit Leadership; New York: 2003 Arnold, J., Sacco, R.: Command English: A Course in Military English; London: 1997. Zurick, T.: Army Dictionary and Desk Reference; Mechanicsburg: 1999. Bonn, K.: Army Officer's Guide; Mechanicsburg: 1999. Brett, A., Stoneberger (Editor): Combat Leader's Field Guide; 2000. Priest, W. L.: Swear Like a Trooper: A Dictionary of Military Terms & Phrases; 2000. Elting, J. R. u. a.: A Dictionary of Soldier Slang; New York: 1984. Headquarters Department of the Army: Staff Organization and Operations; Washington: 1997. Fisher & Bragonier: What's What, A Visual Glossary of the Physical World; Hammond The Oxford Duden Pictorial English Dictionary, Oxford University Press Lambauer, F. Militärwörterbuch D-E, E-D; Graz: 2010. Pauschenwein, G: Military English Glossary; MilAk-Eigenverlag: 2011. Stewart, S.: Media Training 101: A Guide to Meeting the Press; John Wiley & Son: 2003. Stevens, A.: The Pocket Media Coach; How to Books Ltd: 2005. IDL Common ERASMUS Module "How to Meet the Media?".</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in the four language skills (listening comprehension, speaking, reading comprehension, and writing) of military English at the B1 level of Common European Framework of Reference for Languages.</p> <p>Skills: Advanced English skills in listening comprehension, speaking, reading comprehension, and writing at the B1 level of CEFR for use in a multinational military setting.</p> <p>Competence: Lexical and terminological competence of military English as well as media-relations and communicative competence. Take responsibility as a military leader for developing and instilling intercultural competence in individuals and groups.</p>	
Class title	1.5.1 Basic Military English (BME)	
Credits	2 ECTS	
To be covered in	1 st Semester	
Type of class	IC	
Exam	to be taken at the end of class	
Teaching Content	<p>Campaign 2. Armed Forces & Services (Gesamt- & Teilstreitkräfte). Elements & Branches (Truppen- & Waffengattungen). Ranks (Dienstgrade). Formations, Units (Formationen aller Größen). Appointments (Funktionen). Clothing & Equipment (Bekleidung und Ausrüstung). Defensive Operations (Verteidigung). Training (Ausbildung). Terrain Orientation (Orientieren im Gelände).</p>	

Class title	1.5.2 Intermediate Military English (IME)
Credits	2 ECTS
To be covered in	2 nd Semester
Type of class	IC
Exam	to be taken at the end of class
Teaching Content	<p>Campaign 2. Principles of War (Führungsgrundsätze). Troop-leading Procedure (Führungsprozess) & Decision-making Process (Führungsverfahren). Orders (Befehlsgebung). Offensive and Retrograde Operations (Angriff und Verzögerung). Arms & Ammunition (Waffen und Munition). Vehicles (Fahrzeuge, Kampffahrzeuge, Luftfahrzeuge). Terrain Briefing (Geländeeinweisung). Voice Procedures (Funksprechverkehr).</p>
Class title	1.5.3 Media Relations Training (MRT)
Credits	2 ECTS
To be covered in	3 rd Semester
Type of class	IC
Exam	to be taken end of class
Teaching Content	<p>Common ERASMUS Module "How to Meet the Media?" Managing Proper Relations with Journalists. Preparing Coherent Statements and Messages. Participating Effectively in a Press Conference. Giving an Effective Audiovisual Interview. Understanding the Role of the Mass Media as a Key Factor for Mission Success.</p>

Module Number: 1.6	Module Title: Second-Language Training I	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	1 st -3 rd Semesters	
Contributing to the element	Linguistic and Intercultural Competences	
Level of Addressees	Beginner's level to intermediate and advanced	
Previous Knowledge	None to University-entrance qualification	
Blocked	partially	
To be taken by	Students of the 1 st -3 rd Semesters	
Contributing to subsequent modules	2.2, 3.7, 4.6, 4.7, 6.2	
Further reading	TBA by the respective language teacher!	
Learning Outcomes	<p>Knowledge: Advanced general knowledge in the four language skills (listening comprehension, speaking, reading comprehension, and writing) of the respective language at half a CEFR level higher as was established in the course of the admission exam, e.g. from A2 (waystage) to B1 (threshold) of the Common European Framework of Reference for Languages. Life and institutions (cultural aspects) of the respective countries.</p> <p>Skills: Advanced skills in the respective language for use in a multinational military setting and in the respective countries.</p> <p>Competence: Lexical and terminological competence and communicative competence in the respective language (French, Italian, Spanish, Russian, Croatian, Arabic, and others as deemed necessary and dependent on previous knowledge). Take responsibility as a military leader for developing and instilling intercultural competence in individuals and groups.</p>	
Class title	1.6.1 Second-Language Training 1	
Credits	2 ECTS	
To be covered in	1 st Semester	
Type of class	IC	
Exam	to be taken at the end of class	
Teaching Content	Lexicon. Grammar. Pronunciation. Syntax. Semantics. Phraseology. Cultural aspects. (of the respective language at the respective CEFR level)	
Class title	1.6.2 Second-Language Training 2	
Credits	2 ECTS	
To be covered in	2 nd Semester	
Type of class	IC	
Exam	to be taken at the end of class	
Teaching Content	Lexicon. Grammar. Pronunciation. Syntax. Semantics. Phraseology. Cultural aspects. (of the respective language at the respective CEFR level)	

Class title	1.6.3 Second-Language Training 3
Credits	2 ECTS
To be covered in	3 rd Semester
Type of class	IC
Exam	to be taken at the end of class
Teaching Content	Lexicon. Grammar. Pronunciation. Syntax. Semantics. Phraseology. Cultural aspects. (of the respective language at the respective CEFR level)

Module Number: 2.1	Module Title: Fundamentals of Education	Credits: 7 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	2 nd Semester	
Contributing to the element	Interdisciplinary Fundamentals of Military Routine	
Level of Addressees	Beginner's Level	
Previous Knowledge	1.1, 1.2	
Blocked	yes	
To be taken by	Students of the 2 nd Semester	
Contributing to subsequent modules	4.2/Edu, 4.3/Edu, 4.4/Edu, 5.1, 5.3, 6.2	
Further reading	<p>Bilstein, J.; Winzen, M.; Wulf, Ch.: Anthropologie und Pädagogik des Spiels: 2005. Hamann, B.: Pädagogische Anthropologie. Theorien - Modelle – Strukturen; 3. Aufl.; Bad Heilbronn: 1998. Christoph W.: Anthropologie der Erziehung; Weinheim und Basel: 2001. Dieckmann, B.; Sting, S.; Zirfas, J.: Gedächtnis und Bildung, Pädagogisch-anthropologische Zusammenhänge Band 6.; Weinheim: 1998. Dressel, G.: Historische Anthropologie. Eine Einführung; Wien/Köln/Weimar: 1996. Landmann, M.: Philosophische Anthropologie. Menschliche Selbstdarstellung in Geschichte und Gegenwart; 5. Aufl.; Berlin und New York: 1982. Schäfer, G.; Wulf, Ch.: Bild - Bilder – Bildung; Weinheim: 1999. Zirfas, J.: Pädagogik und Anthropologie. Eine Einführung; Stuttgart: 2004. Wulf, Ch.: Beginner's Level in die Anthropologie der Erziehung; Weinheim und Basel: 2001. Wulf, Ch.: Anthropologie. Geschichte, Kultur, Philosophie; Reinbek: 2004. Wulf, Ch.: Beginner's Level in die Pädagogische Anthropologie; Mit Beiträgen von Marie-Berr, A.; Diekmann, B.; Sting, S.; Wimmer, K.; Zirfas, J.; Weinheim: 1994. Wulf, Ch.: Anthropologie kultureller Vielfalt: Interkulturelle Bildung in Zeiten der Globalisierung: Bielefeld: 2006. Arnold, R.; Gonon, Ph.: Einführung in die Berufspädagogik; Opladen: 2006. Gruber, E.: Beruf und Bildung - (k)ein Widerspruch; Innsbruck, Wien, Bozen: 2001. Kron, F., W.: Grundwissen Pädagogik; München: 2001. Nuissl, E.: Beginner's Level in die Weiterbildung; Neuwied, Kriftel: 2001. Siebert, H.: Theorien für die Praxis; 2. Aufl.; Bielefeld: 2006. Wittpoth, J.: Einführung in die Erwachsenenbildung; Opladen: 2003. Lehner, M.: Allgemeine Didaktik; Stuttgart: 2009. Reich, K.: Konstruktivistische Didaktik; 3., völlig überarb. Aufl.; Weinheim/Basel: 2006. Schwendenwein, W.: Theorie des Unterrichtens und Prüfens; Wien: 2000. Burkart, R.: Kommunikationswissenschaft. Fundamentals und Problemfelder. Umriss einer interdisziplinären Sozialwissenschaft; 4., überarb. u. aktual. Aufl.; Wien/Köln/Weimar: 2002.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge of the theory and practice of education within the pedagogic anthropology. Advanced knowledge of the the interdependence of thinking, learning and playing as key factors of human life, involving a critical understanding of theories and principles of military pedagogics, communication science, and didactics in professional life. Advanced knowledge of project and process management with special emphasis on business administration and pertinent rules and regulations.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in the analysis and structure of objectives, addressees and instruments. Advanced practical skills to enhance performance and potential of subordinates. Advanced cognitive skills, demonstrating logically-stringent and holistic thinking and acting.</p> <p>Competence: Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts, like training and operation. Take responsibility for managing professional development of individuals and groups by acting as a role model with technical and methodological expertise. Take responsibility for social interaction, including reflexion of others and of oneself.</p>	

Class title	2.1.1 Educational Anthropology
Credits	2 ECTS
To be covered in	2 nd Semester
Type of class	L
Exam	to be taken at the end of the Module
Teaching Content	<p>Fundamentals of anthropology. Implicit and explicit image of man within the theory and practice of education. Systematic reflexion upon the concept of education within the pedagogic anthropology. Memory and education. Anthropology and pedagogics of playing. Images and education. Anthropology of cultural diversity.</p>
Class title	2.1.2 Introduction to Defence Pedagogy
Credits	2 ECTS
To be covered in	2 nd Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	<p>Axioms of communication. Optimising organisation by purposeful training. Formulating objectives: Learning outcomes (statements which describe a desired condition – that is, the knowledge, skills, or attitudes needed to fulfill the educational need), objectives, (general, detailed, sub-), progression. Taxonomy (adapted to the respective addressees). Planning of learning activity (sequencing); implementation (type of class); quality control. Purposeful use of assets (personal, material, information) in accordance with given time and space. Organisational framework (pertinent rules and regulations, internal IT support (3. VE)). Educational concepts.</p>
Class title	2.1.3 Applied Defence Pedagogy
Credits	3 ECTS
To be covered in	2 nd Semester
Type of class	PL
Exam	to be taken at the end of the Module
Teaching Content	<p>Planning, organisation, and implementation of selected training projects. Fundamentals of project and process management. Career models. Planning of assets (personnel, material, costs, time and space). Organisational framework (pertinent rules and regulations, formats, internal IT support (3. VE)).</p>

Module Number: 2.2	Module Title: Structures of National Politics	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	2 nd Semester	
Contributing to the element	Political and Economic Systems	
Level of Addressees	Beginner's Level	
Previous Knowledge	1.3	
Blocked	No	
To be taken by	Students of the 2 nd Semester	
Contributing to subsequent modules	4.2/Pol, 4.3/Pol, 4.4/Pol, 5.1, 5.2, 6.1	
Further reading	<p>Aschenbrenner, J. (Hrsg.): Der Begriff des Menschen als Voraussetzung aller Politik: Der Staat als Akteur der Sicherheitspolitik; Armis et Litteris Bd. 6; Wr. Neustadt: 2000.</p> <p>Dachs, H., u. a.: Handbuch des politischen Systems Österreichs: Wien: i.d.g.F.</p> <p>Etschmann, W.; Speckner, H.: Zum Schutz der Republik: Sonderband 50 Jahre Bundesheer; Wien: 2006.</p> <p>Funk, B.-C.: Einführung in das österreichische Verfassungs- und Verwaltungsrecht: 12. Aufl.; Graz: Wien: 2006.</p> <p>Goldinger, W.; Binder, D. A.: Geschichte der Republik Österreich 1918-1938; Wien: 1992.</p> <p>Hanisch, E.: Der lange Schatten des Staates: Österreichische Geschichte 1890 -1990; Wien: 2002.</p> <p>Hillgruber, A.: Der Zweite Weltkrieg 1939-1945; Stuttgart: 1985.</p> <p>Höbelt, L.: Österreich vor Beginn des 1. WK bis zum EU-Beitritt. Lehrskriptum 303_004. FH BP-ML. Wr. Neustadt: 2010.</p> <p>Mantl, Wolfgang: Politik in Österreich; Wien: 1992.</p> <p>Rauchensteiner, M., u. a.: Tausend Nadelstiche: Das österreichische Bundesheer in der Reformzeit 1970-1978; Graz:Wien:Köln: 1994.</p> <p>Pelinka, A.: Österreichische Politik: Fundamentals-Strukturen-Trends; 3. Aufl.; Wien: 2007.</p> <p>Pelinka, A.; Varwick, A.: Grundzüge der Politikwissenschaft. 2. Aufl. Wien:Köln:Weimar: 2010.</p> <p>Pesendorfer, W.: Politisches Denken: Lehrskriptum. Nr. 301_001. FH-BaStg, Wr. Neustadt: 2004.</p> <p>Schläpfer, R. u. a.: Weltgeschichte im Überblick: Bd. 2; Zürich: 1999.</p> <p>Steininger, R.; Gehler, M. (Hrsg.): Österreich im 20. Jhd: Studienbuch in zwei Bänden; Wien:Köln:Weimar: 2005.</p>	
Learning Outcomes	<p>Knowledge: Knowledge on the fundamentals of political theory with a view to understanding the historical development of Austria and its constitution after WWI and the complexity of values and norms of a democratic state, involving a critical understanding of theories and principles of political science. Advanced knowledge on the Austrian constitution and its dependence on EU legislation.</p> <p>Skills: Advanced skills, demonstrating mastery and innovation, in terms of the functioning of a state by way of case studies. Advanced cognitive skills, demonstrating logical and holistic approaches, and practical skills for the interpretation of expert papers, using relevant literature and own expertise.</p> <p>Competences: Take responsibility for providing professional development of individuals and groups by teaching constitutional issues with high technical and methodological expertise. Take responsibility for proper argumentation, including presentation of constitutional issues in the framework of security policy education of the subordinates. Represent the military unit vis-à-vis the civilian society so as to raise the military's reputation and standing in society at large, while reflecting the relevance of one's acting. Feature the readiness for lifelong learning, especially in the field of security policy.</p>	
Class title	2.2.1 Austrian Constitutional Law	
Credits	2 ECTS	
To be covered in	2 nd Semester	
Type of class	L	
Exam	to be taken at the end of class	
Teaching Content	<p>Constitutional Law. The separation of powers. Legal interpretation and problem-solving. Modern constitutional history.</p>	

	<p>Relevant acts of the Constitution. International law vs state law. The federation. The executive. The legislature. The judiciary. The Board of Auditors. The Independent Administrative Boards. The Procedural Court. The Constitutional Court. The Austrian Ombudsman Board. The Fundamental Human Rights.</p>
Class title	2.2.2 Austria's Contemporary History
Credits	2 ECTS
To be covered in	2 nd Semester
Type of class	PS
Exam	To be taken at the end of class
Teaching Content	<p>The end of WWI. The infant Republic of Deutsch-Österreich. The totalitarian movements of the Inter-war Period. The end of WWII and its aftermath. The post-WWII Period and the Cold War. Austria's accession to the EU.</p>
Class title	2.2.3 Introduction to Political Philosophy
Credits	1 ECTS
To be covered in	2 nd Semester
Type of class	L
Exam	to be taken at the end of class
Teaching Content	<p>Fundamentals of political philosophy: power, legitimisation, democracy and freedom, morality and legality, security and values. The concepts of man, state, and war as understood by Aristoteles, Plato, Kant and Hegel. The acculturation of Europe by Christianity.</p>

Module Number: 2.3	Module Title: Offensive Operations & Computer-assisted Leadership Training	Credits: 9 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	2 nd Semester	
Contributing to the element	Operational Subjects and Methods	
Level of Addressees	Beginner's Level	
Previous Knowledge	1.3, 1.4, 1.5, 2.4	
Blocked	yes	
To be taken by	Students of the 2 nd Semester	
Contributing to subsequent modules	3.4, 5.4, 6.2	
Further reading	<p>BMLVS: Militärlexikon; Intranetbereitstellung 3. VE. BMLVS: Taktischer Führungsprozess. BMLVS: Das taktische Führungsverfahren. BMLVS: Befehlsformate und deren Anwendung auf den Führungsebenen. BMLVS: Handakt Taktik. BMLV: Truppenführung. BMLV: Taktische Zeichen. BMLV: Feuerunterstützung. BMLV: Das Jägerbataillon. BMLV: Die Jägerkompanie. BMLV: Der Jägerzug. BMLV: Die Panzergrenadierkompanie. BMLV: Der Panzergrenadierzug. BMLV: Die Panzerkompanie. BMLV: Der Panzerzug. BMLV: Bedienerhandbuch EA Teil 1. BMLV: Bedienerhandbuch EA Teil 2. FH-Stg MilFü: Angriff: Lehrskriptum Nr. 104_030. FH-Stg MilFü: Übungsgliederungen Teil 1: Lehrskriptum Nr. 105_001. FH-Stg MilFü: Übungsgliederungen Teil 2: Lehrskriptum Nr. 105_002. FH-Stg MilFü: Das konventionelle Gefechtsbild: Lehrskriptum Nr. 104_003. FH-Stg MilFü: Führungsgrundsätze: Lehrskriptum Nr. 101_002. FH-Stg MilFü: Einsatzgrundsätze der mechanisierten Truppe: Lehrskriptum Nr. 105_004.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in offensive operations at battalion level and in the interaction of combat, CS, CSS, and Command Support troops in combat. Knowledge of the combat simulation system and its opportunities and limitations.</p> <p>Skills: Advanced Skills in the decision-making process and troop-leading procedure at battalion level as well as in the conduct of attack at company level, involving a critical understanding of options for action. Advanced skills in argumentation, presentation and implementation of the troop-leading procedure as well as in creative approaches to complex situations at company level.</p> <p>Competence: Take responsibility for managing and implementing tasks in attack missions as company commander in fulfilment of the higher commander's intent, including consistent and effective implementation of decisions taken. Assess critically pros and cons of the combat simulation system as well as its opportunities and limitations. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings. Take responsibility for implementing and utilising acquired knowledge at the working stations of both the combat simulation system and the battlefield.</p>	
Class title	2.3.1 Fundamentals and Principles for Offensive Operations	
Credits	1 ECTS	
To be covered in	2 nd Semester	
Type of class	L	
Exam	to be taken at the end of the Module	
Teaching Content	Principles of offensive operations at company and battalion levels. Leadership fundamentals and instructions for engineer support.	

	Leadership fundamentals and instructions for indirect-fire support and CAS. Table of Organisation & Equipment (TO&E) of logistic units in attack. Situational leadership and principles for MOUT or FIBUA. Deploying and tasking engineers, CAS, and artillery assets under operational control. Principles of logistics, in particular ammunition resupply and MEDEVAC.
Class title	2.3.2 Tactics: the Reinforced Battalion in Offensive Operations
Credits	2 ECTS
To be covered in	2 nd Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	Principles of war, operational principles in offensive operations and troop-leading procedure at battalion level including their application. Deploying and tasking engineers and artillery assets under operational control. Principles of logistics, in particular ammunition resupply and MEDEVAC.
Class title	2.3.3 TTP: the Reinforced Company in Offensive Operations
Credits	3 ECTS
To be covered in	2 nd Semester
Type of class	EX (TEWT).
Exam	to be taken at the end of the Module
Teaching Content	Leadership fundamentals and their application, including MOUT or FIBUA. Operational principles, discussed outdoors, for the reinforced motorised or mechanised company in offensive operations. Operational principles and the decision-making process for the reinforced company in offensive operations. Issue of orders and supervision for the reinforced company in offensive operations. Resupply of ammunition and MEDEVAC at company level. Briefings. Voice procedures, including indirect-fire request (call for fire). General combat tasks (recce, surveillance, security, march, PSYOPS) at company level.
Class title	2.3.4 Fundamentals of Simulation Training
Credits	1 ECTS
To be covered in	2 nd Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	Fundamentals of the combat simulation system as well as its opportunities and limitations. Operator training on the combat simulation system.
Class title	2.3.5. Applied Simulation Training
Credits	2 ECTS
To be covered in	2 nd Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	Independent use of the decision-making process for the reinforced company in defensive, offensive, and retrograde operations. Deploying and tasking engineers, CAS, and artillery assets at company level.

Module Number: 2.4	Module Title: Retrograde Operations	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	2 nd Semester	
Contributing to the element	Operational Subjects and Methods	
Level of Addressees	Beginner's level	
Previous Knowledge	1.3, 1.4, 1.5	
Blocked	yes	
To be taken by	Students of the 2 nd Semester	
Contributing to subsequent modules	3.4, 5.4, 6.2	
Further reading	<p>BMLVS: Militärlexikon; Intranetbereitstellung 3. VE. BMLVS: Taktischer Führungsprozess. BMLVS: Das taktische Führungsverfahren. BMLVS: Befehlsformate und deren Anwendung auf den Führungsebenen. BMLVS: Handakt Taktik. BMLV: Truppenführung. BMLV: Taktische Zeichen. BMLV: Feuerunterstützung. BMLV: Einsatzunterstützung. BMLV: Das Jägerbataillon. BMLV: Die Jägerkompanie. BMLV: Der Jägerzug. BMLV: Die Panzergrenadierkompanie. BMLV: Der Panzergrenadierzug. BMLV: Die Panzerkompanie. BMLV: Der Panzerzug. FH-Stg MilFü: Verzögerung: Lehrskriptum Nr. 104_010. FH-Stg MilFü: Übungsgliederungen Teil 1: Lehrskriptum Nr. 105_001. FH-Stg MilFü: Übungsgliederungen Teil 2: Lehrskriptum Nr. 105_002. FH-Stg MilFü: Das konventionelle Gefechtsbild: Lehrskriptum Nr. 104_003. FH-Stg MilFü: Führungsgrundsätze: Lehrskriptum Nr. 101_002. FH-Stg MilFü: Einsatzgrundsätze der mechanisierten Truppe: Lehrskriptum Nr. 105_004.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in retrograde operations at battalion level and in the interaction of combat, CS, CSS, and Command Support troops in combat. Skills: Advanced Skills in the decision-making process and troop-leading procedure at battalion level as well as in the conduct of delay at company level, involving a critical understanding of options for action. Advanced skills in argumentation, presentation and implementation of the troop-leading procedure as well as in creative approaches to complex situations at company level. Competence: Take responsibility for managing and implementing tasks in delay missions as company commander in fulfillment of the higher commander's intent, including consistent and effective implementation of decisions taken. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings.</p>	
Class title	2.4.1 Fundamentals and Principles for Retrograde Operations	
Credits	1 ECTS	
To be covered in	2 nd Semester	
Type of class	L	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Principles of retrograde operations at company and battalion levels. Leadership fundamentals and instructions for engineer support. Leadership fundamentals and instructions for indirect-fire support and CAS. Table of Organisation & Equipment (TO&E) of logistic units in delay. Situational leadership and principles for MOUT or FIBUA. Deploying and tasking engineers, CAS, and artillery assets under operational control. Principles of logistics, in particular POL, ammunition resupply, evacuation of disabled material, and MEDEVAC.</p>	

Class title	2.4.2 Tactics: the Reinforced Battalion in Retrograde Operations
Credits	2 ECTS
To be covered in	2 nd Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	Principles of war, operational principles in delay and troop-leading procedure at battalion level including their application. Deploying and tasking engineers, CAS, and artillery assets under operational control. Principles of logistics, in particular POL, ammunition resupply, evacuation of disabled material, and MEDEVAC.
Class title	2.4.3 TTP: the Reinforced Company in Retrograde Operations
Credits	2 ECTS
To be covered in	2 nd Semester
Type of class	EX (TEWT).
Exam	to be taken at the end of the Module
Teaching Content	Leadership fundamentals and their application, including MOUT or FIBUA. Operational principles, discussed outdoors, for the reinforced motorised or mechanised company in retrograde operations. Operational principles and the decision-making process for the reinforced company in retrograde operations. Issue of orders and supervision for the reinforced company in retrograde operations. Resupply of ammunition and MEDEVAC at company level. Briefings. Voice procedures, including indirect-fire request (call for fire). General combat tasks (recce, surveillance, security, march, PSYOPS) at company level.

Module Number: 3.1	Module Title: Systematic Approaches	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	3 rd Semester	
Contributing to the element	Interdisciplinary Fundamentals of Personal Acting	
Level of Addressees	Advanced	
Previous Knowledge	1.1, 1.2, 2.1	
Blocked	yes	
To be taken by	Students of the 3 rd Semester	
Contributing to subsequent modules	all following modules	
Further reading	<p>Attenslander, P.: Methoden der empirischen Sozialforschung; Berlin: 2000. Bortz, J.; Döring, N.: Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler; Berlin: 2003. Lamnek, S.: Qualitative Sozialforschung; Weinheim, Basel: 2005. Mummendey, H.D.: Die Fragebogen-Methode. Fundamentals und Anwendung in Persönlichkeits-, Einstellungs- und Selbstkonzeptforschung; Göttingen: 1995.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in social research and IT support, involving a critical understanding of theories and principles.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to collect and interpret data for social research, including the independent use of proper tools.</p> <p>Competences: Take responsibility for consistently conducting social research, thereby prioritising and reducing complexity, categorising elements and sub-systems as well as identifying causal and teleological connections. Professionally and adequately present new findings while being open to criticism.</p>	
Class title	3.1.1 Introduction to Empirical Social Research	
Credits	3 ECTS	
To be covered in	3 rd Semester	
Type of class	PL	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Quantitative and qualitative designs in social research. Discussing the problem and approaching the theme. Defining a question. Gathering information and resources. Forming an explanatory hypothesis. Collecting data in a reproducible manner (interview, questionnaire). Analysing the data (hermeneutics). Interpreting the data and drawing conclusions. Publishing results.</p>	
Class title	3.1.2 IT-based Data Processing	
Credits	2 ECTS	
To be covered in	3 rd Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Social research (quantitative). Fundamentals of statistics. Collecting data. Analysing the data (EXCEL, SPSS). Interpreting the data as well as presenting the findings, using charts and diagrams.</p>	

Class title	3.1.3 Presentations (Techniques and Media)
Credits	1 ECTS
To be covered in	3 rd Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	Preparing and presenting the scientific findings with the aid of new media. Preparing speaking notes and handouts. Preparing and presenting slides, using charts and diagrams. Verbal and non-verbal communication.

Module Number: 3.2	Module Title: Structures of Economic Systems	Credits: 7 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	3 rd Semester	
Contributing to the element	Political and Economic Systems	
Level of Addressees	Beginner's Level	
Previous Knowledge	none	
Blocked	partially	
To be taken by	Students of the 3 rd Semester	
Contributing to subsequent modules	4.2/BWL, 4.3/BWL, 4.4/BWL, 5.1	
Further reading	<p>Breunig, A.; Pöcher, H.; Strunz, H.: Wehrökonomik; Wien: 2006. Günther, H.-O.; Tempelmeier, H.: Produktion und Logistik; Berlin: Heidelberg: 2005. Horvath, P.: Controlling; München: 2006. Kummer, S.; Grün, O.; Jammernegg, W.: Grundzüge der Beschaffung, Produktion und Logistik; München: 2006. Lechner, K.; Egger, A.; Schauer, R.: Einführung in die Allgemeine Betriebswirtschaftslehre: 23. Aufl.; Wien: 2006. Mankiw, G. N.: Grundzüge der Volkswirtschaftslehre; Stuttgart: 2004. Steinmann, H.; Schreyögg, G.: Management – Grundlagen der Unternehmensführung: Konzepte – Funktionen – Fallstudien; Wiesbaden: 1997. Stiglitz, J. E.: Finanzwissenschaft; Oldenbourg: 1989. Scheider, W.: Betriebliches Rechnungswesen für Einsteiger; Wien: 1999. Swoboda, P.; Stepan, A.; Zechner, J.: Kostenrechnung und Preispolitik; 21. Aufl.; Wien: 2001. Wöhe, G.; Bilstein, J.: Grundzüge der Unternehmensfinanzierung; München: 2002.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in business administration within the AAF and micro-economic processes. Advanced knowledge in national economy and macro-economic interdependences with the AAF. Advanced knowledge in economics, involving a critical understanding of theories and principles.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to interpret micro- and macro-economic interdependences in the AAF, including the application of the findings within one's professional life. Advanced practical skills in the use of micro-economic tools, especially within supply chain management and logistics. Advanced methodological skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems.</p> <p>Competences: Take responsibility for consistently conducting business administration projects, thereby prioritising and reducing complexity, categorising elements and sub-systems as well as identifying causal and teleological connections. Professionally and adequately present new findings while being open to criticism. Be aware of the bearing of one's action as an officer in a democratic-pluralistic system.</p>	
Class title	3.2.1 Introduction to Business Administration and Management	
Credits	3 ECTS	
To be covered in	3 rd Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Business administration and its fields: procurement, production, sales and marketing, accounting (investment accounting, management accounting, financial accounting, bookkeeping, benchmarking, controlling). Concepts the operational and strategic management: Management paradigms, micro-politics, corporate culture, corporate management, personnel management, organisation. Independent work on case studies.</p>	

Class title	3.2.2 Introduction to National Economy
Credits	1 ECTS
To be covered in	3 rd Semester
Type of class	L
Exam	to be taken at the end of the Module
Teaching Content	<p>Fundamentals of economics. Functions of the economy (individuals, community, state). Theories of money, trade, and finance (budget, taxes, public commodity). Magic polygon of economics (currency stability, economic growth, employment levels, and trade balance). Economic politics (fiscal politics, money politics). Military spending and its bearing on the economy. Economic analysis of defence systems.</p>
Class title	3.2.3 Supply Chain Management and Logistics
Credits	3 ECTS
To be covered in	3 rd Semester
Type of class	PL
Exam	to be taken at the end of the Module
Teaching Content	<p>Methods and techniques of supply chain management. Networks of procurement, production and logistics. Partnership and cooperation in value addition. Logistic systems and tools. Procurement (need analysis, Make or Buy, ABC analysis, ordering system). Warehousing (systems and operation). Transport (internal and external transport, loading and routes planning). Independent work on case studies.</p>

Module Number: 3.3	Module Title: Structures of International Systems	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	3 rd Semester	
Contributing to the element	Political and Economic Systems	
Level of Addressees	Beginner's level	
Previous Knowledge	2.2	
Blocked	partially	
To be taken by	Students of the 3 rd Semester	
Contributing to subsequent modules	4.2/Pol, 4.3/Pol, 4.4/Pol, 5.1, 5.2, 6.1	
Further reading	<p>Andersen, U. und Woyke, W. (Hrsg.): Handwörterbuch Internationale Organisationen. 2. Aufl. Opladen: 1995.</p> <p>Braun K.-H. (Hrsg.): Beiträge zum modernen Kriegsbegriff: Armis et Litteris Bd. 18; Wr. Neustadt: 2008.</p> <p>Lechner, W: Internationales Recht: Lernskriptum. Nr. 403_002. FH BP-ML-idgF.</p> <p>Filzmaier, P. u. a.: Internationale Politik. Eine Einführung. Wien: 2006.</p> <p>Randelzhofer, A.: Völkerrechtliche Verträge: 10. Aufl.; München: 2004.</p> <p>Rehrl, J. und Weissert, H.-B.: CSDP-Handbook. 1. Aufl. Wien: Heeresdruckerei: 2010.</p> <p>Segur Cabanac, C.: 50 Jahre Auslandseinsätze des Österreichischen Bundesheeres. Schriften zur Geschichte des Österreichischen Bundesheeres. Wien 2010.</p> <p>Slanic, R. (Hrsg.): Der Staat im internationalen Spannungsfeld: Armis et Litteris Bd. 13; Wr. Neustadt: 2004.</p> <p>Stadlmeier, S.: Völkerrecht I u. II.: 4. Aufl.; Wien: 2006.</p> <p>Woyke, W. (Hrsg.): Handwörterbuch Internationale Politik. 12. Aufl. Opladen: 2011.</p>	
Learning Outcomes	<p>Knowledge: Comprehensive, specialised, factual and theoretical knowledge within the field of international organisations and their development as well as within the field of international security policy, especially in CSDP. Advanced knowledge within the field of international security-related co-operation and crisis management by security-related institution, especially by the EU, involving a critical understanding of theories and principles of international security policy and its complexity. Advanced knowledge within the field of force generation and pertinent provisions under international and European law governing the deployment abroad of the AAF.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to teach and train international crisis management, in particular of the EU, including the independent use of its mechanisms and tools. Advanced cognitive skills required to teach and train pertinent provisions under international and European law. Advanced practical skills required to interpret expert papers, drawing from own expertise and relevant research findings.</p> <p>Competences: Take responsibility for managing and implementing training of subordinates in international security policy as a leader and expert, thereby featuring proper methodological competence and technical expertise. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings. Professionally and convincingly present international security policy issues both to fellow-countrymen and to an international audience while being open to criticism.</p>	
Class title	3.3.1 International Humanitarian Law and Law on Armed Conflicts (LOAC)	
Credits	2 ECTS	
To be covered in	3 rd Semester	
Type of class	IC	
Exam	To be taken at the end of class	
Teaching Content	<p>The legal status of man in international law, in particular in the Convention for the Protection of Human Rights and Fundamental Freedoms, commonly known as the European Convention on Human Rights (ECHR)</p> <p>The legal status of states, international organisations and other subjects under international law.</p>	

	<p>Key points of International Humanitarian Law. Sanctions of violations against the Law of Armed Conflict (LOAC). LOAC case studies for international organisations. Repercussions for the military leader. International Court of Justice. Rights and obligations of POWs. Maintenance and enforcement of International Humanitarian Law. International crisis management: from the Mandate to the Rules of Engagement. National sovereignty caveats and reservations in international crisis management. UN Charter, Chapters VI, VII, and VIII. Borderline cases.</p>
Class title	3.3.2 Common Security and Defence Policy (CSDP)
Credits	2 ECTS
To be covered in	3 rd Semester
Type of class	IC
Exam	To be taken at the end of class
Pre-Course Reading	<p><i>In advance, an internet distance learning (IDL) has to be undergone as a pre-course reading that is made available as the so-called ILIAS course by the EU's ESDC.</i> For further information, see „Module J“ / „IDL“ on our international website at http://campus.milak.at/campus/iep/module.php.</p>
Teaching Content	<p>The European Union. The EU's Common Security and Defence Policy. EU Missions and Operations. EU relations with other international organisations (EU and partners: UN, NATO, OSCE, AU, ASEAN). Horizontal issues (regional aspects and neighbourhood policy, human rights, gender issues, child protection, legal aspects).</p>
Class title	3.3.3 The Role of International Organisations
Credits	1 ECTS
To be covered in	3 rd Semester
Type of class	L
Exam	To be taken at the end of class
Teaching Content	<p>International organisations (IO): definition, theories, background. Differentiation of IOs in IGOs (International Governmental Organisations) and NGOs (Non-Governmental Organisations). IO and international relations. Major IOs (Arab League, ASEAN, AU, Council of Europe, NATO, OECD, OPEC, OSCE, UN, WTO). Selected operations of the AAF within IOs. Professional perspectives with respect to IOs.</p>

Module Number: 3.4	Module Title: Security Operations (national)	Credits: 8 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	3 rd Semester	
Contributing to the element	Operational Subjects and Methods	
Level of Addressees	Advanced	
Previous Knowledge	1.3, 1.4, 1.5, 2.3, 2.4	
Blocked	yes	
To be taken by	Students of the 3 rd Semester	
Contributing to subsequent modules	5.4, 6.2	
Further reading	<p>Dohr S. u. Knapp, C.: Hilfeleistung im Inland; Wr. Neustadt: 2010. Edlinger, A.: Kodex Wehrrecht; Wien: 2007. Satzinger, K.: Wehrverfassung, Wehrrecht; Wien: 2007. BMLVS: Militärlexikon; Intranetbereitstellung 3. VE. BMLVS: Taktischer Führungsprozess. BMLVS: Das taktische Führungsverfahren. BMLVS: Befehlsformate und deren Anwendung auf den Führungsebenen. BMLVS: Handakt Taktik. BMLV: Schutz, Aufgaben und Techniken. BMLV: Truppenführung. BMLV: Taktische Zeichen. BMLV: Feuerunterstützung. BMLV: Einsatzunterstützung. BMLV: Das Jägerbataillon. BMLV: Die Jägerkompanie. BMLV: Der Jägerzug. FH-Stg MilFü: Schutz: Lehrskriptum Nr. 104_040. FH-Stg MilFü: Übungsgliederungen Teil 1: Lehrskriptum Nr. 105_001. FH-Stg MilFü: Übungsgliederungen Teil 2: Lehrskriptum Nr. 105_002. FH-Stg MilFü: Führungsgrundsätze: Lehrskriptum Nr. 101_002.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in security operations (national) at battalion level and in the interaction with civilian agencies as well as with combat, CS, CSS, and Command Support troops in combat.</p> <p>Skills: Advanced Skills in the decision-making process and troop-leading procedure at battalion level as well as in the conduct of object and area security at company level, involving a critical understanding of options for action in accordance with legal provisions. Advanced skills in argumentation, presentation and implementation of the troop-leading procedure as well as in creative approaches to complex situations at company level.</p> <p>Competence: Take responsibility for managing and implementing tasks in object and area security missions as company commander in fulfilment of the higher commander's intent, including consistent and effective implementation of decisions taken. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings.</p>	
Class title	3.4.1 Fundamentals and Principles for Security Operations	
Credits	3 ECTS	
To be covered in	3 rd Semester	
Type of class	L	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Principles of security operations (national) at company and battalion levels. Leadership fundamentals and instructions for engineer support. Leadership fundamentals and instructions for indirect-fire support and CAS. Table of Organisation & Equipment (TO&E) of logistic units in security operations (national). Crowd and riot management and control as well as principles for MOUT or FIBUA. Deploying and tasking NBC defence and anti-aircraft assets under operational control. Legal provisions for security operations (national) within Austrian territory. Civil defence structure and organisation, including cooperation with the military. Technical aids for object security.</p>	

Class title	3.4.2 Tactics: the Reinforced Battalion in Security Operations
Credits	2 ECTS
To be covered in	3 rd Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	Principles of war, operational principles for the conduct of object and area security and troop-leading procedure at battalion level including their application. Sustainability of the operation for the given space of time. Deploying and tasking NBC defence and anti-aircraft assets under operational control. Cooperation with civil defence and law enforcement agencies.
Class title	3.4.3 TTP: the Reinforced Company in Security Operations
Credits	3 ECTS
To be covered in	3 rd Semester
Type of class	EX
Exam	to be taken at the end of the Module
Teaching Content	Leadership fundamentals and their application. Operational principles, discussed outdoors, for the reinforced motorised or mechanised company in object and area security, including built-up areas or urbanised terrain. Operational principles and the decision-making process for the reinforced company in object and area security. Issue of orders and supervision for the reinforced company in object and area security. Deploying NBC defence and anti-aircraft assets under operational control and cooperating with civil defence and law enforcement agencies. Briefings.

Module Number: 4.1	Module Title: Polemology	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	Political and Economic Systems	
Level of Addressees	Beginner's Level / Advanced	
Previous Knowledge	1.3, 2.2, 3.3	
Blocked	partially	
To be taken by	Students of the 4 th Semester	
Contributing to subsequent modules	4.2/Pol, 4.3/Pol, 4.4/Pol	
Further reading	<p>Clausewitz, C.: Vom Kriege. Berlin: 1832. Etzersdorfer, I.: Krieg. Eine Einführung in die Theorie der bewaffneten Konflikte; Stuttgart:Wien: 2007. Grotius, H.: Drei Bücher über das Recht des Krieges und des Friedens 1625; Berlin: 1869. Münkler, H.: Der Wandel des Krieges: Von der Symmetrie zur Asymmetrie. Baden: 2010. Neugebauer, K.-V.: Grundzüge der deutschen Militärgeschichte: Bd. 1+2; Freiburg: 2005. Reiter, E. (Hrsg.): Der Krieg um das Kosovo. Bonn: 2000. Salinger, P.: Der Krieg am Golf; München: 1991. Silber L., A. L.: Der Bruderkrieg; Graz: Wien: Köln: 1995. Simon, F. B.: Einführung in die Systemtheorie des Konflikts. Heidelberg: 2010. Stadler, C.: Krieg. Stuttgart:Wien: 2009. Steiger, A.: Vom 30-jährigen Krieg bis 1914. Lernbehelf Nr. 302_002. FH BaStg MilFü Wr. Neustadt i.d.g.F. Steiger, A.: Das Zeitalter der Weltkriege 1914-1945, Lernskriptum Nr. 302_003. FH BaStg MilFü Wr. Neustadt: 2002. Steiger, A.: Der weltweite Krieg 1945-1983, Lernskriptum Nr. 302_004. FH BaStg MilFü Wr. Neustadt: 2002. Steiger, A.: Der Golfkrieg III. Lernskriptum Nr. 302_005. FH BaStg MilFü Wr. Neustadt: 2004. Woodward, B.: Obamas Kriege. Zerreißprobe einer Präsidentschaft. 1. Auflage. Stuttgart: 2010.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge within the field of armed conflicts as well as within the field of strategy, operations, and tactics. Comprehensive, specialised, factual and theoretical knowledge within the field of international security-related co-operation and crisis management. Advanced knowledge within the field of force generation and force development as well as history of defence, of the military and of armed conflict, involving a critical understanding of theories and principles as well as of actors and mechanisms of war and peace.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to teach and train military history and doctrines, in particular causes and immediate reasons for historic wars, including case studies of conventional and asymmetric wars. Advanced cognitive skills, demonstrating mastery and innovation, required to teach and explain preparatory efforts to wage war. Advanced practical skills required to interpret relevant sources of information and to draft independently expert papers by drawing from own expertise and relevant research findings.</p> <p>Competences: Take responsibility for managing and implementing training of subordinates the field of armed conflicts as a leader and expert, thereby featuring proper methodological competence and technical expertise. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings. Professionally and convincingly present armed conflict issues both to fellow-countrymen and to an international audience while being open to criticism.</p>	
Class title	4.1.1 Philosophy of War and Peace	
Credits	3 ECTS	
To be covered in	4 th Semester	
Type of class	PL	
Exam	To be taken at the end of class	
Teaching Content	Team presentations on the following research questions: Theory of ideas of war and peace in the New Era in the light of the philosophical concepts of law and state, focussing on the 80-year War (1568-1648) and the French Revolution /	

	Napoleon (1789-1815); Concept of just war and just peace in the New Era ; The citizen-state paradigm of the New Era; War as the state's classical instrument in international politics; Asymmetric warfare.
Class title	4.1.2 Conflict Management
Credits	1 ECTS
To be covered in	4 th Semester
Type of class	L
Exam	To be taken at the end of class
Teaching Content	On war and conflict (polemos - quarrel). Social conflicts between the extreme poles of people and power. Civilian crisis management and conflict resolution.
Class title	4.1.3 Selected Armed Conflicts in Military History
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	L
Exam	To be taken at the end of class
Teaching Content	Reflexions on armed conflicts since 1815. From the Vienna Congress to the German Confederation (Deutscher Bund). Selected pre-WWI conflicts. WWI. WWII. War on the Falklands/Malvinas 1982. Armed conflicts of the Middle East (Afghanistan, Gulf Wars II and III), and the Near East (Balkans).

Module Number: 4.2/Pol	Module Title: The Political Systems of Austria and the EU	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	specialisation in politics	
Level of Addressees	advanced	
Previous Knowledge	1.3, 2.2, 3.3, 4.1	
Blocked	no	
To be taken by	Students of the 4 th Semester if specialising in politics	
Contributing to subsequent modules	5.1	
Further reading	<p>Aschenbrenner, J. (Hrsg.): Der Begriff des Menschen als Voraussetzung aller Politik: Der Staat als Akteur der Sicherheitspolitik; Armis et Litteris Bd. 6; Wr. Neustadt: 2000.</p> <p>Dachs, H., u. a.: Handbuch des politischen Systems Österreichs: i.d.g.F.</p> <p>Etschmann, W.; Speckner, H.: Zum Schutz der Republik: Sonderband 50 Jahre Bundesheer; Wien: 2006.</p> <p>Goldinger, W.; Binder, D. A.: Geschichte der Republik Österreich 1918-1938; Wien: 1992.</p> <p>Gutkas, K.: Die Zweite Republik; Wien: 1985.</p> <p>Hanisch, E.: Der lange Schatten des Staates: Österreichische Geschichte 1890 -1990; Wien: 2002.</p> <p>Hauser, G.: Das Europäische Sicherheits- und Verteidigungssystem und seine Akteure. Wien: 2010.</p> <p>Mantl, W: Politik in Österreich; Wien: 1992.</p> <p>Rauchensteiner, M., u.a: Tausend Nadelstiche: Das österreichische Bundesheer in der Reformzeit 1970-1978; Graz: Wien: Köln: 1994.</p> <p>Pelinka, A.: Österreichische Politik: Grundlagen – Strukturen - Trends; 3. Aufl. Wien: 2007.</p> <p>Pelinka, A.: Grundzüge der Politikwissenschaft; Wien: 2004.</p> <p>Schläpfer, R. u. a.: Weltgeschichte im Überblick: Bd. 2; Zürich: 1999.</p> <p>Steiger, A.: „Zum Schutz der Grenze bestimmt!?:“: Armis et Litteris Bd. 17; Wr. Neustadt: 2007.</p> <p>Steininger, R.; Gehler, M. (Hrsg.): Österreich im 20. Jhdt: Studienbuch in zwei Bänden; Wien: Köln: Weimar: 2005.</p> <p>Tresch, T.S.: Sicherheit 2010. Außen- Sicherheits- und verteidigungspolitische Meinungsbildung im Trend. Zürich: 2010.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in Austrian and European politics, in particular in security policy. Advanced knowledge in the threat scenarios and national efforts towards comprehensive security, involving a critical understanding of theories and principles.</p> <p>Skills: Advanced cognitive skills, demonstrated in case studies, required to interpret the political systems of Austria and the EU, including the application of the findings within one's professional life. Advanced cognitive skills, demonstrating mastery and innovation, required to explain Austrian and European politics. Advanced practical skills required to interpret relevant sources of information and to draft independently expert papers by drawing from own expertise and relevant research findings.</p> <p>Competences: Be aware of the bearing of one's action as an officer in a democratic-pluralistic system. Take responsibility for managing and implementing training of subordinates the field of Austrian and European politics as a leader and expert, thereby featuring proper methodological competence and technical expertise. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings. Professionally and convincingly present armed conflict issues both to fellow-countrymen and to an international audience while being open to lifelong learning.</p>	

Class title	4.2.1/Pol Politics in Austria and in the EU
Credits	3 ECTS
To be covered in	4 th Semester
Type of class	PL
Exam	To be taken at the end of class
Teaching Content	Actors, Structures, procedures, and decision-making in the political systems of Austria and the EU. Political institutions, Parties and political movements. Interest groups and representations (TUC). Political culture in Austria. Europeanisation of Austrian politics.
Class title	4.2.2/Pol The Role of the AAF in the First and Second Republics
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	IC
Exam	To be taken at the end of class
Teaching Content	The deployments of the AAF under the National Defence Act in the First Republic. The end of WWII in Austria. Austria under Allied occupation 1945-1955. Neutrality and the Vienna State Treaty and their bearing on the AAF. The deployments of the AAF in 1956, 1967, 1968 and 1991. Border surveillance in a law-enforcement role. The reforms of the AAF from 1963 to 2010.
Class title	4.2.3/Pol Actors and Structures of the Austrian Security Policy
Credits	1 ECTS
To be covered in	4 th Semester
Type of class	L
Exam	To be taken at the end of class
Teaching Content	Actors, mechanisms, structures, and institutions of Austria's security policy. Defence programmes of the political parties. Selected security policy conflicts (at home and abroad). Global strategic trends and their repercussions to Austria.

Module Number: 4.3/Pol	Module Title: International Politics and Trends	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	specialisation in politics	
Level of Addressees	Beginner's Level / advanced	
Previous Knowledge	1.3, 2.2, 3.3, 4.1	
Blocked	No	
To be taken by	Students of the 4 th Semester if specialising in politics	
Contributing to subsequent modules	5.1	
Further reading	<p>Agnew, J., Mitchell, K. et al.: A Companion to Political Geography, Oxford: 2003.</p> <p>Andersen, U.; Woyke, W. (Hrsg.): Handwörterbuch Internationaler Politik; Wien: i.d.g.F.</p> <p>Braun, K.-H. (Hrsg.): Beiträge zum modernen Kriegsbegriff: Armis et Litteris Bd. 18; Wr. Neustadt: 2008.</p> <p>Cohen S.: Geopolitics – The Geography of International Relations. Oxford: 2009.</p> <p>Cox, K. R., Low, M. et al.: The SAGE Handbook of Political Geography. Los Angeles: 2008.</p> <p>Dachs, H., u. a.: Handbuch des politischen Systems Österreichs: Wien: i.d.g.F.</p> <p>Gärtner, H.: Internationale Sicherheit: Definitionen von A – Z; Wien: 2008.</p> <p>Hauser, G.; u. a: Handbuch zur europäischen Sicherheit: Wien: 2005.</p> <p>Ingram A.; Dodds K.: Spaces of Security and Insecurity; London: 2009.</p> <p>Painter, J.; Alex, J.: Political Geography. Los Angeles: 2009.</p> <p>Reiter, E: Jahrbuch für internationale Sicherheitspolitik; Wien: 2004.</p> <p>Slanic, R. (Hrsg.): Der Staat im internationalen Spannungsfeld: Armis et Litteris Bd.13; Wr. Neustadt: 2004.</p> <p>Steininger, R.; Gehler, M. (Hrsg.): Österreich im 20. Jhd: Studienbuch in zwei Bänden; Wien:Köln:Weimar: 2005.</p> <p>Wastl, R.: Euro-Asia: Cartographic Representations and Imaginations from a European Perspective. In: Kakonen J. u. a.: "Euro-Asia" at the Crossroads – Geopolitics, Identities and Dialogues. New Delhi: 2011.</p> <p>Wastl-Walter, D.: The Asghate Research Companion to Border Studies. Ashgate: 2010.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in the Austrian contribution to international organisations, in particular in the mechanisms of the international system. Comprehensive, specialised, factual and theoretical knowledge within the field of political systems and political theory. Advanced knowledge of political processes and their complexity, involving a critical understanding of theories and principles. Advanced knowledge of geopolitical interdependencies of regional conflicts.</p> <p>Skills: Advanced cognitive skills, demonstrated in case studies, required to teach and train international co-operation and crisis management, in particular state mechanisms. Advanced practical skills required to interpret relevant sources of information and to draft independently expert papers by drawing from own expertise and relevant research findings, including the application of the findings within one's professional life.</p> <p>Competences: Take responsibility for managing and implementing training of subordinates in the field of international politics as a leader and expert, thereby critically reflecting geopolitical interdependencies. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings. Professionally and convincingly present international politics issues both to fellow-countrymen and to an international audience while being open to lifelong learning.</p>	
Class title	4.3.1/Pol Comparative Systems Theory as Shown by Selected States	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	PS	
Exam	To be taken at the end of class	
Teaching Content	<p>Key terms of Comparative Politics.</p> <p>Theory vs empirical research including a critical reflexion of structural relations.</p> <p>Typology of political systems as shown by: political culture, institutions, process, elections, communication and foreign relations.</p> <p>Comparative systems theory as shown by selected states of Western Europe and the USA,</p>	

	Russia and China.
Class title	4.3.2/Pol Political Geography
Credits	1 ECTS
To be covered in	4 th Semester
Type of class	L
Exam	To be taken at the end of class
Teaching Content	Introduction to political geography. Construction of space and politics in geography. Political entities and boundaries. Geography of international relations. Global dynamics in population. Boundaries as barriers and bridges. Political geography and ecological safety. Territorial claims. Natural resources claims. Critical cartography.
Class title	4.3.3/Pol Selected Aspects of Austrian Foreign Policy – from the Cold War to a United Europe
Credits	1 ECTS
To be covered in	4 th Semester
Type of class	L
Exam	To be taken at the end of class
Teaching Content	Parameters for the Austrian foreign policy after 1945. the Austrian foreign policy leading to the Vienna State Treaty. Developments in the Austrian neutrality policy. Austria and the United Nations. Vienna as an international city (IAEA, UNIDO, OPEC, OSCE, a.s.o.). Shift of perspectives from 1987 to 1995. Accession to the EU and participation in the extended CFSP. Foreign policy in the EU. Future perspectives.
Class title	4.3.4/Pol Theory of International Politics
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	IC
Exam	To be taken at the end of class
Teaching Content	Selected Theories and models of international politics. Actors, structures, processes, paradigms and issues of the international order. The state concept from an ethical and from an economic point of view. State and government in the international community. Analysis of classical issues (security, peace, war) and special issues (development, welfare, human rights).

Module Number: 4.4/Pol	Module Title: Media & Political Education	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	Specialisation in politics	
Level of Addressees	Beginner's level	
Previous Knowledge	1.3, 2.2, 3.3, 4.1	
Blocked	partially	
To be taken by	Students of the 4 th Semester if specialising in politics	
Contributing to subsequent modules	5.1	
Further reading	<p>Becker, M.: Personalentwicklung; 4. Aufl.; Stuttgart: 2005. Bendl, R.; Hanappi-Egger, E.; Hofmann, R.: Interdisziplinäres Gender- und Diversitätsmanagement; Wien: 2004. Burkart, R.: Kommunikationswissenschaft. Grundlagen und Problemfelder. Wien: 1995. Canetti, E.: Masse und Macht. Frankfurt a. M.: 2000. Crouch, C.: Postdemokratie. Frankfurt am M.: 2008. Domsich, J.: Metapher Kommunikation. Wien: 2009. Domsich, J.; Kossatz, M.; O.: Social Society. Gedanken zur (re-)konstruktiven Radikalität der Netzkulturen. Jahrbuch der Politik. Wien: 2009. Hartmann, F. (Hrsg.): Informationsgesellschaft. Sozialwissenschaftliche Aspekte. Wien: 1998. Kloock, D.; Spahr, A.: Medientheorien. Eine Einführung. München: 1997. Lakoff, G.: Metapher und Krieg. In: Sprache im technischen Zeitalter, 119, 1991. Lorse, J.: Personalmanagement im öffentlichen Dienst; Darmstadt: 2001. Plasser, F.: Politik in der Medienarena. Praxis politischer Kommunikation in Österreich. Wien: 2010. Pürer, H. (Hrsg.): Praktischer Journalismus in Zeitung, Radio und Fernsehen. Konstanz: 2004. Sandbothe, M.: Pragmatische Medienphilosophie. Grundlegung einer neuen Disziplin im Zeitalter des Internet. Weilerswist: 2001. Winterhoff-Spurk, P.: Medienpsychologie. Eine Einführung. 2., vollst. überarb. Aufl. Stuttgart: 2004.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in theories of classical, electronic and digital media within communication science so as to create an understanding of these aspects in one's professional life. Advanced knowledge in the key issues of communication science and the media so as to be good at convincing others and at drafting editorial comments, involving a critical understanding of theories and principles. Advanced knowledge in diversity management.</p> <p>Skills: Advanced cognitive skills, demonstrated in case studies, required to analyse and interpret the effects of modern media on their recipients. Advanced practical skills required to interpret relevant sources of information and to draft independently expert papers by drawing from own expertise and relevant research findings, including the application of the findings within one's professional life. Advanced practical skills required to utilise classical, electronic and digital media.</p> <p>Competences: Take responsibility for managing and implementing training of subordinates in the field of media as a leader and expert, thereby critically reflecting their bearing on politics and society. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings. Professionally and convincingly present media issues and diversity management both to fellow-countrymen and to an international audience while being open to lifelong learning.</p>	

Class title	4.4.1/Pol Introduction to Communication Science
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	IC
Exam	To be taken at the end of class
Teaching Content	Communication as social behaviour. Psychology of communication; symbolical interaction. Language and metaphors. Mass communication. Findings of psychological research.
Class title	4.4.2/Pol Diversity Management
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	IC
Exam	To be taken at the end of class
Teaching Content	Fundamentals of gender and diversity management. Postmodern era and diversity management . Corporate culture diversity management. Gender-equal job opportunities and personnel development. Critical reflexion on gender and diversity management (by way of an exam paper).
Class title	4.4.3/Pol Media and Controlling Power
Credits	1 ECTS
To be covered in	4 th Semester
Type of class	L
Exam	To be taken at the end of class
Teaching Content	Historical overview of politics, media and society. Modern media (mass, electronic) and propaganda. Non-dispersive media, individual media (digital, phone) Mechanisms of opinion building in digital media (netiquette, Social Web). Analysis of topical issues: Statistic assessment of opinion building in the social web (blogs, Facebook, Twitter). Statistic and demoscopical assessment of opinion building in the web . Political communication in Austria.

Module Number:4.2/Bldg	Module Title: Education, Development, Socialisation	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	Specialisation in educational science	
Level of Addressees	advanced	
Previous Knowledge	3.1	
Blocked	yes	
To be taken by	Students of the 4 th Semester if specialising in educational science	
Contributing to subsequent modules	4.5, 5.1, 5.3, 6.2	
Further reading	Albert, M. u. a.: Jugend 2010, 16. Shell Jugendstudie; Frankfurt am Main: 2010. Arnold, R.; Gonon, Ph.: Einführung in die Berufspädagogik; Opladen: 2006. Edelmann, W.: Lernpsychologie; Weinheim: 1996. Siebert, H.: Theorien für die Praxis; 2. Aufl.; Bielefeld: 2006. Wittpoth, J.: Einführung in die Erwachsenenbildung; Opladen: 2003.	
Learning Outcomes	<p>Knowledge: Advanced knowledge in theories of teaching and learning as well as in education, development, socialisation in man with respect to his age, involving a critical understanding of theories and principles.</p> <p>Skills: Advanced cognitive skills, required to analyse and structure complex problems as well as advanced practical skills required to utilise materials, tools and media in a teaching and learning environment throughout the human life.</p> <p>Competences: Take responsibility for managing and implementing of teaching and learning activities, adapted to the respective age. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings. Professionally and convincingly present teaching and learning activities, while being open to lifelong learning. Take responsibility for managing and implementing social-communicative learning for personnel development.</p>	
Class title	4.2.1/Bldg Theory of Teaching and Learning	
Credits	1 ECTS	
To be covered in	4 th Semester	
Type of class	L	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Learning culture and the need for education. Methods of constructivist didactics. Reading techniques. Learning techniques. Learning psychology (theories). Learning behaviour. Learning styles. Learning types. Learning skills.</p>	
Class title	4.2.2/Bldg Educating and Socialising Children and Youths	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Youth and its culture. Requirements for development. Family orientation. Daily routines. Value orientation. Family, school, leisure. Perspectives and trends.</p>	

Class title	4.2.3/Bldg Educating and Socialising Adults
Credits	3 ECTS
To be covered in	4 th Semester
Type of class	PL
Exam	to be taken at the end of the Module
Teaching Content	<p>Socialisation in varying settings. Perspectives of life. Value orientation. Different phases in life. Educating adults, professional and vocational training, continued training, lifelong learning. Educational and vocational installations and establishments. Professionalising adult and vocational training. Educational approaches.</p>

Module Number: 4.3/Bldg	Module Title: Social & Institutional Needs for Education	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	Specialisation in educational science	
Level of Addressees	Advanced	
Previous Knowledge	3.1	
Blocked	yes	
To be taken by	Students of the 4 th Semester if specialising in educational science	
Contributing to subsequent modules	4.5, 5.1, 5.3, 6.2	
Further reading	<p>Auernheimer, G.: Einführung in die Interkulturelle Pädagogik; Darmstadt: 2003. Göhlich, M.: System, Handeln, Lernen unterstützen: Eine Theorie der Praxis pädagogischer Institutionen; Weinheim: 2001. Gruber, E.: Beruf und Bildung - (k)ein Widerspruch; Innsbruck, Wien, Bozen: 2001. Nuissl, E.: Einführung in die Weiterbildung; Neuwied, Kriftel: 2000.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in education and work as to major factors for human striving for perfection throughout the ages, from Antiquity, Christianity, and New Era to Post-modern time. Advanced knowledge in theories of teaching and learning as well as in prerequisites for education, involving a critical understanding of theories and principles.</p> <p>Skills: Advanced cognitive skills in handling teaching and learning activities. Advanced cognitive skills in treating the learners in accordance with their respective age and setting so as to increase action competence.</p> <p>Competences: Professionally and convincingly present teaching and learning activities, while being open to lifelong learning. Take responsibility for managing and implementing social-communicative learning for personnel development.</p>	
Class title	4.3.1/Bldg Society, Work and Education	
Credits	1 ECTS	
To be covered in	4 th Semester	
Type of class	L	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Socialisation in varying settings. Perspectives of life. Value orientation. Different phases in life.</p>	
Class title	4.3.2/Bldg Institutional, Organisational and Societal Fundamentals of Education	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	PL	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Professions in adult and vocational training. State of the art in adult and vocational training. Vocational knowledge and competences. Educational approaches in practice. Education and training – initial training – follow-up training – continuing professional development.</p>	

Class title	4.3.3/Edu International Perspectives of Education
Credits	3 ECTS
To be covered in	4 th Semester
Type of class	PL
Exam	to be taken at the end of the Module
Teaching Content	<p>European Qualifications Framework (EQF) for Lifelong Learning: comparability of qualifications and competences in Europe.</p> <p>The National Qualifications Framework.</p> <p>Implementation of the National Qualifications Framework.</p> <p>The Lifelong Learning Programme.</p> <p>Comenius for schools.</p> <p>Erasmus for higher education.</p> <p>Leonardo da Vinci for vocational education and training.</p> <p>Grundtvig for adult education.</p>

Module Number: 4.4/Bldg	Module Title: Diversity Management in Educational Professions	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	Specialisation in educational science	
Level of Addressees	Advanced	
Previous Knowledge	3.1	
Blocked	yes	
To be taken by	Students of the 4 th Semester if specialising in educational science	
Contributing to subsequent modules	4.5, 5.1, 5.3, 6.2	
Further reading	<p>Auernheimer, G.: Einführung in die Interkulturelle Pädagogik; Darmstadt: 2003. Beck-Gernsheim, E.: Wir und die Anderen; Frankfurt am Main: 2004. Krell, G. u.a. (Hg.): Diversity Studies; Frankfurt am Main: 2007. Krüger-Potratz, M.: Einführung in die Interkulturelle Bildung; Münster: 2005. Stuber M.: Diversity. Das Potential von Vielfalt nutzen – den Erfolg durch Offenheit steigern; Luchterhand, Neuwied: 2004. Terkessidis, M.: Interkultur; Frankfurt a.M: 2010. Thomas, R.R.: Management of Diversity – Neue Personalstrategien für Unternehmen. Wie passen Giraffe und Elefant in ein Haus?; Wiesbaden: 2001.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in diversity management as a strategy to improve the corporate performance of national and international organisations, involving a critical understanding of theories and principles.</p> <p>Skills: Advanced Skills in implementing and optimising diversity in national and international organisations, thereby cooperating with them.</p> <p>Competences: Professionally and convincingly present diversity management, while being open to lifelong learning. Take responsibility for managing and implementing diversity management in one's professional life both at home and abroad.</p>	
Class title	4.4.1/Bldg Fundamentals of Diversity Managements	
Credits	1 ECTS	
To be covered in	4 th Semester	
Type of class	L	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Parameters of diversity. Advantages of diversity management. Instruments of diversity management.</p>	
Class title	4.4.2/Bldg Organisational Diversity	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Conditions for utilising individual potentials of personnel. Organisational and psychological approaches. Diversity conflict resolution approach. Control of inclusion and exclusion processes. Theory of Difference.</p>	

Class title	4.4.3/Bldg Acting Interculturally Correct
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	Influence of culture on human perception and action. Culture as a code of conduct for human behaviour. Culture as an opportunity and limitation for human action. Cooperating within multicultural teams. Diversity and education.

Module Number: 4.2/BWL	Module Title: Accounting & Management Control	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	specialisation in economics (business administration)	
Level of Addressees	advanced	
Previous Knowledge	3.2	
Blocked	partially	
To be taken by	students of the 4 th Semester if specialising in economics (business administration)	
Contributing to subsequent modules	5.1	
Further reading	<p>Grohmann-Steiger, C.; Schneider, W.; Dobrovits, I.: Einführung in die Buchhaltung im Selbststudium: Band I; 19. Aufl.; Wien: 2010.</p> <p>Grohmann-Steiger, C.; Schneider, W.; Dobrovits, I.: Einführung in die Buchhaltung im Selbststudium: Band II; 18. Aufl.; Wien: 2008.</p> <p>Riegler, C.; Accounting und Management Control I, Teil: Grundlagen der internen Unternehmensrechnung; 5. Aufl.; Sollenau: 2010.</p> <p>Steiger, C.; Dobrovits, I.: Accounting and Management Control I, Teil: Grundlagen der externen Unternehmensrechnung; 5. Aufl.; Sollenau: 2009.</p> <p>Heimann, J.: Accounting and Management Control II: Teil Interne Unternehmensrechnung; 5. Aufl.; Sollenau: 2010.</p> <p>Aschauer, E.: Accounting and Management Control II: Teil Externe Unternehmensrechnung; 5. Aufl.; Sollenau: 2010.</p> <p>Höllerschmid, C.: Accounting and Management Control III: Foliensammlung, inkl. Lösungen; 5. Aufl.; Sollenau: 2010.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in accounting & management control, in management accounting or managerial accounting and calculation procedures, involving a critical understanding of theories and principles. Advanced knowledge in period costing, decision accounting, and cost-unit accounting. Knowledge in analyses of investments, finance and liquidity or solvency as well as of economic benefits.</p> <p>Skills: Advanced cognitive skills, required to utilise means and methods of business administration, especially in accounting & management control. Skills, required to utilise means and methods of accounting & management control for streamlining administrative structures and processes and for solving unpredictable, complex problems. Advanced practical skills required to interpret relevant sources of information and to draft independently expert papers by drawing from own expertise and relevant research findings, including the application of the findings within one's professional life. Advanced practical skills required to utilise classical, electronic and digital media.</p> <p>Competences: Take responsibility for prudently applying means and methods of business administration so as not to jeopardise the armed forces. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings, including the application of the findings within one's professional life. Professionally and convincingly manage complex business administration activities and projects, while being open to lifelong learning.</p>	
Class title	4.2.1/BWL Accounting & Management Control I	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	PL	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Management accounting and categorisation of costs and activities (cost and activity accounting)</p> <p>Cost-unit accounting and costing method as well as product costing based on direct or full costing.</p> <p>Period costing and decision accounting (calculation for decision-making).</p>	

Class title	4.2.2/BWL Accounting & Management Control II
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	Effects of insecurity on the decision-making process. Feasible techniques for the decision-finding in insecurity. Feasibility studies and profitability analyses, including their application.
Class title	4.2.3/BWL Accounting & Management Control III
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	IC
Exam	to be taken at the end of the Module
Teaching Content	Budgeting. Methods of accounting. Analyses of investments, finance and liquidity or solvency as well as of economic benefits. Methods of cash-flow and profit-orientation of value-based management.

Module Number: 4.3/BWL	Module Title: Personnel, Management, and Leadership	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	specialisation in economics (business administration)	
Level of Addressees	advanced	
Previous Knowledge	3.2	
Blocked	partially	
To be taken by	Students of the 4 th Semester if specialising in economics (business administration)	
Contributing to subsequent modules	5.1	
Further reading	Becker, M.: Personalentwicklung; 4. Aufl.; Stuttgart: 2005. Bendl, R.; Hanappi-Egger, E.; Hofmann, R.: Interdisziplinäres Gender- und Diversitätsmanagement; Wien: 2004. Braun, C.; Stephan, I.: Gender@Wissen; Wien: 2005. Lorse, J.: Personalmanagement im öffentlichen Dienst; Darmstadt: 2001. Mills, A.; Tancred, P.: Gendering Organizational Analysis; Newbury Park: 1992. Niedl, K.: Mobbing/Bullying am Arbeitsplatz; Wien: 1994. Scholz, C.: Personalmanagement; 5. Aufl.; München: 2000.	
Learning Outcomes	<p>Knowledge: Advanced knowledge in human resource management and organisational development. Advanced knowledge in intrapreneurship and its bearing on the organisation and its members. Advanced knowledge in techniques, strategies and processes of change management. Knowledge in conflict resolution, mobbing, gender mainstreaming and diversity management issues.</p> <p>Skills: Advanced cognitive skills in methods of business administration, especially in human resource management, intrapreneurship, management and change management. Skills in personnel management, required for streamlining administrative structures and processes and for solving unpredictable, complex problems.</p> <p>Competences: Take responsibility for prudently applying means and methods of business administration so as not to jeopardise the armed forces. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings, including the application of the findings within one's professional life. Professionally and convincingly manage complex business administration activities and projects for organisational and personnel development as well as for human resource management, while being open to lifelong learning.</p>	
Class title	4.3.1/BWL Management & Personnel Administration	
Credits	3 ECTS	
To be covered in	4 th Semester	
Type of class	PL	
Exam	to be taken at the end of the module	
Teaching Content	Human resource management (organisational management or personnel administration). Culture-based and group-orientated personnel management. Organisational development. Case studies and problem-solving tasks.	
Class title	4.3.2/BWL Intrapreneurship & Change Management	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	Intrapreneurship and its bearing on the organisation and its members. Structural and cultural preconditions for successful intrapreneurship. Tasks, activities and measures of change management processes. Effects of the implementation of new strategies, structures, processes and conduct on an organisation.	

Class title	4.3.3/BWL Selected Aspects of Personnel Management
Credits	1 ECTS
To be covered in	4 th Semester
Type of class	L
Exam	to be taken at the end of the Module
Teaching Content	Conflict resolution. Mobbing, bossing, bullying. Gender mainstreaming. Diversity management.

Module Number: 4.4/BWL	Module Title: Management & Controlling	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	specialisation in economics (business administration)	
Level of Addressees	advanced	
Previous Knowledge	3.2	
Blocked	partially	
To be taken by	Students of the 4 th Semester if specialising in economics (business administration)	
Contributing to subsequent modules	5.1	
Further reading	<p>Horvath, P.: Controlling; München: 2006. Steinmann, H.; Schreyögg, G.: Management – Fundamentals der Unternehmensführung: Konzepte – Funktionen – Fallstudien; Wiesbaden: 1997. Scheider, W.: Betriebliches Rechnungswesen für Einsteiger; Wien: 1999. Wagenhofer, A.: Internationale Rechnungslegung; 5. Aufl.; Wien: 2006. Wöhe, G.; Bilstein, J.: Grundzüge der Unternehmensfinanzierung; München: 2002.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in controlling, financial controlling and its instruments, including their operational and strategic application. Knowledge in the field of investment programmes and decisions.</p> <p>Skills: Advanced cognitive skills in methods of business administration, especially in controlling. Skills in controlling, required for streamlining administrative structures and processes and for solving unpredictable, complex problems.</p> <p>Competences: Take responsibility for prudently applying means and methods of business administration so as not to jeopardise the armed forces. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings, including the application of the findings within one's professional life. Professionally and convincingly manage complex controlling activities and projects for providing organisational economy as well as productive performance.</p>	
Class title	4.4.1/BWL Controlling	
Credits	1 ECTS	
To be covered in	4 th Semester	
Type of class	EX	
Exam	to be taken at the end of the Module	
Teaching Content	Application of operational and strategic controlling instruments. Management accounting, feasibility studies and profitability analyses. finance controlling, balanced-score card, SWOT analysis.	
Class title	4.4.2/BWL Investment Controlling	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	Fundamentals of investment decisions. Special decisions as to taxes, optimal duration of use and ideal time to replace with/without taxes. Investment programmes and decisions. Case studies and problem-solving tasks.	
Class title	4.4.3/BWL Business Analysis Simulation Exercise	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	Simulation Exercise in Business Analysis targeted at training students to apply the techniques	

	of the strategic analysis, the data analysis and market analysis. Moreover reports are to be submitted and presentations are to be prepared.
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Module Number: 4.2/Winf	Module Title: Basic Business Informatics	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	specialisation in economics (IT)	
Level of Addressees	Beginner's level	
Previous Knowledge	Graduation from a technical college or similar background, European Computer Driving Licence (ECDL), 1.2, 2.1, 3.1, 3.2, 3.3	
Blocked	yes	
To be taken by	Students of the 4 th Semester if specialising in economics (IT)	
Contributing to subsequent modules	4.3/Winf, 4.4/Winf, 4.5	
Further reading	<p>Hansen, H.; Neumann, G.: Wirtschaftsinformatik 2 –Informationstechnik. 9. Aufl.; Stuttgart 2005.</p> <p>Schwarzer, B.; Krcmar, H.: Wirtschaftsinformatik. 3. überarb. Aufl.; Stuttgart 2004.</p> <p>Dinger, J., Hartenstein, H.: Netzwerk- und IT-Sicherheitsmanagement - Eine Beginner's Level; Karlsruhe: 2008.</p> <p>Kenneth C.; Laudon C. u. a.: Wirtschaftsinformatik eine Einführung; München: 2009.</p> <p>Stahlknecht P.; Hasenkamp U.: Einführung in die Wirtschaftsinformatik. 11. Aufl.; Berlin: 2005.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in the BI's (Business Informatics) core elements from the disciplines business administration, information systems and computer science, involving a critical understanding of its theories and principles. Advanced knowledge in the field of characteristics, use and basics of BI, as well as in its systems of information and software. Profound knowledge in computer science and in the use of IT and CT. Advanced knowledge of legal matters of business and safety issues.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in the field of BI, involving a comprehensive understanding to rank and understand, thinking in systems to analyse comprehensively (Think big!). Advanced cognitive skills to assess information and the need for further information for proper management of an organisation. Advanced cognitive skills in configuration, mode of operation and types of information systems. Advanced skills to properly handle issues of safety, data privacy and legal borderline cases so as to consult with a lawyer.</p> <p>Competences: Take responsibility for professionally providing IT systems that befit the respective business requirements, including interpreting relevant sources of information, own expertise and relevant research findings. Manage an analysis and evaluation of as well as a consultation on IT concepts or projects, taking into account the company's information and knowledge management. Utilise own technical expertise to realise and advance potential of the enterprise.</p>	
Class title	4.2.1/Winf Fundamentals of Business Informatics (BI) or organizational informatics	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	PL	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Development, fundamentals and neighbouring disciplines of BI.</p> <p>Tasks and activities of BI.</p> <p>Information technology and business organisation.</p> <p>Organisation of IT.</p>	
Class title	4.2.2/Winf Introduction to Information Technology (IT)	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	L	
Exam	to be taken at the end of the Module	
Teaching Content	Information as a crucial asset for a business.	

	Information management, IT strategy. Provision of information systems. Make or buy, outsourcing, internal development, software engineering. Information systems for accounting, personnel administration, procurement, marketing, distribution and shipping, customer relationship management, IT controlling, IT project management, IT process management.
Class title	4.2.3/Winf Selected Legal and Security Aspects of IT
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	PL
Exam	to be taken at the end of the Module
Teaching Content	Key issues of IT security and safety. Access restrictions and identity management, firewalls, intrusion detection and prevention. Key issues of IT law: public media law, telecommunication law, copyright, trademarks.

Module Number: 4.3/Winf	Module Title: Introduction to Network Design and Programming	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	specialisation in economics (IT)	
Level of Addressees	Beginner's level	
Previous Knowledge	Graduation from a technical college or similar background, European Computer Driving Licence (ECDL), 1.2, 2.1, 3.1, 3.2, 3.3, 4.2/BWL	
Blocked	yes	
To be taken by	Students of the 4 th Semester if specialising in economics (IT)	
Contributing to subsequent modules	4.4/BWL, 4.5	
Further reading	Tanenbaum, Andrew S.: Computerarchitektur – Strukturen, Konzepte, Grundlagen. 5. Aufl.; München: 2001. Winter M.: Methodische objektorientierte Softwareentwicklung; Heidelberg: 2005. Tanenbaum, Andrew S.: Moderne Betriebssysteme. 2. Aufl.; München: 2003.	
Learning Outcomes	<p>Knowledge: Advanced knowledge in the basic elements and functioning of computer networks and operating systems, involving a critical understanding of ICT theories and principles. Advanced knowledge in the field of internet-based ICT systems as well as in its application. Advanced knowledge in the field of programming as well as in its application.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in the field of architectures, models, protocols and tools for the control of heterogeneous networks, involving a comprehensive understanding of methods and means for software design in business and in administration. Advanced skills to properly handle issues of network and IT security and safety management. Practical skills in programming and solving simple problems.</p> <p>Competences: As an IT system architect take responsibility for professionally designing IT concepts that meet the business requirements of the clients involved. Manage as a team member a balance of interests between the clients involved. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings. Take responsibility for designing and implementing routine programming. Take responsibility for managing projects for the implementation of networks or components thereof.</p>	
Class title	4.3.1/Winf Network and Operating Systems	
Credits	3 ECTS	
To be covered in	4 th Semester	
Type of class	IC	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Operating systems: Development, types of operating systems and system software, processes and threads, Deadlocks, administration of memory, file management.</p> <p>Networks: ICT and internet platforms, models and concepts for company-wide IT architectures, IT architecture management.</p>	
Class title	4.3.2/Winf Fundamentals of Programming	
Credits	3 ECTS	
To be covered in	4 th Semester	
Type of class	PL	
Exam	to be taken at the end of the Module	
Teaching Content	<p>Introduction to Programming. Common presentation of algorithmus and data structures. Computer language in practice (C or similar).</p>	

Module Number: 4.4/Winf	Module Title: Knowledge & IT Management	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th Semester	
Contributing to the element	specialisation in economics (IT)	
Level of Addressees	Beginner's Level	
Previous Knowledge	Graduation from a technical college or similar background, European Computer Driving Licence (ECDL), 1.2, 2.1, 3.1, 3.2, 3.3, 4.2/BWL, 4.3/BWL	
Blocked	yes	
To be taken by	Students of the 4 th Semester if specialising in economics (IT)	
Contributing to subsequent modules	4.5	
Further reading	<p>Krcmar, H.: Informationsmanagement. 4. Aufl.; Berlin: 2005. Lehmann, F.: Integrierte Prozessmodellierung mit ARIS; Heidelberg: 2008. Knuppertz, T.: Prozessmanagement für Dummies - Workflow gut - alles gut; Weinheim: 2009. Bucheisen, R.; Günther F. et al: IT-Management mit ITIL V3 - Strategien, Kennzahlen, Umsetzung; Wiesbaden: 2007. Stich, V.; Asum, H.; Kerth, K.: Die besten Strategietools in der Praxis. 4. erweiterte Aufl.; München: 2009. Gareis, R.; Stummer, M.: Prozesse & Projekte - WettbewerbsLrteile durch Prozessmanagement; Wien: 2007. Lutz, J.: Informationsmanagement - Planung, Überwachung und Steuerung der Informationsinfrastruktur; München: 2002.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in standards, models and concepts for business processes, knowledge management and company-wide IT architectures, involving a critical understanding of ICT theories and principles. Advanced knowledge in the field of analysing, identifying, modelling and optimising business processes.</p> <p>Skills: Advanced cognitive skills in the field of analysing, identifying, modelling and optimising business processes. Advanced practical skills for implementing process and knowledge landscapes in relevant institutions.</p> <p>Competences: Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings. Take responsibility for managing projects for the improvement the business processes. Take responsibility for designing and implementing routine programming. Professionally and convincingly optimise processes and IT architectures of the company.</p>	
Class title	4.4.1/Winf Corporate Information Systems	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	IC	
Exam	to be taken at the end of class	
Teaching Content	<p>Structure, functioning and types of information systems. Structure, functioning and types of IT architectures. Integration of information systems. Tasks and importance of information systems.</p>	
Class title	4.4.2/Winf Business Process Management	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	IC	
Exam	to be taken at the end of class	
Teaching Content	<p>Analysing, identifying, modelling and optimising business processes. Analysis tools. Methods for optimisation. Quality management systems.</p>	

Class title	4.4.3/Winf Interdisciplinary Informatics Project
Credits	1 ECTS
To be covered in	4 th Semester
Type of class	EX
Exam	to be taken at the end of class
Teaching Content	<p>Planning, co-ordination, documentation and control of an interdisciplinary IT project in cooperation with the classes <i>Corporate Information Systems</i>, <i>Business Process Management</i> and <i>Fundamentals of Programming</i>.</p> <p>This interdisciplinary IT project is to deepen knowledge and skills by independently solving complex tasks on the computer.</p>

Module Number: 4.5	Module Title: Selected Problems of the Specialisation (1st Bachelor Thesis)	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th and 5 th Semesters	
Contributing to the element	specialisation chosen	
Level of Addressees	advanced	
Previous Knowledge		
Blocked	partially	
To be taken by	Students of the 4 th and 5 th Semesters	
Contributing to subsequent modules	5.1	
Further reading	See previous modules concerned!	
Learning Outcomes	<p>Knowledge: Advanced knowledge in the officer's professional field, involving a critical understanding of theories and principles. Advanced knowledge in the methods and instruments specialisation chosen and their application in problem-solving, including a critical selection. Advanced knowledge in the norms of scientific research and academic writing, including proper techniques for the purpose and for the (re)sources available.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to find comprehensive approaches to a specific problem and practical skills for presenting in proper writing the knowledge generated. Practical skills for the interpretation of expert papers, by drawing from own expertise and relevant research findings, including its use in the drafting of the paper. Advanced cognitive skills for transparent causal connections finding relevance of general knowledge for the specific professional life.</p> <p>Competence: Take responsibility for professionally drafting an expert paper, using proper expertise and methodology for the analysis of a problem area from the specialisation chosen and for the systematic finding of an approach to addressing the problem area, including the option for further research on that. Manage independently initiatives, activities or projects for continuing education and expansion of knowledge, taking responsibility for decision-making in unpredictable work or study contexts.</p>	
Class title	4.5.1 Selected Problems of the Specialisation 1	
Credits	3 ECTS	
To be covered in	4 th Semester	
Type of class	PS	
Exam	to be taken at the end of class	
Teaching Content	<p>Definition and analysis of a problem area from the specialisation chosen and systematic finding of an approach to addressing the problem area by drafting a pro-seminar paper.</p> <p>Choice 1: specialisation in politics. Choice 2: specialisation in educational science. Choice 3: specialisation in economics (business administration). Choice 4: specialisation in economics (IT).</p>	
Class title	4.5.2 Selected Problems of the Specialisation 2	
Credits	3 ECTS	
To be covered in	5 th Semester	
Type of class	SE	
Exam	to be taken at the end of class	
Teaching Content	<p>Definition and analysis of a problem area from the professional field and systematic finding of an approach to addressing the problem area by drafting a seminar paper based on knowledge in the specialisation chosen.</p>	

	<p>Choice 1: specialisation in politics.</p> <p>Choice 2: specialisation in educational science.</p> <p>Choice 3: specialisation in economics (business administration).</p> <p>Choice 4: specialisation in economics (IT).</p>
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Module Number: 4.6	Module Title: Military English II	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th -6 th Semesters	
Contributing to the element	Linguistic and Intercultural Competences	
Level of Addressees	intermediate to advanced	
Previous Knowledge	Module 1.5	
Blocked	partially	
To be taken by	Students of the 4 th -6 th Semesters	
Contributing to subsequent modules	5.4, 6.3, 4.7	
Further reading	<p>Harris, J. H.: A Soldier's Pocket Book; Leven: 1998. MC Association: Guide Book for Marines; Quantico: 2009. Bowyer, R.: Campaign 3 Student's Book; Oxford: 2003. Bowyer, R.: Campaign 3 Workbook; Oxford: 2003. Bowyer, R.: Campaign Dictionary of Military Terms; Oxford: 2004. Bowyer, R.: Campaign Dictionary of Military Terms; Oxford: 2004. Arnold, J., Sacco, R.: Command English: A Course in Military English; London: 1997. Zurick, T.: Army Dictionary and Desk Reference; Mechanicsburg: 1999. Bonn, K.: Army Officer's Guide; Mechanicsburg: 1999. Brett, A., Stoneberger (Editor): Combat Leader's Field Guide; 2000. Priest, W. L.: Swear Like a Trooper: A Dictionary of Military Terms & Phrases; 2000. Elting, J. R. u. a.: A Dictionary of Soldier Slang; New York: 1984. Headquarters Department of the Army: Staff Organization and Operations; Washington: 1997. Fisher & Bragonier: What's What, A Visual Glossary of the Physical World; Hammond The Oxford Duden Pictorial English Dictionary, Oxford University Press Lambauer, F. Militärwörterbuch D-E, E-D; Graz: 2010. Pauschenwein, G: Military English Glossary; MilAk-Eigenverlag: 2011. NATO: Allied Joint Publication 3.4.1 (AJP-3.4.1) Peace Support Operations; Brüssel: 2001. NATO: Allied Procedural Publication 6 (APP-6) Terms and Definitions; Brüssel: 2004. Bundessprachenamt: Militärisches Studienglossar; Hürth: idgF. Oestmann, R.: Multinationale Befehlsausgabe, English for Military Leaders; Regensburg: 2001. Summers, D., et. al: Dictionary of Contemporary English; Harlow: 2003. Oxford University Press: Oxford Collocations; Oxford: 2002. Fisher & Bragonier: What's What, A Visual Glossary of the Physical World; Hammond The Oxford Duden Pictorial English Dictionary, Oxford University Press</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in the four language skills (listening comprehension, speaking, reading comprehension, and writing) of military English at the B2 level of the Common European Framework of Reference for Languages (CEFR), involving a critical understanding of the importance of language acquisition for intercultural competence.</p> <p>Skills: Advanced English skills in listening comprehension, speaking, reading comprehension, and writing at the B2 level of CEFR for use in a multinational military setting, demonstrating creativity and innovation, required to solve lexical deficiencies.</p> <p>Competence: Lexical and terminological competence of military English as well as media-relations and communicative competence. Take responsibility as a military leader for developing and instilling intercultural competence in individuals and groups Take responsibility for interpreting and translating simple texts from English into German and vice versa. Professionally and convincingly present briefings and presentations to an international audience while being open to lifelong learning. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings, including field manuals in English.</p>	

Class title	4.6.1 Advanced Military English (AME)
Credits	2 ECTS
To be covered in	4 th Semester
Type of class	PL
Exam	to be taken at the end of class
Teaching Content	Campaign 3 Student's Book. Security Policy (Sicherheitspolitik). Logistics incl. Medical Service (Logistik inkl. Sanitätsversorgung). Administration (Verwaltung). Training and Operations (Ausbildung und Einsatz). Briefings and Presentations (Briefings und Vorträge).
Class title	4.6.2 Military English for Multinational Operations (MEMO)
Credits	1 ECTS
To be covered in	5 th Semester
Type of class	IC
Exam	to be taken at the end of class
Teaching Content	Background to Peace Support Operations. Sequence of Events in Conflict Management. Types of Peace Support Operations. Peace-keeping Techniques. Use of Force and Rules of Engagement. Mine and Cultural Awareness. Syndicate Work with Subsequent Presentations. Visit to the United Nations Office at Vienna.
Class title	4.6.3 Language Skills Proficiency Training (LSPT)
Credits	2 ECTS
To be covered in	6 th Semester
Type of class	IC
Exam	to be taken at the end of class (SLP-Test at the National Defence Academy)
Teaching Content	Exercises for the improvement in the four language skills (listening comprehension, speaking, reading comprehension, and writing) of military English at the B2 level of the Common European Framework of Reference for Languages (NATO STANAG 2+).

Module Number: 4.7	Module Title: Second-Language Training II	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	4 th -6 th Semesters	
Contributing to the element	Linguistic and Intercultural Competences	
Level of Addressees	advanced	
Previous Knowledge	1.6	
Blocked	yes	
To be taken by	homogeneously grouped students of the 4 th -6 th Semesters	
Contributing to subsequent modules	6.2	
Further reading	As recommended by the respective language teacher!	
Learning Outcomes	<p>Knowledge: Advanced general knowledge in the four language skills (listening comprehension, speaking, reading comprehension, and writing) of the respective language at half a CEFR level higher as was established in the course of the admission exam, e.g. from A2 (waystage) to B1 (threshold) of the Common European Framework of Reference for Languages. Military cultural aspects of the respective countries.</p> <p>Skills: Advanced skills in the respective language for use in a multinational military setting and in the respective countries.</p> <p>Competence: Lexical and military terminological competence and communicative competence in the respective language (French, Italian, Spanish, Russian, Croatian, Arabic, and others as deemed necessary and dependent on previous knowledge). Take responsibility as a military leader for intrinsically developing and instilling intercultural competence in individuals and groups.</p>	
Class title	4.7.1 Second-Language Training 4	
Credits	2 ECTS	
To be covered in	4 th Semester	
Type of class	IC	
Exam	To be taken at the end of the class	
Teaching Content	<p>Armed Forces & Services (Gesamt- & Teilstreitkräfte). Elements & Branches (Truppen- & Waffengattungen). Ranks (Dienstgrade). Formations, Units (Formationen aller Größen). Appointments (Funktionen). Clothing & Equipment (Bekleidung und Ausrüstung). Training and Operations (Ausbildung und Einsatz). Terrain Orientation (Orientieren im Gelände). Commands and Drills (Kommandos).</p>	
Class title	4.7.2 Second-Language Training 5	
Credits	1 ECTS	
To be covered in	5 th Semester	
Type of class	IC	
Exam	To be taken at the end of the class (SLP-Test)	
Teaching Content	<p>Principles of War (Führungsgrundsätze). Troop-leading Procedure (Führungsprozess) & Decision-making Process (Führungsverfahren). Orders (Befehlsgebung). Arms & Ammunition (Waffen und Munition). Vehicles (Fahrzeuge, Kampffahrzeuge, Luftfahrzeuge). Briefings and Presentations.</p>	

Class title	4.7.3 Second-Language Training 6
Credits	2 ECTS
To be covered in	6 th Semester
Type of class	IC
Exam	to be taken at the end of the class (SLP-Test)
Teaching Content	<p>Principles of War (Führungsgrundsätze). Troop-leading Procedure (Führungsprozess) & Decision-making Process (Führungsverfahren). Orders (Befehlsgebung). Arms & Ammunition (Waffen und Munition). Vehicles (Fahrzeuge, Kampffahrzeuge, Luftfahrzeuge). Briefings and Presentations. Exercises for the improvement in the four language skills (listening comprehension, speaking, reading comprehension, and writing) of the respective language at the required level of the Common European Framework of Reference for Languages.</p>

Module Number: 5.1	Module Title: Selected Problems of the Profession (2nd Bachelor Thesis)	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	5 th and 6 th Semesters	
Contributing to the element	specialisation chosen	
Level of Addressees	advanced	
Previous Knowledge	according to the specialisation chosen	
Blocked	partially	
To be taken by	Students of the 5 th and 6 th Semesters according to the specialisation chosen	
Contributing to subsequent modules		
Further reading	according to the specialisation chosen!	
Learning Outcomes	<p>Knowledge: Advanced knowledge in the officer's professional field, involving a critical understanding of theories and principles. Advanced knowledge in the methods and instruments specialisation chosen and their application in problem-solving, including a critical selection. Advanced knowledge in the norms of scientific research and academic writing, including proper techniques for the purpose and for the (re)sources available.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to find comprehensive approaches to a specific problem and practical skills for presenting in proper writing the knowledge generated. Practical skills for the interpretation of expert papers, by drawing from own expertise and relevant research findings, including its use in the drafting of the paper. Advanced cognitive skills for finding transparent causal connections and relevance of general knowledge for the specific professional life.</p> <p>Competence: Take responsibility for professionally drafting an expert paper, using proper expertise and methodology for the analysis of a problem area from the professional field and for the systematic finding of an approach to addressing the problem area, including the option for further research on that. Manage independently initiatives, activities or projects for continuing education and expansion of knowledge, taking responsibility for decision-making in unpredictable work or study contexts.</p>	
Class title	5.1.1 Selected Problems of the Profession 1	
Credits	2 ECTS	
To be covered in	5 th Semester	
Type of class	PL	
Exam	to be taken end of class	
Teaching Content	<p>Definition and analysis of a problem area from the specialisation chosen and systematic finding of an approach to addressing the problem area by drafting a pro-seminar paper.</p> <p>Choice 1: Selected Problems of the Profession (military science). Choice 2: Selected Problems of the Profession (economics). Choice 3: Selected Problems of the Profession (educational science). Choice 4: Selected Problems of the Profession (politics).</p>	

Class title	5.1.2 Selected Problems of the Profession 2
Credits	4 ECTS
To be covered in	6 th Semester
Type of class	SE
Exam	to be taken end of class
Teaching Content	<p>Definition and analysis of a problem area from the professional field and systematic finding of an approach to addressing the problem area by drafting a seminar paper based on knowledge in the specialisation chosen.</p> <p>Choice 1: Selected Problems of the Profession (military science).</p> <p>Choice 2: Selected Problems of the Profession (economics).</p> <p>Choice 3: Selected Problems of the Profession (educational science).</p> <p>Choice 4: Selected Problems of the Profession (politics).</p>

Module Number: 5.2	Module Title: Structures of General Legal Systems	Credits: 5 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	5 th and 6 th Semesters	
Contributing to the element	Interdisciplinary Fundamentals of Military Routine	
Level of Addressees	Beginner's level	
Previous Knowledge	1.3, 2.2, 3.3, 4.1	
Blocked	partially	
To be taken by	Students of the 5 th and 6 th Semesters	
Contributing to subsequent modules	6.3	
Further reading	<p>Grabenwarter, Ch. Ohms, B.: Die österreichische Bundesverfassung (B-VG);12. Auflage Wien: 2008.</p> <p>Stolzlechner, H.: Einführung in das öffentliche Rechts; 4. Auflage, Wien: 2007.</p> <p>Walter,R. Thienel,R.: Die österreichischen Verwaltungsverfahrensgesetze; 17. Auflage, Wien: 2008.</p> <p>Tauber,J. Hirsch,W.: Dienst- und Besoldungsrecht: Lehrskriptum, Nr. 405_001; Wr. Neustadt: idgF.</p> <p>Klecatzky, A.: Dienstplichten der Beamten: Lehrskriptum, Nr. 405_002; Wr. Neustadt: idgF.</p> <p>Satzinger, K.: Wehrrecht: Lehrskriptum Nr. 404_001; Wr. Neustadt: idgF.</p> <p>Weillinger, G.: Kodex: Die österreichischen Verwaltungsverfahrensgesetze: 32. Aufl., Wien: 2005.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge of state powers and agencies as well as their administrative, executive, and civil service functions, including military procedures and involving a critical understanding of theories and principles.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in applying legal protection and appeal action in a military environment. Practical skills for the interpretation of expert papers, by drawing from own expertise and relevant research findings, including its use in the drafting of the paper.</p> <p>Competence: Manage simple legal issues, taking responsibility for decision-making in unpredictable work or study contexts Take responsibility for managing professional development of individuals and groups in the field of penal code, civil law, administrative law, administrative procedural law and administrative criminal law. Independently interpret interdependencies with other legal matters and demonstrate them, using case studies in a military setting.</p>	
Class title	5.2.1 Procedural Law and Trade Union Act	
Credits	2 ECTS	
To be covered in	5 th Semester	
Type of class	IC	
Exam	to be taken end of class	
Teaching Content	<p>Basic structure of administrative organisation. Administrative law, administrative procedural law and administrative criminal law, applied within the military. Trade Union Act and staff representation, applied within the military.</p>	
Class title	5.2.2 Selected Legal Aspects	
Credits	1 ECTS	
To be covered in	6 th Semester	
Type of class	L	
Exam	to be taken end of class	
Teaching Content	<p>Basics of the public law. Structures of federal, provincial, and municipal administration. Reservations by relevant public authorities. Basics of the penal code, using case studies in a military setting. Basics of the civil law, using case studies in a military setting.</p>	

Class title	5.2.3 Civil Service Act and Financial Provisions
Credits	2 ECTS
To be covered in	6 th Semester
Type of class	IC
Exam	to be taken end of class
Teaching Content	<p>Public employment as civil servant versus private employee. Fundamentals of civil service legislation. Personnel establishment, table of organisation, job descriptions and slot pay grades. Tenure requirements. Redundancy rules, transfers, assignments. Temporary duty, temporary change of function. Justified absences from duty. Side jobs, obligations under civil service legislation. Characteristics of the pay group "Military Personnel".</p>

Module Number: 5.3	Module Title: National Training on the Job	Credits: 13 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	5 th Semester	
Contributing to the element	Interdisciplinary Fundamentals of Military Routine	
Level of Addressees	advanced	
Previous Knowledge	all Modules of the Semesters 1-4	
Blocked	yes	
To be taken by	Students of the 5 th Semester	
Contributing to subsequent modules	6.1	
Further reading	Reference material on assigned unit and post	
Learning Outcomes	<p>Knowledge: Advanced knowledge of the professional field of work as a company commander, technical officer, or civilian manager and expert, involving a critical understanding of military routine.</p> <p>Skills: Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in the professional field within a national context. Advanced skills required to reflect own behaviour and performance within an international context, thus increasing one's leadership potential.</p> <p>Competences: Manage complex technical or professional activities or projects, taking responsibility for decision-making even in blurred or unpredictable situations within a national context. Take responsibility for managing professional development of individuals and groups. Professionally handle subordinate individuals and groups, based on expertise from the lessons-learned process. Consistent and effective implementation of decisions taken.</p>	
Class title	5.3.1 National Training on the Job	
Credits	11 ECTS	
To be covered in	5 th Semester	
Type of class	EX (practice tour of duty for job familiarisation)	
Exam	class-immanent exam character	
Teaching Content	<p>Discharging duties of the slot assigned within a national unit (of the AAF) or establishment. Familiarisation with the characteristics of the professional field. Development of individual leadership potential towards leadership excellence. Building up self-confidence and expertise. Reflecting experiences made and drawing conclusions (lessons learned).</p>	
Class title	5.3.2 NTJ Seminar	
Credits	2 ECTS	
To be covered in	5 th Semester	
Type of class	SE	
Exam	to be taken end of class	
Teaching Content	<p>Tailored preparation for the NTJ assignment as regards the unit, the mission, the training and the post. Debriefing and after-action review with reflection of the lessons learned.</p>	

Module Number: 5.4	Module Title: Multinational Operations	Credits: 8 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	5 th Semester	
Contributing to the element	Operational Subjects and Methods	
Level of Addressees	Advanced	
Previous Knowledge	1.3, 1.4, 1.5, 2.3, 2.4, 3.4, Module LOAC	
Blocked	Yes	
To be taken by	Students of the 5 th Semester	
Contributing to subsequent modules	6.2	
Further reading	<p>Stadlmeier, S: Völkerrecht I & II; 4. Aufl.; Wien: 2006. Hirschmugl, A.A.: Einsatzrecht für Friedensunterstützende, Humanitäre und Katastrophenhilfeinsätze; Truppendiensthandbuch; Wien: 2006. UN: Handbook on United Nations Multidimensional Peacekeeping Operations; igdF. NATO: PSO Handbook; idgF. Mang, R., Häusler, H.: International Handbook Military Geography; Wien: 2006. BMLVS: Militärlexikon; Intranetbereitstellung 3. VE. BMLVS: Taktischer Führungsprozess. BMLVS: Das taktische Führungsverfahren. BMLVS: Befehlsformate und deren Anwendung auf den Führungsebenen. BMLVS: Handakt Taktik. BMLV: Taktische Zeichen. FH-Stg MilFü: Schutz: Lehrskriptum Nr. 104_040. FH-Stg MilFü: Angriff: Lehrskriptum Nr. 104_030. FH-Stg MilFü: Verteidigung: Lehrskriptum Nr. 104_020. FH-Stg MilFü: Verzögerung: Lehrskriptum Nr. 104_010. FH-Stg MilFü: Internationales Recht: Lehrskriptum Nr. 403_001. FH-Stg MilFü: Führungsgrundsätze: Lehrskriptum Nr. 101_002.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge in security operations (international) at battalion (mission-tailored Task Force) level within multinational Crisis Management Operations/Crisis Response Operations/Peace Support Operations and in the interaction with civilian agencies and international organisations, governmental and non-governmental organisations (IOs/GOs/NGOs) as well as with combat, CS, CSS, and Command Support troops in combat. Advanced knowledge of the military topography of the respective area of operations.</p> <p>Skills: Advanced Skills in the decision-making process and troop-leading procedure at battalion level as well as in the conduct of object and area security at (mechanised or motorised infantry) company level, involving a critical understanding of options for action in accordance with legal provisions for international crisis management. Advanced skills in argumentation, presentation and implementation of the troop-leading procedure as well as in creative approaches to complex or unpredictable situations at company level.</p> <p>Competence: Take responsibility for managing and implementing tasks in multinational security missions as company commander in fulfilment of the higher commander's intent, including consistent and effective implementation of decisions taken within international crisis management. Take responsibility for interpreting relevant sources of information and draft independently expert papers by drawing from own expertise and relevant research findings.</p>	
Class title	5.4.1 Fundamentals and Principles for Multinational Operations	
Credits	3 ECTS	
To be covered in	5 th Semester	
Type of class	L	
Exam	to be taken end of the Module	
Teaching Content	<p>Characteristics of multinational Crisis Management Operations. Types of operations, including FIBUA and crowd and riot control. Force Protection in multinational Crisis Management Operations. Information (intelligence) in multinational Crisis Management Operations. Legal provisions for international crisis management, including Rules of Engagement and their implementation, based on the knowledge gained from the LOAC Module of the 3^d</p>	

	Semester. Logistics in Crisis Management Operations (National Support Element, Host Nation Support). Interaction with civilian agencies and international organisations, governmental and non-governmental organisations (IOs/GOs/NGOs). Applied military topography of the respective area of operations.
Class title	5.4.2 Tactics: The Task Force in Multinational Operations
Credits	2 ECTS
To be covered in	5 th Semester
Type of class	IC
Exam	to be taken end of the Module
Teaching Content	Principles of war, operational principles for the conduct of object and area security and troop-leading procedure at battalion level including their application. Sustainability of the operation for the given space of time. Cooperation with SOF assets as well as IOs, GOs, and NGOs with special consideration of cultural and legal issues as well as of force protection.
Class title	5.4.3 TTP: Multinational Operations
Credits	3 ECTS
To be covered in	5 th Semester
Type of class	EX
Exam	to be taken end of the Module
Teaching Content	Leadership fundamentals and their application. Operational principles, discussed outdoors, for the reinforced motorised or mechanised company in object and area security, including built-up areas or urbanised terrain. Decision-making process for the reinforced company in object and area security. Issue of orders and supervision for the reinforced company in object and area security. Interaction in combat with combat, CS, CSS, and Command Support troops. Sustainability of the operation for the given space of time. Cooperation with IOs, GOs, and NGOs with special consideration of cultural and legal issues as well as of force protection.

Module Number: 6.1	Module Title: Structures of Military Legal Systems	Credits: 6 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	6 th Semester	
Contributing to the element	Interdisciplinary Fundamentals of Military Routine	
Level of Addressees	Beginner's level	
Previous Knowledge	2.2, 3.3	
Blocked	partially	
To be taken by	Students of the 6 th Semester	
Contributing to subsequent modules	N/A	
Further reading	<p>Braun, J.: Einführung in die Rechtsphilosophie: Der Gedanke des Rechts; Tübingen: 2006. BMLV: Konzept „Führung im ÖBH“; Wien: 2007. Edlinger, A.: Kodex Wehrrecht: 10. Aufl.; Wien: 2006. Fender, P.: Einsatzrecht: Lehrskriptum Nr. 403_003. Wr. Neustadt: idgF. Hoerster, N. (Hg): Recht und Moral: Texte zur Rechtsphilosophie; Stuttgart: 1986. Sandkühler, H.J. (Hg): Recht und Moral; Hamburg: 2010. Satzinger, K.: Wehrverfassung, Wehrrecht; Wien: 2007. Welan, M.: Recht in Österreich: Wien: 2011.</p>	
Learning Outcomes	<p>Knowledge: Advanced knowledge of state powers and agencies as well as their administrative, executive, and civil service functions, including military procedures and involving a critical reflection of legality and morality. Advanced knowledge of relevant military legislation (National Defence Act, Disciplinary Law, Uniform Code of Justice, Pay Provisions), including a critical understanding of the interdependencies of staff functions so as to be aware of one's role as an a first-instance authority.</p> <p>Skills: Advanced cognitive skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in applying legal protection and appeal action in a military environment. Practical skills for the interpretation of expert papers, by drawing from own expertise and relevant research findings, including its use in the drafting of the paper.</p> <p>Competence: Manage simple legal issues, taking responsibility for decision-making in unpredictable work or study contexts Take responsibility for managing professional development of individuals and groups in the field of National Defence Act, Disciplinary Law, Uniform Code of Justice, Pay Provisions and Military Authorisation Law. Independently interpret interdependencies with other legal matters and demonstrate them, using case studies in a military setting. Consistent and effective implementation of decisions taken.</p>	
Class title	6.1.1 Leadership, Legality and Morality	
Credits	1 ECTS	
To be covered in	6 th Semester	
Type of class	L	
Exam	to be taken end of class	
Teaching Content	<p>Legality and morality. Differences in legality and morality. Spinoza: Ethics and liberal republic. Kant: Differences in legality and morality. Fichte: Abstract freedom and formal state under the rule of law. Hegel: Abstract law and moral state.</p>	
Class title	6.1.2 Disciplinary Law and Uniform Code of Justice	
Credits	2 ECTS	
To be covered in	6 th Semester	
Type of class	IC	
Exam	to be taken end of class	
Teaching Content	<p>Disciplinary Law and Uniform Code of Justice, applied by the company commander. Legally relevant facts of the case under the Uniform Code of Justice.</p>	

	Bringing charges against offenders. Providing evidence. Taking legal action under Disciplinary Law.
Class title	6.1.3 National Defence Law
Credits	2 ECTS
To be covered in	6 th Semester
Type of class	IC
Exam	to be taken end of class
Teaching Content	National Defence Act within the Federal Constitution. Military Authorisation Law. Pay Provisions. Legal provisions for deploying soldiers to foreign operations.
Class title	6.1.4 Military Authorisation Act / Legal Provisions for Training and Routine Duty
Credits	1 ECTS
To be covered in	6 th Semester
Type of class	IC
Exam	to be taken end of class
Teaching Content	Staff functions and their legal implications: 1 - for personnel and administration. 2 - for intelligence and security. 3 - for operations. 4 - for logistics. 5 - for plans. 6 - for signal (i.e., communications or IT). 7 - for training. 8 - for finance and contracts. 9 - for Civil-Military Co-operation (CIMIC) or civil affairs.

Module Number: 6.2	Module Title: International training on the Job (ITJ)	Credits: 13 ECTS
Bachelor Programme	FH BP-ML	
To be covered in	6 th Semester	
Contributing to the element	Operational Subjects and Methods	
Level of Addressees	advanced	
Previous Knowledge	all Modules of Semesters 1-5	
Blocked	yes	
To be taken by	Students of the 6 th Semester	
Contributing to subsequent modules	N/A	
Further reading	Reference material on assigned unit, post and country	
Learning Outcomes	<p>Knowledge: Advanced knowledge of the professional field of work as a company commander, technical officer, or civilian manager and expert, involving a critical understanding of intercultural theories and principles (foreign military, foreign culture).</p> <p>Skills: Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in the professional field within an international context. Advanced skills required to reflect own behaviour and performance within an international context, thus increasing one's leadership potential.</p> <p>Competences: Manage complex technical or professional activities or projects, taking responsibility for decision-making even in blurred or unpredictable situations within an international context. Take responsibility for managing professional development of international individuals and groups. Professionally handle international units or establishments, based on knowledge of their preparatory measures for deployment as well as on their lessons-learned process.</p>	
Class title	6.2.1 International Training on the Job (ITJ)	
Credits	11 ECTS	
To be covered in	6 th Semester	
Type of class	EX (practice tour of duty for job familiarisation)	
Exam	class-immanent exam character	
Teaching Content	<p>Discharging duties of the slot assigned within an international unit or establishment. Familiarisation with the characteristics of the professional field. Participation in an FTX or in a training course with respect to the branch chosen. Development of individual leadership potential towards leadership excellence. Building up self-confidence and international expertise. Reflecting international experiences made and drawing conclusions (lessons learned). Learning cultural aspects of the forces and the country concerned.</p>	
Class title	6.2.2 ITJ Seminar	
Credits	2 ECTS	
To be covered in	6 th Semester	
Type of class	SE	
Exam	class-immanent exam character	
Teaching Content	<p>Sound preparatory measures, tailored to the respective assignment abroad. Professional development. Structured reflexion and de-briefing.</p>	