

College for Fashion and Clothing

I. Syllabus

(total number of lessons and number of lesson hours per subject)

Compulsory subjects	Form / lessons per week					Total	teaching contract
	1 st	2 nd	3 rd	4 th	5 th		
CORE SUBJECTS							
1. Religion	2	2	2	2	2	10	(III)
2. German	2	2	2	2	2	10	(I)
3. English	2	2	2	2	2	10	(I)
4. Second modern foreign language -	-	-	2	2	2	6	(I)
5. History and Culture	-	-	2	2	-	4	III
6. Geography and Economics	2	2	-	-	-	4	III
7. Biology & Ecology	2	-	-	-	-	-	III
8. Mathematics & Applied mathem.-	-	2	2	2	2	8	I
9. Physics	-	-	1	1	-	2	(III)
10. Chemistry	-	1	1	-	-	2	(III)
11. Communication & Marketing	-	-	-	-	2	2	(III)
12. Business Administration & Economics	-	-	2	2	2	6	II
13. Accounting 2)	2	2	2	2	2	10	I
14. Business Computer Science	1	-	-	-	-	1	I
15. Word Processing 2)	1	-	-	-	-	1	III
16. Political Education a. Law	-	-	-	-	3	3	III
17. Production Planning & Work Management 2)	-	2	2	2	-	6	II
18. Textile Technology	1	1	1	2	2	7	III
19. Design & Fashion Drawing	2	3	-	-	-	5	(IVa)
20. Pattern Construction, Grading & Model Design with CAD	2	2	2	2	2	10	II
21. Technology of Garment Machinery 1	1	-	-	-	-	2	II
22. Workshop & Production Technology 15	13	8	-	-	-	36	V
23. Physical Education	2	2	2	2	2	10	(IVa)
Total number of lessons	37	37	33	25	25	157	

EXTENSION SUBJECT AREA

a) Educational emphasis 3)

Clothing Technology							
Project Management	-	-	4	4	4	12	II
Project Workshop	-	-	-	8	8	16	V
Fashion Design							
Project Management	-	-	4	4	4	12	II
Project Workshop	-	-	-	8	8	16	V
Fashion Marketing							
Business Language	-	-	2	2	2	6	I
Project Management	-	-	4	4	4	12	II
Project Workshop	-	-	-	5	5	10	V

b) Autonomous compulsory Subjects 1)

2	2	2	2	2	10
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Compulsory subjects with increased number of lessons per week

I-IV4)

Seminars:							
Modern Foreign Language Seminar	2)						I
Business organizational Seminar							I
General Educational Seminar							III
Vocational-theoretical Seminar							III
Practical Seminar							IV
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Total Number of lessons		39	39	39	39	39	195
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B. Compulsory Work Placement:

4 weeks practice in a company between 3rd and 4th form or between 4th and 5th form.

C. Non-compulsory subjects and Electives 1)

In as much as there are no autonomous curriculum decisions:

Instrumental music	1	1	1	1	1	5	V
Choir	1	1	1	1	1	5	V

D. Optional Work Placement

4 weeks practice in a company before entering 5th form.

E. Tutorial Instruction 1)

In as much as there are no autonomous curriculum decisions:

German	(2)	(2)	(2)	(2)	-	(8)	(I)
Modern Foreign Language	(2)	(2)	(2)	(2)	-	(8)	(I)
Mathematics & Applied							
Mathematics	(-)	(2)	(2)	(2)	-	(6)	(I)
Accounting	(2)	(2)	(2)	(2)	-	(8)	I
Pattern Construction, Grading & Model Design with CAD	(2)	(2)	(2)	(-)	-	(8)	II

- 1) The selected modern foreign language must be stated in brackets in official documents
- 2) Computer supported
- 3) Curriculum decisions made autonomously.
- 4) As the respective core compulsory subject

II. GENERAL EDUCATIONAL OBJECTIVE

The Secondary College for Fashion and Clothing provides a comprehensive education (according to §§ 65 & 70 and taking into consideration § 2 of the state law of school organization) in the field of the textile industry.

Particular attention shall be paid to thought processes as well as working- and decision-making attitudes which will enable the students to take up a management level career in the economic fields, especially those areas dealing with fashion and clothing, as well as entitle the students to take up studies in the field of research.

The curriculum includes education in general, commercial, vocational and practical subjects as well as a compulsory work placement as preparation for entry into the job market.

The main educational objectives of the college focus on personal growth and development, capacity for professional mobility and flexibility, creativity, critical awareness and social commitment, communicative skills in both mother tongue and foreign languages.

An additional educational emphasis lies in the training of professional skills needed to solve business-organizational problems using modern technology and taking into consideration economic and ecological as well as social aspects, to work in teams and to manage co-workers.

The students are educated to think and act responsibly and holistically. Provided with the theoretical knowledge and practical skills, the students shall develop a responsible attitude in their relationships with other people.

The student shall encounter Austrian and European society, culture and economy and thus recognise the interdependence between economy and environment as well as the importance of co-operation among the States of the European Union and other European countries and the world.

The student shall be trained to act creatively and independently and to recognise the necessity of life-long learning.

III. SCHOOL-AUTONOMOUS CURRICULAR REGULATIONS

Autonomously made curriculum decisions (§6 par.1 of the national law of school organization) grant each school the liberty to place their emphasis individually on the various areas of scholastic extension such as the main area of professional training, autonomous additional mandatory subjects, electives and non-obligatory lessons and tutorial lessons. In order to use this liberty sensibly it is of considerable significance to consider the needs or problematic situations of the individual school or grade and the wishes and goals resulting thereof. It is necessary to base this autonomous liberty on an educational, general cultural and economic concept which fulfils the needs of the students and the school partners.

The areas of educational emphasis are fields which lead to specific professional training. Each school must individually determine its own educational emphasis within the framework of school-autonomous curricular regulations. Should a college have more than 1 class per age level and form, then different areas of professional training may be offered for each form. If the school partners (parent and teacher representatives) are not in the position to decide on the educational emphasis, it then becomes the responsibility of the State Board to do so.

In the school-autonomous curricular regulations it is possible to offer a core subject in more depth and detail and/or to offer seminars.

The following varieties are possible:

1. The number of lessons in one or two compulsory subjects can be increased by a total of two per form or
2. One or two seminars may be held totalling two lessons per form or
3. One seminar of one lesson and one compulsory subject increased by one lesson per form

It is also possible in a school-autonomous decision to increase the number of lesson hours in German and / or in the first modern foreign language instead of lessons in the second modern foreign language.

Compulsory subjects with an extended number of lessons can be carried out as follows:

1. By increasing the number of lessons in those forms in which the compulsory subject is part of the syllabus and/or
2. By continuing to teach a compulsory subject in one or more forms in which the subject is not part of the syllabus

For compulsory subjects increased in the number of lessons, additional educational and teaching tasks as well as lesson plans and didactic principles may be set. If the number of lessons are increased according to Z 2, then such additional tasks are necessary.

The seminars provide a further educational offer within curriculum regulations as additional compulsory subjects in other areas which are in accordance with the general educational objectives of the college. The selection as to which seminars will be taught at each college (or in the different forms) as well as the title, the contents and the amount of lessons is to be made according to the written laws of autonomous curriculum regulations. Blocking is possible, if necessary.

If the school partners (parent and teacher representatives) are not in the position to decide on the curriculum regulations within the field of school-autonomous compulsory subjects, it then becomes the responsibility of the State Board to do so.

Possible electives and non-compulsory lessons as well as tutorial instruction are to be set according to school-autonomous curriculum regulations as far as their title, contents and amount of lessons are concerned, whereby the laws of school-autonomous compulsory subjects should be followed.

IV. GENERAL DIDACTIC PRINCIPLES

Lessons are to be taught in a cross-curricular manner, taking into consideration regional specialities and current affairs. Students shall be encouraged to take part in the life-long learning process.

There shall be continual consultation with teachers of related subjects so that cross-curricular thinking and comprehension are achieved. The cross-connection to the textile industry shall be pointed out when appropriate in instruction in the general education subjects as well as in the commercial subjects.

Pedagogical meetings, written lesson plans and other necessary measures shall secure the usage of any and all cross-curricular connections.

The curriculum is to be understood as a framework which enables the teacher to take into account economic, social and cultural changes and innovations.

Close attention shall be paid to the proper use of High German in all subjects and mistakes in pronunciation, orthography, grammar and lexis shall be brought to the student's attention. The language component is an integral part of the subject performance.

In all appropriate subjects importance shall be placed on ideas of civics, health, media education, environmental protection and gender equality.

It is recommended that the teacher imparts in-depth knowledge of a necessarily limited field rather than superficial knowledge concerning a wide spectrum of his subject. It is therefore necessary to teach and learn in an exemplifying manner.

The teacher shall choose a method of teaching which will capture the interest of the students and encourage them to recognise what is important.

Where possible, the latest technology (e.g. CAD) shall be incorporated in the lesson organization, especially in the vocational and practical subjects.

V. CURRICULA FOR RELIGIOUS EDUCATION

- a) Catholic religious education
see publication BGBI (Federal Law Gazette) Nr. 30/1984.
- b) Protestant religious education
see publication BGBI (Federal Law Gazette) Nr. 515/1991.
- c) Old-Catholic religious education
In general, the Old-Catholic religious education is conducted as team training according to § 7a of the religious education law in its present valid version. Accordingly, the curriculum for religious education in the upper levels of high schools for general education is to be used.
- d) Islamic religious education
see publication BGBI (Federal Law Gazette) Nr. 421/1983.
- e) Jewish religious education
The publication BGBI (Federal Law Gazette) Nr. 88/1985 in the respective valid version is to be used appropriately.
- f) New-Apostolic religious education
see publication BGBI (Federal Law Gazette) Nr. 269/1986.
- g) Religious education of the Church Jesus Christ of the Latter-Day Saints
see publication BGBI (Federal Law Gazette) Nr. 239/1988.
- h) Syrian-Orthodox religious education
see publication BGBI (Federal Law Gazette) Nr. 467/1988.
- i) Greek-Oriental (Orthodox) religious education
see publication BGBI (Federal Law Gazette) Nr. 441/1991.
- j) Buddhist religious education
see publication BGBI (Federal Law Gazette) Nr. 255/1992.

EDUCATIONAL AND TEACHING OBJECTIVES OF THE INDIVIDUAL SUBJECTS LEVEL-SPECIFIC STRUCTURING OF COURSE CONTENT

A. Compulsory Subjects Core area

2. GERMAN

Educational and teaching objectives:

The teaching should ensure that the students

- are able to participate actively and creatively in cultural and public life,
- are able to appreciate the aesthetic qualities of a work of literature, to evaluate it, and to realise interrelations with its socio-cultural context,
- are able to deal effectively with situations of oral and written communication in their personal and professional fields,
- are in particular able to express themselves spontaneously, clearly and without creating misunderstandings, to understand and process written texts, and to reproduce them in a consistent way,
- develop linguistic creativity in compliance with accuracy in writing and speaking,
- are able to handle aids for pronunciation, spelling, grammar and expression in German,
- are able to obtain information from general, cultural and specialist reference books,
- take media as an institution and as an economic factor, understand the possibilities of education, entertainment and information they offer and are capable of dealing with media in an active, conscious and critical way in their personal area of life.

Teaching content:

Year One:

Normative linguistic accuracy:

Application of the rules of spelling and punctuation.

Spelling and meaning of common foreign words and technical terms.

Basic grammar structures (words, parts of the sentence, sentences).

Oral communication:

Presentation of factual information (things experienced, heard, seen or read) in standard language. Telephoning.

Reading and recitation of texts.

Written communication:

Different types of narrative texts; practically oriented text types (report, summary, précis).

Creative writing.

Literary texts and cultural references:

Dealing with topic areas drawn from the student's area of experience (subjects, topics, formal aspects of texts).

Literary genres.

Media:

Mass media (types and functions of print media).

Year Two:

Oral communication:

Lecture. Discussion.

Reading and recitation of texts.

Presentation of problem-oriented points of view.

Written communication:

Taking notes; practically oriented text types (minutes, extract, curriculum vitae, characterization, description).

Analyzing, argumentation, appealing.

Creative writing.

Literary texts and cultural references:

Dealing with topic areas which are socially relevant (subjects, topics and formal aspects of texts).

Media:

Mass media (types and functions of audio-visual media).

Advertising and consumer behaviour.

Year Three:

Normative linguistic accuracy:

Structures of present-day language, registers, changes in language.

Oral communication:

Lecture. Discussion.

Reading and recitation of texts.

Written communication:

Taking notes.

Analyzing, argumentation, appealing.

Creative writing.

Literary texts and cultural references:

Study of works in German up to the classical period in the context of topic areas with reference to the present; if necessary, essential works of world literature can be included.

Media:

Mass media (criteria of design and manipulation).

Sources of information (works, institutions; making use of libraries).

Year Four :

Normative linguistic accuracy:

Structures of present-day language, registers, changes in language.

Oral communication:

Lecture. Discussion. Moderating. Speech-making, giving a lecture. Making a statement.

Communication techniques.

Written communication:

Writing a topic-related paper.

Analyzing, argumentation, appealing, documenting, commenting.

Creative writing.

Literary texts and cultural references:

Study of works in German from the Romantic period up to Naturalism in the context of topic areas with reference to the present;

Media:

Presentation techniques used by the media and possibilities of communication.

Designing and use of media.

Year Five:

Oral communication:

Lecture. Discussion. Interview.
Presentation.
Conversation and questioning techniques.

Written communication:
Analyzing, argumentation, appealing, documenting, commenting.
Text interpretation and textual criticism.
Creative writing.

Literary texts and cultural references:
20th century German literature in the context of topic areas.

Written exams:
Years One and Two: two one-hour written exams per year;
Years Three and Four: two one- or two-hour written exams per year;
Year Five: two two- or three-hour written exams.

3. ENGLISH

Educational and teaching objectives:

The teaching should ensure that the students

- are able to use listening, speaking, reading and writing skills to communicate effectively and adequately in the English language, making use of communication technology as well as knowledge acquired in other subjects,
- are able to execute business transactions orally and in writing, taking into account the forms of communication common in business,
- are able to sum up in German facts given in English and vice versa, with a focus on what is essential according to a clearly stated criterion,
- are able to use English to interpret facts and to react adequately,
- know the economic, political, ecological, social and cultural realities of English-speaking countries, as far as this is necessary for adequate social behaviour and communication at home and abroad,
- are able to demonstrate independence and initiative in acquiring language skills and competence,
- are ready to communicate and cooperate on an international level.

Teaching content:

Year One:

Integration of previous knowledge.
Topics drawn from the personal environment of the student.
Current topics.
Situations of everyday life.

Language structures:
Acquisition of structures which are necessary for communicative competence.

Year Two:

Topics drawn from the social environment of the student.
The English-speaking world, special cultural and social features.
Current topics.
Standard situations of professional life.

Language structures:
Acquisition of structures which are necessary to deal competently with the communication topics.

Year Three:

Topics mainly relating to Austria.
Cultural life.
Current topics.
Case studies drawn from professional life.

Language structures:
Acquisition of structures which are necessary to deal competently with the communication topics.

Year Four:

Topics relating to issues of fashion.
Topics mainly relating to international aspects in the areas of culture and society.
Economy and politics of the English-speaking world.
Economic areas, international organizations.
Current topics.
Case studies drawn from professional life.

Language structures:
Acquisition of structures which are necessary to deal competently with the communication topics.
Specialist terminology.

Year Five:

Topics relating to issues of fashion.
Topics mainly relating to current social and ecological problems and attempts at solving them.
Current topics.
Case studies - public relations, marketing.

Language structures:
Acquisition of structures which are necessary to deal competently with the communication topics.
Specialist terminology.

Written exams:
Years One to Four: 2 one-hour written exams per year;
Year Five: 2 two- or three-hour written exams.

4. SECOND MODERN FOREIGN LANGUAGE

Educational and teaching objectives:

The teaching should ensure that the students

- are able to use the target language to understand simple information from the private and professional fields that they have heard and read,
- are able to use the target language actively and adequately in everyday and professional situations, orally and in writing, also making use of knowledge acquired in other compulsory subjects,
- are able to sum up in German the essential content of professionally relevant texts presented in the foreign language according to a given criterion,
- know the political, economic, ecological, social and cultural realities of the countries where the target language is spoken, as far as this is relevant for communication in everyday and professional life,
- are able to use the target language to answer common questions concerning Austria and to draw a comparison with the society of the target language,
- are able to use aids for language transfer skilfully,
- are able to adequately apply vocationally related vocabulary and phraseology of the target language orally and in writing.

Teaching content:

Year Three:

Communication topics:

Simple everyday and vocationally related situations.

Current topics.

Language structures:

Acquisition of structures which are necessary for communicative competence.

Year Four:

Communication topics:

Facts taken from life within society as well as from the professional environment.

Current topics.

Case studies of professional relevance.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics.

Year Five:

Communication topics:

Political, economic, ecological, social and cultural topics specific to Austria.

The world of employment.

Topics relating to issues of fashion.

Vocationally specific and current topics.

Case studies of professional relevance.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics.

Specialist terminology (vocabulary and phraseology).

Written exams:

Year three to five: two one-hour written exams per year.

5. HISTORY AND CULTURE

Educational and teaching objectives:

The teaching should ensure that the students

- possess historical knowledge necessary for their everyday life and job with special reference to Austrian history and are able to use it for political and social action;
- are able to obtain and interpret information necessary to comprehend the present global situation as well as political, economic and cultural correlations;
- are able to analyse and judge critically current political, social, economic and cultural situations and processes by drawing on historical models;
- gain a positive attitude concerning the preservation of cultural heritage;
- are ready to participate actively in public and cultural life and accept political and social responsibility;
- gain a positive attitude concerning democratic principles, are prepared for intercultural contacts and peaceful conflict management.

Teaching content:

Year Three:

Major social, cultural, political and economic factors in their historical development of modern society from prehistory to the beginning of the Modern Age.

Early Modern Age:

Inventions and discoveries.

Non-European realms and cultures. Economy (early capitalism and publishing systems). Arts, science and society (Renaissance, Humanism, Reformation).

Developments in Austria.

Age of Absolutism:

Political and economic movements towards centralization.

The Thirty Years War and Ottoman expansion.

Culture and society. Fashion (the Baroque, Rococo).

Developments in Austria.

Age of Enlightenment and bourgeois revolutions.

Philosophical fundamental principles.

Political sciences. Origin of the USA.

Napoleon and Europe. Restoration and revolution.

Nationalism and liberalism. Industrial revolution and its social consequences.

Society, economy, culture, fashion (Classicism, Biedermeier), science and technology.

Working class movement

Developments in Austria.

Age of Imperialism:

National movements towards unification. Europeanizing the world.

Europe before World War I. World War I.

Society (Bourgeoisie, industrial society, women's emancipation movements).

Ideologies and political movements.

Economy, science, culture, fashion.

Developments in Austria.

Year Four:

Russian Revolutions. Reorganization of Europe.

Developments after World War I.

Austria – the First Republic.

Totalitarian ideologies and systems (politics, persecution, resistance). Democracies in crisis .

Anti-Semitism and fascism in Austria.

International organizations.

Non-European developments. World War II.

Society, women's politics, economy (inflation, world economic depression, intervention in economic systems), science, technology, culture, fashion.

Developments in Austria.

Age of pluralism.

United Nations. East-West conflict (block formation, centres of crises).

European unification.

Decolonization and non-aligned movement.

Racism, alternative movements, terrorism, social conflicts, North-South conflict.

Society, economy (social partnership; growth of economy and ecology, science, technology).

Fashion as a factor of economy.

Developments in Austria (domestic and foreign politics of the Second Republic, neutrality).

World in transition:

Revolutions in Eastern-European countries, collapse of the socialist states.

Neo-nationalism and multicultural society.
European integration.
Migration problems.
Role-models of women.
Current topics of contemporary history.

6. GEOGRAPHY AND ECONOMICS

Educational and teaching objectives:

The teaching should ensure that the students

- develop and use topographical knowledge as well as regional and global concepts of space relevant for their occupation and everyday life;
- are able to obtain, analyse and describe the information essential for the examination and evaluation of living spaces;
- develop knowledge of economic geography;
- are able to explain the natural and human factors on earth and describe the synergism in economic and ecological systems;
- are aware of the limitations of global resources and are able to explain the conflicts regarding their exploitation and distribution;
- are able to analyse individual and social claims on the geographical living spaces;
- are able to explain the importance of land use planning to guarantee the quality of life;
- are ready to work responsibly on the shaping and preservation of our living spaces;

Teaching content:

Year One:

Environment and society:

Demographic structures and processes, social structures, mobility, social changes, urban settlements and rural areas.

Economic systems and areas:

Economic-geographic concepts, economic systems, economic regions.

Global regionalization:

Physio-geographical, landscape-ecological, socio-economic and cultural divisions; problems of typing.

Developing countries:

Characteristics and types, social and economic problems.

Subsistence and commercial farming, land reform, transportation structures, changes of ecological, social and economic structures through exploitation of natural resources, industrialization, urbanization, threshold countries, north-south relationships, chances of development.

Year Two:

Industrial countries with special reference to Austria:

Types, characteristics, problems.

Location factors and structural changes of industrial areas.

Degree of industrialization and standard of living, the significance of infrastructural configurations for opening up and supplying economic areas, transportation structure.

Agriculture in the industrial society.

Changes in urban and rural areas.

Protection of environment, nature and landscape.

Economic structures and processes:

Structures and changes in agriculture and forestry, mining, energy, trade and industry, commerce, social services, quaternary and quinary sectors.
Job market structures.

Global economy and global politics:

Globalization and regionalization; processes of integration and deintegration.

7. BIOLOGY AND ECOLOGY

Educational and teaching objectives:

The teaching should ensure that the students

- understand the significance of physical, mental and spiritual health for their well-being,
- know the structure of the human body, its tasks and functions,
- know the necessary measures for a healthy life and hygiene,
- have basic knowledge on workplace hygiene,
- are able to provide First Aid and behave correctly in the case of a workplace accident,
- understand man's involvement in the systems of nature and society,
- have a positive outlook on nature and are prepared for active involvement in environmental protection,
- should make responsible decisions in environmental and economic questions;
- are able to assess the effects of disturbances on the ecological balance,
- understand the regulation ability of biological systems and are able to estimate the effects of human interference,
- are able to apply biological work methods, particularly the principles of the educational biology,
- know ergonomic interrelations significant for the vocational practice,
- assume responsibility for their own health and the health of others.

Teaching content:

Year One:

Somatology:

Anatomy and physiology of the human organ systems; human development, sexuality, sexual hygiene and birth control; human ecology; ontogenesis of the child.

Body awareness and body hygiene, psycho hygiene and coping with stress.

Human hazards through environmental factors; drugs and problems of addiction.

Educational biology and ergonomics.

First Aid.

Microbiology:

Viruses, bacteria, fungi.

Preventing and combating infectious diseases.

Genetics:

Mendel's Laws; mutation and modification; genetic transfer; use of hereditary traits; human genetics; eugenics.

Workplace hygiene:

Workplace and workrhythm; work organization and clothes; workplace dangers, accident prevention; health damage through materials and equipment; dangers of electrical current: fire prevention measures; legal basics of work-hygiene employee protection (workplace inspection institutions).

Ecology:

Natural and artificial eco-systems. The biological balance and the human influence thereupon.

Human ecology: environmental organization problems, environmental and nature protection.

8. MATHEMATICS AND APPLIED MATHEMATICS

Educational and teaching objectives:

The teaching should ensure that the students

- understand mathematics in its logical interrelations and are able to apply the mathematical algorithms upon problems to be solved in professional practice;
- are able to describe processes in nature, technology and economy with the help of appropriate mathematic models and gain an insight into the significance of this approach for the extra-mathematic area;

- possess knowledge, skills and abilities in mathematic areas as well as master the necessary algebraic methods and numerical procedures as far as they are required for their vocational practice and for their studies at a university;
- possess the necessary mathematic knowledge to be able to apply current auxiliaries in a goal-oriented fashion;
- are ready and interested to apply mathematic procedures in their professional practice.

Teaching content:

Year Two:

Integration of pre-knowledge:

Logics, set theory, number sets, terms of relation and function, linear functions, arithmetical operations, raising to a power with integers by terms, numerical calculations.

Equations and inequalities

Linear equations and inequalities.

Linear equation systems.

Functions:

General characteristics.

Geometry:

Planimetry.

Year Three:

Equations and inequalities

Quadratic equations and inequalities, radical equations, exponential equations.

Functions:

Rational functions.

Circle functions and Arcusfunctions (unit circle and graph, resolution of a right-angled triangle and the general triangle), exponential functions, logarithmic functions.

Geometry:

Stereometry

Complex numbers:

Graphs, arithmetical operations.

Year Four:

Business mathematics:

Financial mathematics.

Cost and price theory.

Linear optimization

Differential calculus:

Infinite numerical orders. Limit, smoothness and differentiability, difference- and differential-quotient, differentiation rules.

Curve tracing, extremum calculations.

Year Five:

Integral calculus:

Antiderivative and definite integral. Integration rules.

Probability and statistics:

Classic and statistic term of probability. Calculation with probabilities.

Distributions (graphs, characteristics).

Statistics tests (sampling characteristics, random margins of error, confidence intervals).

Regression and correlation.

Tests:

Year two to five: two one-hour tests per year.

9. PHYSICS

Educational and teaching objectives:

The teaching should ensure that the students

- are able to exactly observe and describe procedures and phenomena in nature,
- master physical methods and are able to describe causal interrelations,
- know and are able to apply those physical laws that are significant for the production and implementation of common materials, devices, machines, facilities and procedures in the vocational practice,
- are able to estimate the plausibility of statements on physical issues, particularly in the area of vocational practice and to challenge those statements by possible use of auxiliary means,
- know the thought and work processes of physics, are aware of the nature of model perception types and their limits and are able to comment on current scientific themes,
- know the possibilities and limits of the technical, economic and ecological evaluation of products,
- are able to use knowledge and skills subject-comprehensively.

Teaching content:

Year Three:

Mechanics of solid bodies:

Momentum of translation and rotation, Newton's basic laws of mechanics, energy conservation laws, momentum and angular momentum, work and power.

Mechanics of fluids and gases:

Intermolecular forces, pressure, flows.

Heat and energy:

Thermal motion and temperature, temperature dependence of material characteristics,

Heat transfer, heat and work, power conversion in nature and technology,

Environmental impact.

Basic principles of acoustics and optics.

Year Four:

Electricity:

Electric charges and their effects on each other.

Characteristics of the electric current, electricity in household and in industry.

Electro-magnetic oscillations and waves:

Origin and characteristics, electro-magnetic spectrum and applications.

Nuclear physics:

Radioactivity and radiation protection; nuclear energy.

Elementary particles.

10. CHEMISTRY

Educational and teaching objectives:

The teaching should ensure that the students

- observe and are able to describe procedures and phenomena in nature and technology,
- know the methods and traits of chemistry significant for their personal life and the vocational practice and are able to estimate dimensions,
- know the most important chemical production and disposal techniques, are able to estimate their effects on the environment and think in material cycles,
- know the thought and work processes of chemistry and are able to comment on current scientific themes,
- responsibly take into consideration health and ecological factors when using materials,
- are able to use knowledge and skills subject-comprehensively.

Teaching content:

Year Two:

Basic terms by means of selected chapters of organic and inorganic chemistry:

Structure of the matter:

Atoms; table of the elements, formula language.

Chemical bonds.

Chemical reactions:
Reaction equations;
Balance of energy, material and ecology; cycles,
Types of reactions.

Year Three:

Carbon hydroxides and carbon hydroxide derivatives.
Alcohols and their oxidation products:
Alcoholic fermentation, aldehyds, ketones, carboxylic acid and their derivatives.
Carbon hydrates.
Amines, amino acids, proteins.
Synthetics.
Surface techniques :
Coating materials, pre-treatment of the subsurface (textiles, leather) , application and testing.

11. COMMUNICATION AND MARKETING

Educational and teaching objectives:

The teaching should ensure that the students

- are aware of their own communication behaviour and are able to deal with that of others in everyday life, conflict and business situations,
- master simple learning techniques and are able to apply pedagogic and psychologic knowledge to organization and communication problems,
- are able to evaluate one´s own behaviour and that of others,
- are able to communicate adequately according to audience and situation,
- are able to create conditions for motivation, to influence motivation and to deal with conflicts,
- know the implementation possibilities of management techniques and are able to positively contribute toward the creation of business culture,
- are able to productively implement creative thinking and working methods,
- recognise the significance of marketing for business success ,
- are familiar with function, tasks and goals of marketing in the area of the arts,
- know various marketing strategies and are able to apply them.

Teaching content:

Year Five:

The individual:

Needs, motives, personality, qualification, experiencing the human, values, opinions.

Creating relationship structures.

Learning techniques.

Group:

Goals, standards, roles, conflict control, group dynamics.

Rhetorics:

Techniques, types of leadership.

Communication:

Structures, models, patterns, disturbances, communication behaviour, personality types, moderation, information management.

Interaction:

Motivation (individual and employee motivation). Manipulation.

Creativity:

Creativity techniques, implementation,

Management techniques:

Time management, presentation and decision techniques.

Market-economic processes :

Company philosophy, corporate identity.

Market research.

Purchase marketing:

Purchase program, organization, methods.

Sales planning:

Target market determination, market segmentation, positioning.

Project organization:

Net plan technique, cost- and presentation planning, public relations.

Marketing mix:

Product program, price and condition policy, sales channels, sales support, public relations.

Advertising:

Advertising psychology, advertising planning and design .

Sales:

Sales psychology, pitch, direct marketing.

12. BUSINESS ADMINISTRATION AND ECONOMICS

Educational and teaching objectives:

The teaching should ensure that the students

- understand basic economic relationships and are able to assess their effects on society;
- understand the legal framework, the structure, performance factors and production areas of firms, business affairs including their outside relationships,
- know about the business functions, particularly in terms of investments and financing decisions, the legal regulations significant for company management as well as the principles in company and employee management,
- critically observe business problems and are able to work out possible solutions;
- are able to formulate documents common in the business world,
- are aware of the value of professional work and the responsibility of business people.

Teaching content:

Year Three

Business basics:

Needs, demands, market

Economy, economic subject, economic object

Business:

Types of businesses, company performance areas, location choice.

Sales contract:

Legal basics, components, form, trade usage; completion (initiation, business deal, delivery, payment);

Breach of agreement (delivery of faulty goods; delivery, acceptance and payment in arrears);

Correspondence related to the sales contract, consumer protection.

Personnel:

Rights and duties of employees.

Correspondence (letter of application, curriculum vitae, labor contract, letter of resignation, reference form).

Company and intercompany lobby of interests.

Year Four:

Bill of exchange:

Regular circulation of bill of exchange

Business:

Trade Law (traders features, firms, legal authority within the firm, commercial register).

Foundation of firm, legal forms, factors influencing the choice of legal forms.

Production industries:

Manufacturing, industry.

Service industries:

Trade (functions; retail trade and wholesale trade)
Transport (shipping, carrier, road, rail, air, water);
Post (conveyance of news and goods);
Insurance;
Banks (types, businesses, securities); stock exchange.
Service performance:
Production of goods and services; production factors; profitability; rentability; productivity.
Industry:
Industrial regulations, industry schedule line, entitlements, commencement, performance, transition, completion;
industrial authorities and industrial procedures.

Year Five:

Sales:

Sales market; market observation and –analysis; purchase policy instrumentarium.

Financing and investment:

Financing and capital, financing types, special forms, finance principles and errors. Investment planning and decision-taking; investment aid. Profitability preview (rentability and liquidity); investment and assets (types and functions); investment calculation. company evaluation procedures.

Foreign trade:

Types, significance, cooperation forms. Special payment types (accreditation, documents for collection, acceptance bill); risk hedging (market value risk, bad debts risks). Incoterms. Customs duties.

Company management:

Goal determination, planning, structure and procedure organization, disposition, control, decision processes and rules. Management concepts.

Employee management:

Employee-oriented management functions; employee needs structure, management styles, personnel demand planning, personnel development, job market, recruitment and selection; labor contract, collective agreement, introduction, instruction and control, terminating the labor contract; company education and further education, evaluation and wages, employee motivation, humanization of work.

13. ACCOUNTING

Educational and teaching objectives:

The teaching should ensure that the students

- know about accountancy within a company;
- keep suitable records, in the form of receipts, in accordance with income and expenditure and double entry bookkeeping, in particular for trade and manufacturing, and also keep a record of sales tax;
- are able to individually structure accounting in a small or medium enterprise and perform medium management tasks in the area of business accounting;
- are able to draw up, analyse and review balances;
- are able to apply cost accounting as a business decision criterium;
- know the regulations on the evaluation of company assets and debts significant in company practice as well as the principles of balancing and tax regulations and are able to use them in practice when drawing up annual accounts of one-man businesses and incorporated companies;
- are able to perform economic cost accounting processes including calculation, taking into account relevant taxes and duties as well as personnel accounting;
- solve bookkeeping tasks with the help of standard programs and are able to present the results.

Teaching content:

Year One:

Economic cost accounting:

Percentage calculations, calculation of interest.

Basics of accounting:

Concept, tasks and legal basics.
Bookkeeping systems (overview)

System of double entry bookkeeping:
Concept and features, accounts, opening accounts, business case records, closing accounts, account types;
framework and plan of accounts;
balance and record of success.

Sales tax:
System and legal requirements, recording sales tax and preliminary tax.
Receipts.

Business case records:
Assignment and record of simple business cases; assignment of receipts.

Organization:
Bookkeeping rules, records of double entry bookkeeping (journal, ledger, help books and supplementary ledgers).

Year Two:

Basic annual accounts:
Aggregated balance sheets and trial balance.
Principles of the valuation of materials and goods
Depreciation of investment
Separation of accounts
Reserves
Valuation of claims and liabilities
Annual account of one-man businesses.
Account and booking of bill transactions.

Organization:
Organization of bookkeeping within small or medium businesses (especially with the use of EDP);
Collaboration with tax advisers.

Year Three:

Cost accounting:
Concepts, overview of cost accounting systems; tasks and position in accounting. Full costing and direct costs calculation (cost-type, cost-center and cost-unit accounting).
Contribution margin accounting with business decision. Calculation in trade and production companies.

Computer-supported cost accounting:
Use of EDP in bookkeeping (initiation, business case records, management of creditors and debtors, invoice processing, management of stocks, invoices, investment accounting, monthly settlements and annual accounts with receipts).

Year Four:

Expense and revenue statement:
Legal regulations, current accounting records, income calculation.
Cross-border trade of goods and payment transactions:
Accounting of valuta and foreign currency.
Booking of import and export deals.
Personnel accounting:
Final payment of regular payments, grants, surcharges, representation allowances, supplementary grants. Wage and salary accounting; final payment of wage-dependent taxes, special cases.
Computer-supported accounting:
EDP-use in personnel accounting (employee master data administration, wage type administration) and in cost accounting. Evaluation of business accounting data.

Year Five:

Balancing:

Principles of balancing. Evaluation principles. Calculation of the book and fiscal success.

Evaluation of the accounting figures for business decisions (company statistics, calculating and interpreting characteristics; balance analysis; balance criticism).

Taxes:

Categories; tax calculation (tax return, auditing), tax payment (prescribed taxes, dates). Tax investment incentives

Annuals:

Principles of one-man business annuals. Annuals taking into consideration assessment problems and tax investment incentives.

Written tests:

Year One to Four: two one-hour tests per year;

Year Five: two two- or three-hour tests.

14. BUSINESS COMPUTER SCIENCE

Educational and teaching objective:

The teaching should ensure that the students

- know the structure, functions and application possibilities of electronic processing systems;
- are able to operate these devices;
- are able to select and set up standard software in order to solve problems in professional practice;
- are able to obtain and pass on information by electronic means;
- are aware of the effects of the use of electronic data processing on employees, companies, culture and society and are able to comment thereupon.

Teaching content:

Year One:

Data processing systems:

Structure, function, interaction of components. Operating systems. Operation.

Standard software:

Table calculations, graphs, data bases.

Consequences of data processing on the individual and society:

Data security, data protection, copyright protection.

Two one-hour tests.

15. WORD PROCESSING

Educational and teaching objectives:

The teaching should ensure that the students are able to create simple documents formally correct and practice-oriented from the professional as well as personal field by using a text processing program.

Teaching content:

Year One:

Touch-typing of all the characters of the computer keyboard. Achieving a writing skill of about 120 strokes per minute.

Text layout:

Simple standardized and non-standardized documents from the professional and personal field.

Basic functions of a word processing program.

Principles of layout and typography.

Two one-hour written tests.

16. POLITICAL EDUCATION AND LAW

Educational and teaching objectives:

The teaching should ensure that the students

- acquire the knowledge necessary to understand political and social life and are enabled to make use of their rights and duties as citizens,
- are able to analyse current political and social situations and occurrences and to judge them critically,
- are familiar with the laws which are of importance for their private and professional lives and are informed about ways in which laws can be enacted,
- know about development tendencies in today's society,
- are able to obtain and evaluate political and legal information to solve personal and vocational problems,
- support the principles of the Austrian Federal Constitution,
- respect other people and cultures and aim toward conflict-solving,
- are willing to take part in public and cultural life and to accept political and social responsibility.

Teaching content:

Year Five:

The State:

Components of the state, duties of the state, forms of state and government.

International law:

International relationships and organizations; peacekeeping.

The Austrian Federal Constitution:

Guiding principles (democratic, republican, federal and constitutional principles; neutrality, comprehensive national defence, environmental protection, human rights). Legislation of the Federal Government and of the states, administration (structure, self-governing bodies). Austria and Europe.

Political decision-making:

Political parties, representative bodies, media.

Judicial system:

Types of law, interpretation, access to law.

Jurisdiction (instances, court procedure).

Control of state authority (highest courts, public counsel, audit office).

Private law:

Personal law, family law, law of succession, property law, law of obligations; law of contract, indemnity law, consumer protection law.

Forced sale of collaterals:

Insolvency.

Industrial law and social legislation:

Individual and collective industrial law; social security.

Basic features of criminal law.

17. PRODUCTION PLANNING AND WORK MANAGEMENT

Educational and teaching objectives:

The teaching should ensure that the students

- gain an insight into the interrelations of company tasks and the activities of management in the clothing industry,
- know the various working procedures and methods in order to be able to perform production and work planning,
- possess knowledge on the methods principles of work studies in order to understand the interrelations between human work organization and economic business,
- know and are able to apply the most significant areas of data evaluation as far as they are able to apply them after an appropriate time of adjustment,
- are able to apply computer-supported work preparation, analysis and synthesis practice-relatedly.

Teaching content:

Year Two:

Learning and learning techniques.

Work studies:

Goals and basics; work system, work procedure, work method, work performance, actual-debit, work division.

Ergonomics:

Performance, performance change, types of work, strain and stress, environmental impacts, workplace organization.

Business organization:

Planning and control, order, product classification, production and work plan, work distribution plan.

Computer-supported production and work planning:

Creating necessary working papers within the framework of work preparation (work planning and work optimization).

Year Three:

Work procedure organization:

Motion studies.

Analysis:

Data and procedure types. Procedure analysis, actual and target state. Methods and techniques of system organization. Product classification in the value analysis.

Synthesis:

Times and time types. Data evaluation by time observation. Performance level. Performing and evaluating time observations.

Computer-supported data evaluation:

Data collecting and processing (time observation and allowed time determination).

Year Four:

Synthesis:

Distribution time determination, comparing and estimating. Planned times. Multi-moment observation.

Requirement determination. Renumeration differentiation.

Computer-supported data evaluation (one hour a week):

Processing and evaluating data (distribution time determination, creating planned time catalogues, multi-moment evaluation).

18. TEXTILE TECHNOLOGY

Educational and teaching objectives:

The teaching should ensure that the students

- acquire knowledge about the workability, wear and care characteristics of conventional fabrics;
- possess knowledge of fibre structures and properties, yarn properties and fabric surface properties;
- are able to describe the manufacturing of intermediate and finished textile products;
- are able to differentiate refinements and their effects on the finished product properties;

- are able to implement their knowledge on system networks between ecology and economy,
- are able to implement their knowledge subject-comprehensively.

Teaching content:

Year One:

Textile fibres, yarns and the finished products:
 Structure of natural fibres including their properties and possible alteration of properties.
 Natural fibres.
 Collection of materials and fabrics.

Year Two:

Man-made fibres:
 Man-made fibres from natural and synthetic polymers.
 High-tech fibres.
 Collection of materials and fabrics.

Year Three:

Textile threads:
 The principles of spinning; the spinning process.
 Textile surfaces:
 Weaves. Preparations for weaving; weaving.
 Collection of materials and fabrics.

Year Four:

Textile surfaces
 Thread composites. Fibre composites. Combined composites.
 Refinement:
 Preparation work. Coloring.
 Collection of materials and fabrics.

Year Five:

Refinement:
 Equipment. Finishing work.
 Textile labelling. Textile-care labelling instructions – environmental problems.
 Quality determination:
 Testing of fibres. Testing of fabrics
 Collection of materials and fabrics.

19. DESIGN AND FASHION DRAWING

Educational and teaching objectives:

The teaching should ensure that the students

- are able to conceive and draw lines, forms and details proportionally,
- are able to practically apply the theory of colors,
- are able to assess drafts according to their feasibility,
- are able to create work drawings,
- are able to draw fashion images in various techniques.

Teaching content:

Year One:

Theory of colors:

Color wheel and color compositions.

Studies of nature:

Theory of proportions of the human figure; drapery and fashion details.

Drafts and work drawings for the workshop.

Year Two:

Figurative drawing:

Proportion studies for the fashion figure, motion studies – implementation for fashion drawings.

Current details; drafts and fashion drawings according to given themes.

Drafts and work drawings for the workshop.

20. PATTERN CONSTRUCTION, GRADING AND MODEL DESIGN WITH CAD

Educational and teaching objectives:

The teaching should ensure that the students

- understand pattern construction and creation for different clothes,
- are able to implement drafts and fashion images into fabric patterns in order to be able to develop pattern templates therefrom,
- develop an understanding for good lines and proportions in creating models,
- are able to create fabric patterns according to production-technical and economic points of view,
- are able to design, modify, grade and evaluate fabric patterns,
- are able to create optimal fabric patterns,
- are able to develop size sets ready for series production,
- are able to implement application areas of CAD into the clothing industry practice,
- master the technical language.

Teaching content:

Year One:

Taking measurements:

Measurement tables. Body and proportion measurement characteristics

Fabric pattern construction:

Basic patterns of skirts, shirts, blouses and/ or dresses.

Forms of sleeves and collars.

Modifying basic patterns with CAD-support.

Year Two:

Pattern construction with CAD-support:

Pattern skirts, trousers and dresses.

Forms of sleeves and collars.

Pattern templates for skirts, trousers and dresses.

Grading with CAD-support.

Grading techniques.

Grading basic forms.

Year Three:

Pattern construction with CAD-support:

Model patterns, pattern development and pattern templates.

Patterns for jackets, sleeves and collar forms.

Grading with CAD-support:

Blouses, dresses and jackets.

Year Four:

Pattern construction with CAD-support:

Patterns for DOB and HAKA.

Grading with CAD-support:
Grading and modifying for DOB and HAKA.

Year Five:

Pattern construction with CAD-support:
Develop and create model fabric patterns.
Pattern templates, size sets and fabric pattern images
Grading with CAD-support:
Current model fabric patterns.

Written tests:

Year One to Four: four one- or two-hour tests per year.
Year Five: three two- or three-hour tests.

21. TECHNOLOGY OF GARMENT MACHINERY

Educational and teaching objectives:

The teaching should ensure that the students

- possess basic knowledge of machine and company equipment in the clothing industry,
- possess knowledge of tailoring and sewing techniques,
- are able to recognize and repair simple sewing machinery disturbances,
- know the legal regulations on workplace security and accident prevention,
- are able to implement their knowledge project-relatedly.

Teaching content:

Year One:

Sewing techniques:
Sewing stitch, types of sewing stitches.
Classification of stitch types and sewing seams.
Sewing machine technology:
Backstitch sewing machines, chain stitch sewing machines.
Structure, function, operation, use.
Fabric feeders..
Special machines of backstitch and chain stitch sewing machines.
Machine drive mechanisms and automation.
Technology of cutting machines:
Structure, function, operation, use.
Technology of ironing machines.
Structure, function, operation, use

Year Two:

Technology of sewing machines:
Solutions to problems in the sewing process.
Technology of cutting machines:
Structure, function, operation, use of cutting machines.
Technology of ironing and setting machines:
Ironing and setting factors.
Workplace security and accident prevention.

22. WORKSHOP AND PRODUCTION TECHNOLOGY

Educational and teaching objectives:

The teaching should ensure that the students

- are able to prepare and produce work pieces in a goal-oriented fashion in single as well as in industrial production,
- are able to make the right decision concerning materials for the production of clothes,

- are able to determine the material needs for the workpieces,
- are able to individually prepare the necessary work papers,
- are able to apply production methods in technical detail work, single and industrial production,
- are able to operate the necessary equipment, devices and machines in an appropriate and safety-conscious manner,
- master the technical language.

Teaching content:

Year One:

Methods of hand and machine sewing and of ironing.

Basic and methods training.

Workpieces from easily processed materials in single and industrial production.

Work and recreational clothing, skirt, blouse and / or shirt.

Detail work on the mentioned workpieces.

Use of machinery equipment in production:

Double backstitch sewing machines, overcast machines, lingerie buttonhole machine, pressing facilities and cutting machines.

Production techniques:

Processing techniques of workpieces; technical details.

Work planning and quality determination, workplace security when using the machinery equipment.

Year Two:

Workpieces from various materials in single as well as in industrial production.

Skirt, dress, trousers, fashion combinations, menswear.

Detail work on the mentioned workpieces.

Use of (machinery) equipment appropriate for the processing techniques.

Production technique:

Processing techniques of the workpieces, technical details.

Material needs- and work-procedure planning for the workpieces.

Setting techniques.

Quality control criteria.

Year Three:

Workpieces from superior fabrics with higher technical demands in single and industrial production:

Formal wear, jacket.

Detail work on the mentioned workpieces.

Production technique:

Recognizing and correcting fitting mistakes.

The use of interlining materials, lining and threads.

Material needs- and work-procedure planning for the workpieces.

Processing difficult fabrics.

Setting and pressing techniques.

Quality control criteria.

23. PHYSICAL EDUCATION

see. regulations BGBl. No. 37/ 1989.

AUTONOMOUS EXTENSION SUBJECTS:

a) Educational emphasis

CLOTHING DESIGN

Educational and teaching objectives:

The teaching should ensure that the students

- are able to produce clothes in industrial production using modern production procedures and methods, taking into consideration ergonomic, technical and economic demands,

- are able to perform production organization of model drafts, material selection from basic pattern and modification up to completed production,
- are able to understand and apply clothing-technical production methods in technical detail work, model pieces and pieces in series,
- are able to operate the necessary equipment, devices and machinery rationally and in a safety-conscious manner,
- are able to apply practical knowledge to machinery, concerning their function, useability, efficiency and workplace security in clothing production,
- master the technical language.
- are able to understand the relationship between dealing with an order and production planning,
- are able to plan according to technical, economic and ergonomic principles, as well as according to current working methods,
- are able to establish and follow quality requirements.

Teaching content:

Year Three:

Project management:

Dealing with orders, production planning and control with EDP:
Logistics, process engineering in cutting, setting and production.
Creating production papers.

Technology of garment machines:

Control engineering.
Installation and use of additional devices in the sewing process.
Adjusting and realignment work.

Collecting and evaluating company data.

Workplace security and accident prevention.

Draft and fashion drawing:

Drafts and work drawings for the workshop.
Pattern construction, grading and modell creation with CAD.

Year Four:

Project management:

Dealing with orders, production planning and control with EDP:
Organization of master data.
Production planning and logistics, stock administration, working up customer orders.

Technology of garment machines:

Diagrams and programming sewing and ironing machines.

Conveying engineering.

Workplace security and accident prevention.

Draft and fashion drawing:

Drafts and work drawings for the workshop.
Pattern construction, grading and modell creation with CAD.

Creating modell patterns, pattern development and pattern templates for the project workshop.

Project workshop:

Workpieces of DOB and HAKA in industrial production, using current work techniques and the basics of clothing and machinery technology.

Projects:

Performing production programs according to company procedures in the clothing industry based on the data of the project management.

Year five:

Project management:

Dealing with orders, production planning and control with EDP:
Creating production records for the work planning and control as well as for the material disposition.

Technology of garment machines:

The implementation of technical and economic resources.

Procedure comparisons.

Draft and fashion drawing:

Drafts and work drawings for the workshop.

Pattern construction, grading and model creation with CAD.

Patterns, pattern templates for a design collection.

Project workshop:

Workpieces of DOB in industrial production, from design to completion based on a design collection, using clothing- and machine-technical basics in production, planning and control as well as quality assurance.

Projects:

Performing production programs according to company procedures in the clothing industry based on the data of the project management.

FASHION DESIGN

Educational and teaching objectives:

The teaching should ensure that the students

- are able to plan according to artistic, technical, economic and ergonomic principles,
- are able to implement their fashion ideas in drafts of model workpieces and collections, using their drawing and creative abilities and current working methods,
- are able to organize the production procedure from model draft, material selection, from basic pattern and modification up to completed production,
- are able to operate the necessary equipment, devices and machinery concerning their function, useability, efficiency and workplace security in clothing production,
- master the technical language,
- are able to establish and follow quality requirements,
- are able to work technical-specifically with CAD,
- are able to prepare and organize fashion presentations.

Teaching content:

Year Three:

Project management.

Draft and fashion drawing with CAD:

Applied theory of colors.

Drafts and work drawings for the workshop.

Creating a collection according to aspects of company feasibility.

The historical development of fashion.

Pattern construction, grading and model creation with CAD.

Modifying basic forms.

Fashioning.

Fashion presentation:

The presentation of collections.

Presentation techniques.

Year Four:

Project management.

Draft and fashion drawing with CAD:

Current color compositions.

Creating a collection according to aspects of company feasibility: ladies outerwear;

Mens- and childswear.

Drafts and work drawings for the project workshop.

Analysis of clothing history with regard to current trends.

Pattern construction, grading and model creation with CAD.

Model patterns, creating templates.

Fashioning.

Fashion presentation:

The presentation of collections.

Presentation techniques.

Project workshop:

Producing workpieces (DOB and HAKA) primarily as a collection.
Industrial production.

Creating the necessary planning records.

Appropriate technical detail work.

Quality assurance criteria.

Projects:

Creating a collection or performing production programs according to company procedures in the clothing industry based on the data of the project management.

Year Five:

Project management:

Draft and fashion drawing with CAD:

Drafts and work drawings for the project workshop.

Creating a collection .

Pattern construction, grading and modell creation with CAD.

Modifying and grading pattern templates.

Creating layed-pattern images.

Project workshop:

Producing workpieces from design collection.

Industrial production.

Comprehensive work planning.

Appropriate technical detail work.

Projects:

Creating a collection or performing production programs according to company procedures in the clothing industry based on the data of the project management.

FASHION MARKETING

Educational and teaching objectives:

Business language:

The teaching should ensure that the students

- are able to understand, process and apply information heard and read from the vocational area,
- are able to actively apply the foreign language orally and in writing in everyday and vocational situations,
- are able to relate the essence of a vocationally relevant foreign-language text in German according to a given criterion and sum up a German text in the foreign language,
- have an overview on the political, economic, cultural and social aspects of those countries in which the foreign language is spoken,
- gain the foreign-language competency necessary for fashion marketing.

Two one-hour tests per year in business language are to be planned.

Project management:

The teaching should ensure that the students

- know and are able to apply market strategies,
- know the function of logistics and marketing and their tasks and goals in the clothing industry,
- are able to develop and apply marketing strategies,
- know the significance of the correct range of goods and purchasing for successful company management,
- are able to perform purchasing , organization and planning in a clothing company,
- are able to analyse economic, legal, psychological and production-technical relationships and their effects on the company with regard to the preparation of company decisions,
- are able to apply various presentation techniques,
- are able to prepare and perform single and group presentations,
- are able to organize events,
- are familiar with the selection, creation and use of appropriate advertising means,
- possess knowledge on the creation of accessories and are able to apply it,
- are able to individually arrange display cases, shop windows, exhibitions, trade fair stands and fashion shows,
- are able to recognize the relationship between production planning and processing orders with EDP.

Project workshop:

The teaching should ensure that the students

- are able to produce clothes in industrial production using modern production procedures and methods, taking into consideration ergonomic, technical and economic demands,
- are able to perform production organization of model drafts, material selection from basic pattern and modification up to completed production,
- are able to understand and apply clothing-technical production methods in technical detail work, model pieces and pieces in series,
- are able to operate the necessary equipment, devices and machinery rationally and in a safety-conscious manner,
- are able to apply practical knowledge to machinery, concerning their function, useability, efficiency and workplace security in clothing production,
- master the technical language.
- are able to plan according to technical, economic and ergonomic principles, as well as according to current working methods.

Teaching content:

Year Three:

Business language:

Oral and written processing of vocationally related texts:

Report and summary.

Mastery of the language according to the situation (vocationally relevant discussion models).

Translation of vocationally related texts out of and into the foreign language, with regard to company useability.

Project management:

Marketing:

Social basics and the marketing environment.

The course of market-economic processes.

Location selection; the decision on domestic or foreign production.

Purchasing policies in the fashion industry:

Establishing the purchasing program; ABC-analysis.

Price and conditions policy; contract forming.

Purchasing methods and organization.

Optimal order size and dates: stock, single, just-in-time purchasing.

The logistics of stockkeeping; determination and interpretation of key figures in the area of stockkeeping.

Specialities in fashion trade purchasing policies:

Analysis of the purchasing sources (e.g. fashion trade fairs and centers), assortment planning extension and complexity of the collection.

Fashion presentation:

The creation of accessories.

Arranging display cases, shop windows, the sales floor and exhibitions,

Presentation techniques.

Year Four:

Business language:

Oral and written processing of vocationally related texts: excerpts and treatment for company-related demands.

Mastery of the language according to the situation (more advanced vocationally relevant discussion models).

Translation of increasingly difficult vocationally related texts out of and into the foreign language, with regard to company useability.

Project management:

Marketing:

Inner-company logistics:

Production structure; utilization planning; quality assurance.

Sales policies of the fashion industry:

Market research and analysis of fashion trends.
Sales planning (goals, strategies; establishing the target market; market segmentation; positioning).
Product development; design and collection policies (taking into consideration seasonal problems).
Price policies; determining contractual conditions.
Distribution, marketing, logistics.
Advertising, planning and creation:
Goals, objects, subjects, means, carriers, periods, budget, success control.
Company culture and philosophy, corporate identity.
Sales incentives, public relations.
Sales management, direct marketing.
Development of the marketing mix.
International marketing:
Export, joint venture.
Fashion presentation:
Action- and product-related creation of advertising media,
Placement of advertising media;
Product presentation.
Production planning with EDP:
creating the necessary production records for work planning and control.
Project workshop:
Production, particularly of industrial products that have been prepared through model creation .
Creating the necessary production records.
Projects:
Organizing events from the area of fashion presentation or performing production programs according to company procedures in the clothing industry based on the data of the project management

Year Five:

Business language:

Oral and written processing of vocationally related texts.
Creating short reports, protocols etc. in the mother tongue and / or foreign language.
Translation of increasingly difficult vocationally related texts out of and/ or into the foreign language, with regard to company useability.
Communication topics: fashion and economy.

Project management:

EDP-supported marketing:
EDP-supported use of sales-policy instruments:
Case studies, map exercise. Creating marketing plans, the simulation of concrete decision-making situations.
Creativity techniques (e.g. brain storming).
Communication techniques; sales psychology; leading sales talks.
Innovative marketing instruments (e.g. telemarketing, franchising, eco-marketing).
Presentation techniques, EDP use in the area of marketing:
Graphs, table calculations, desktop publishing, marketing control by means of key figure analysis.
Fashion presentation:
Organization of events;
Moderation;
Presentation of products;
Presentation techniques.
Production planning with EDP:
Creating the necessary production records for work planning and control as well as for material disposition, taking into consideration customer orders.

Project workshop:

Workpieces in DOB (in English and French style) in primarily industrial production, using current production methods.
Creating material need parts lists and work plans.

Projects:

Organizing events from the area of fashion presentation or performing production programs according to company procedures in the clothing industry based on the data of the project management.

b) School autonomous compulsory subjects

In the school autonomous curricular regulations it is possible to offer a compulsory subject in more depth and detail and/or to offer seminars.

The following varieties are possible:

1. The number of lessons in one or two compulsory subjects can be increased by a total of two per form or
2. one or two seminars may be held totalling two lessons per form or
3. one seminar of one lesson and one compulsory subject increased by one lesson per form.

COMPULSORY SUBJECTS WITH EXTENDED LESSON HOURS

Educational and teaching objectives:

The student shall acquire in depth and /or extended knowledge in the respective compulsory core subject.

Didactic principles:

Compulsory core subjects with extended hours may be offered in the following manner:

1. by extending the number of weekly lessons in those forms in which the compulsory core subject is taught
and / or
2. by continuation of the compulsory core subject in one or more of the following years in which the compulsory core subject is no longer taught

Additional educational and teaching tasks, lesson plans and didactic principles may be established for compulsory subjects with extended lesson hours. If a compulsory subject is increased according to 2), then such additional tasks are necessary.

Should additions in the educational and teaching tasks, in the lesson plans or in the didactic principals be necessary, they shall be made in careful accordance with the regulations of the respective compulsory subject. It shall be carefully observed that in the lesson plans of the individual forms there are no overlaps in relation to the other compulsory core subjects.

The evaluation of a student's work in a compulsory core subject with extended hours shall be unified with that of the compulsory core subject itself.

SEMINARS

Educational and teaching objectives:

Through seminars which are in accordance with the general educational objectives of the College, the student shall -- in addition to the attitudes, knowledge and skills acquired in the core subjects and the main vocational training,-- develop his creative and communicative potential in cultural, ecological, economic and social competences and behaviour, especially in those areas which are of major importance for his professional and private life and which can be directly taken to account after completing his school education.

Teaching content:

The contents should include areas which can not be covered in in-depth or detailed teaching of the core subjects already listed in the core curriculum.

Foreign language seminars:

A further modern foreign language. Teaching content distribution analogous to modern foreign language teaching in the core curriculum.

Company-organizational seminar:

Simulation of the actual situation (practice firm) in order to enable the students to perform the routine practical and organizational work, using the technical language with the help of customary software, that they will encounter in business. The students should especially recognize company processes, take on responsibility, individually fulfil vocational tasks by using gained knowledge in other subjects and work in teams.

General education seminars:

The contents of these seminars should deepen the knowledge in general educational fields, whereby professional aspects should be included, when possible.

Vocational-theoretical seminars:

The contents of these seminars should deepen the theoretical vocational training, whereby great emphasis should be placed on application skills.

Practical seminars:

The contents of these seminars should be in direct relation to theoretical vocational training.

Didactic principles:

Within the given framework of the syllabus, and subject to the personnel, objective and financial resources, the school shall decide on those seminars which offer the student the best possible additional educational contents which can not be fulfilled in the mandatory core curriculum subjects. According to the given educational and teaching tasks, close attention shall be paid to the fact that the contents of these seminars extend beyond exclusively cognitive aspects.

The chosen seminar must be defined in its educational and teaching tasks, in contents and in didactic principles within the framework of pedagogical autonomy, whereby, formally, the basis is the structure given in the description of the mandatory core curriculum subjects. In order to make the seminar clear to parents and teachers, a subject name should be chosen which includes the concrete contents of the seminar.

Business management seminar: For each practice firm an organization model has to be worked out, whereby an agreement is to be found with teachers of other respective teaching subjects concerning the implementation of the thereby acquired knowledge and skills. If necessary a relationship can be established to other respective compulsory subjects.

The determination of the seminars within the framework of autonomous mandatory core curriculum subjects can be varied: a seminar can be limited to one academic year or may be extended over a number of years; fluctuation of seminars for the following forms can be made quickly, however a seminar can also be retained in following forms.

Especially in the seminars the student shall have the opportunity to learn to work independently in teams and in co-operation with fellow students and teachers by using all the pedagogical resources possible.

Wherever possible in the subject area, project work is recommended.

Two written one-hour tests per year are required in the modern foreign language seminars.

B. COMPULSORY WORK PLACEMENT

Educational and teaching objectives:

The students shall

- in addition to the knowledge and skills gained in the vocational training subjects, by working in a branch of the textile industry, acquire the efficiency to practice a trade for which they are qualified as graduates, according to the training in which they were educated;
- be able to apply the competences acquired in school in vocational practice;

- gain a comprehensive insight into the organization of industries;
- possess knowledge concerning the duties and rights of employees and be able to check the direct working conditions thereupon;
- behave correctly, self-confidently, efficiently and in a friendly manner towards employers and fellow employees,
- gain a positive attitude in general toward the working world and specifically toward the actual field of work through the combination of their experience in vocational training in school and the work placement experience.

Time frame and subject frame:

The compulsory work placement totals four weeks and is to take place either between the third and the fourth form or between the fourth and fifth form in a branch of the textile industry, especially in those areas in which the student has been accordingly trained.

When justified it shall also be possible for the compulsory work placement to be fulfilled in its entirety in the holidays during the actual academic year.

Didactic principles:

The compulsory work placement shall be performed on the basis of a precisely stated agreement between the appropriately chosen industry that corresponds to the educational goal of the school type and the students or their parents and / or legal guardians.

The school shall offer help in choosing the appropriate work placement job but is, however, not responsible for the availability of work placement jobs.

The school should ensure that the work placement contracts fulfil the relevant and necessary work and social regulations. As a rule, it shall be ensured that the student work placement contracts conform to the agreements made among the social partners of the government.

The students should be encouraged by the school to draw up reports which include information on the activities pursued during their work placement. These reports are to be analysed in the appropriate subjects in the following academic year.

Before the students begin their compulsory work placement they are to be informed of their rights and responsibilities and the consequences of non-fulfilment during the work placement

At the same time, it is advisable for the school to make reasonable contact with the industries where the students will be working as well as with the employers and the trade unions.

Work placements may be done either in Austria or abroad. In the latter case, it is the duty of the school to inform the student of the special features of working in a foreign country. The suitability of work placements abroad shall be documented satisfactorily.

Competent and trustworthy guidance given to the students by the headmaster, departmental head and teachers of the school is of particular importance for the organization and planning of the work placement in order to make the experience valuable and encourage the student to pursue this field of work upon conclusion of his education.

C. Non-compulsory subjects and electives

- a) in the area of school autonomy

Educational and teaching objectives:

Non-compulsory subjects and electives may either deepen the subject matter of existing compulsory subjects or impart knowledge in other subject areas in accordance to the educational goal. The name of the subject is to be chosen with the respective compulsory subject in the core curriculum, in the educational emphasis or in the area of seminars. If necessary, an additional code may be added to the name in order to clarify the contents of the subject for students and their parents. In all other cases the regulations dealing with school autonomous compulsory subjects apply.

It is possible to teach in blocks during certain parts of the academic year. Depending on the area of emphasis, it may also be reasonable to have students of different classes, ages or even schools attending the lessons.

- b) Insofar as no school autonomous curriculum regulations apply:

Elective
INSTRUMENTAL MUSIC

Educational and teaching objectives, teaching content :

Years One to Five:

The organization of instrumental groups depends on the existing conditions (e.g. Orff instruments) and accordingly the selection of music literature from the following areas: folk music (especially Austrian), pop music, music from the Middle Ages to the Baroque, original pieces and adequate arrangements from classic to contemporary music.

Occasional work with the school choir. Preparation for participation in school events, festivities and for eventually leading the orchestra in school religious services.

Elective
CHOIR

Educational and teaching objectives, course content:

Year One to Five:

Singing suitable choral compositions from the following areas: Austrian and international folk music, pop songs, canons, Gregorian chant, original choral music arranged for several voices from all periods.

Occasional sessions with instruments and if possible, with the entire instrumental music group.

Preparation for participation in school events, festivities and for eventually leading the choir in school religious services.

D. FACULTATIVE WORK PLACEMENT

Educational and teaching objectives, time frame and subject frame:

As in the compulsory work placement, but with the following variations:

The facultative work placement can be completed before year five totalling four weeks in one of the companies relating to the educational and teaching tasks of the respective educational emphasis, additionally to the compulsory work placement, however if possible not in the very same summer holidays.

When deemed particularly relevant by the school, a notation concerning the completion of the facultative work placement is to be entered into the matriculation certificate.

E. REMEDIAL INSTRUCTION

Educational and teaching objectives:

Remedial teaching shall enable those students who are affected or threatened by a temporary decline in performance but who are capable and willing to work, to revise and practice the covered subject matter in compulsory subjects.

Teaching content:

The subject matter is the same as that of the respective compulsory subject in the respective form but shall be limited to the necessary repetition and practice.

Didactic principles:

The educational and teaching tasks require repetition and practice of the subject matter of the respective compulsory subject. As the weaknesses of the students are usually found in differing areas, the importance of group work should not be overlooked.

Continuous contact with the teacher of the compulsory subject is a vital prerequisite for the success of remedial instruction.

Remedial instruction as a rule may not be applied to expand, add to or deepen the subject matter of the relevant subject.