

Secondary School 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		
CORE SUBJECTS					
1. Religion	2	2	2	6	(III)
2. German	2	2	2	6	(I)
3. English	2	2	2	6	(I)
4. History and Culture	-	2	-	2	III
5. Geography and Economics	2	-	-	2	III
6. Biology & Ecology	2	-	-	2	III
7. Business Administration & Economics	-	2	2	4	II
8. Accounting 1)	2	2	2	6	I
9. Computer Science	1	-	-	1	I
10. Word Processing 1)	1	-	-	1	III
11. Political Education and Law	-	-	2	2	III
12. Physical Education	2	2	2	6	(IVa)
13. Production Planning & Work Managem.1)	-	2	2	4	II
14. Textile Technology	1	2	2	5	III
15. Design & Fashion Drawing	2	1	2	5	(IVa)
16. Pattern Construction, Grading & Model Design with CAD	2	2	2	6	II
17. Technology of Garment Machinery	1	1	-	2	II
18. Workshop & Production Technology	15	11	2)	26	V
	37	33	22	92	

Autonomous extension area

a) Educational emphasis ²⁾

Clothing Technology					
Project Management	-	4	4	8	II
Project Workshop	-	-	11	11	V
Fashion Design Studio					
Project Management	-	4	4	8	II
Project Workshop	-	-	11	11	V
Fashion Design					
Project Management	-	4	4	8	II
Project Workshop	-	-	11	11	V
Fashion Marketing					
English Business Language	-	2	2	4	I
Project Management	-	2	5	7	II
Project Workshop	-	-	8	8	V

b) Autonomous compulsory Subjects²⁾	2	2	2	6	
Compulsory subjects with increased number of lessons per week					I-IV3)
Seminars:					
Foreign Language Seminar 4)					I
General Educational Seminar					III
Vocational Seminar					III
Practical Seminar					IV
Total Number of lessons					
Compulsory subjects	39	39	39	117	

B. Compulsory Work Placement:

4 weeks between 2nd and 3rd form.

C. Non-compulsory subjects and Electives 1)

In as much as there are no autonomous curriculum decisions:

Instrumental music	1	1	1	3	V
Choir	1	1	1	3	V

E. Remedial Instruction 2)

In as much as there are no autonomous curriculum decisions:

German	(2)	(2)	(-)	(4)	(I)
English	(2)	(2)	(-)	(4)	(I)
Accounting	(2)	(2)	(-)	(4)	(I)
Pattern Construction, Grading & Model Design with CAD	(2)	(2)	(-)	(4)	(III)

- 1) using computer
- 2) Curriculum decisions made autonomously in each school
- 3) As the core compulsory subject
- 4) The selected modern foreign language must be stated in brackets in official documents

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.

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.

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.

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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 BGBl (Federal Law Gazette) Nr. 157/1987.
- b) Evangelic religious education
see publication BGBl (Federal Law Gazette) Nr. 515/1991.
- c) Old-Catholic religious education
see publication BGBl (Federal Law Gazette) Nr. 279/1965.
- d) Islamic religious education
see publication BGBl (Federal Law Gazette) Nr. 421/1983.
- e) Jewish religious education
The publication BGBl (Federal Law Gazette) Nr. 88/1985 in the respective valid version is to be used appropriately.
- f) New-Apostolic religious education
see publication BGBl (Federal Law Gazette) Nr. 269/1986.
- g) Religious education of the Church Jesus Christ of the Latter-Day Saints
see publication BGBl (Federal Law Gazette) Nr. 239/1988.
- h) Syrian-Orthodox religious education
see publication BGBl (Federal Law Gazette) Nr. 467/1988.
- i) Greek-Oriental (Orthodox) religious education
see publication BGBl (Federal Law Gazette) Nr. 441/1991.
- j) Buddhist religious education
see publication BGBl (Federal Law Gazette) Nr. 255/1992.

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

A. Compulsory subjects Core subjects

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 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).

Media:

Mass media (types and functions of print media).

Year Two:

Oral communication:

Reading and recitation of texts.

Written communication:

Taking notes; practically oriented text types (minutes, extract, curriculum vitae, letter of application, 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:

Presentation of problem-oriented points of view.

Lecture. Discussion.

Reading and recitation of texts.

Communication techniques (role play, non-verbal communication, job interview.)

Written communication:

Analysing, arguing, appealing, commenting.

Creative writing.

Literary texts and cultural references:

Literary genres on the basis of selected examples of contemporary literature.

Media:

Media design; making use of the media for design purposes (creating video clips, producing a school magazine, news programs).

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

Written exams:

Years One and Two: two one-hour written exams per year;

Year Three: two one- or two-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,
- make thereby 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 use English to answer questions about Austrian conditions frequently asked by English-speaking interlocutors,
- 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 countries, 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.

Standard forms of correspondence

Case studies drawn from professional life.

Language structures:

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

Specialist terminology (words and phrases).

Written exams:

Years One to Two: 2 one-hour written exams per year;

Year Three: 2 one- or two-hour written exams.

4. 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;
- 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 Two:

Major cultural, political, economic and social factors and powers in their historical development from prehistory to the beginning of the 20th century.

Developments after World War I:

Reorganization of Europe.

Austria – the First Republic.

Totalitarian ideologies and systems (politics, persecution, resistance; anti-Semitism, fascism in Austria).

Democracies in crisis.

International organizations.

Non-European developments.

World War II.

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

Developments in Austria.

Age of pluralism:

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

Ways towards European integration.

De-colonization and non-aligned movement.
Racism, alternative movements, terrorism, social conflicts.
North-South conflict.
Society, economy (social partnership; growth of economy and ecology, science, technology).
Culture 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.
Current topics of contemporary history.

5. 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 our 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 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 Two:

Orientation on earth.

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; European integration.

Developing countries:

Types, characteristics, social and economic problems. Threshold countries, developing aid policy and its consequences.

Industrial countries:

Types, characteristics, problems. Structures of the job market. Location factors and structural changes of industrial areas (particularly with regard to the clothing and textile industry); leisure time society.

Major regions:

Natural potential, environment and society, economic areas, transportation, political structure, trouble spots.

Austria:

Natural potential, environment and society, economic areas, transportation, political structure. Current development.

6. BIOLOGY AND ECOLOGY

Educational and teaching objectives:

The teaching should ensure that the students

- gain an insight into the relationships between biological processes and understand the world as an integrated system;
- know the structure of the human body, its tasks and functions,
- recognise all life as worthy of protection and develop an understanding and sense of responsibility for the environment;
- have a positive outlook on nature and are prepared for active involvement in environmental protection;
- make rational decisions in answer to environmental and economic questions;
- are able to assess the effects of disturbances on the ecological balance;
- assume responsibility for their own health and the health of others.

Teaching content:

Year One:

Somatology:

Anatomy and physiology of the human organ system; 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.

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 the work-hygiene employee protection (workplace inspection institutions).

Ecology:

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

Human ecology: environmental organization problems, environmental and nature protection

7. 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 most important legal regulations that will be needed in economic trade,
- critically observe business problems and are able to work out possible solutions;
- are able to formulate documents common in the business world,
- understand the meaning of tourism in the social, cultural, economical and environmental sense,
- acquire basic knowledge of economics,
- are aware of the value of professional work and the responsibility of business people

Teaching content:

Year Two

Business basics:

Needs, demands, market

Economy, economic subject, economic object

Business:

Types of business, company performance areas, location choice.

Sales contract:

Legal basis, 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 and consumer protection.

Personnel:

Employment, contract of employment, collective agreement.

Cancellation of public employment

Job market, employee selection and motivation

Workplace structure.

Humanization of work

Correspondence (letter of application, curriculum vitae, letter of resignation, reference from employer).

Year Three:

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:

Trading, banking, insurance

Trade:

Trade regulations; trade division; trade within the tourist industry. Entitlement, commencement, performance, transition, completion; trade authorities and trade methods.

Financing:

Types, finance principles, investment planning and decision-taking.

8. 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 informed about basic problems of drawing up annual accounts;
- are able to use knowledge of cost accounting in calculation;
- are able to perform economic cost accounting calculation processes including calculation of relevant taxes 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 Sums:

Percentage calculations, calculation of interest.

Basis of accounting:

Concept, tasks and legal basis.

Bookkeeping system (overview)

System of double entry bookkeeping:

Concept of features, accounts, opening of accounts, records of business cases, closing of accounts, types of accounts.

Framework and plan of accounts

Balance and record of success.

Sales tax:

System and legal requirements, sales tax recordings and preliminary tax

Receipts

Record of business cases:

Record of business cases, balances, record of receipts

Organisation:

Rules of bookkeeping, records of double entry bookkeeping (journal, ledger, help books and supplementary ledgers).

Year Two:

Basic annual accounts:

Valuation of materials and goods

Depreciation of investment

Separation of accounts

Reserves

Valuation of claims

Success analysis of private companies

Income and Expenditure Accounting:

Organisation:

Organisation of bookkeeping within small or medium sized businesses (especially with introduction of EDP);

Collaboration with tax adviser.

Computer supported accounting:

Use of EDP in bookkeeping (initiation, records of business cases, management of credits and debits, management of stocks, invoices, investment accounting, monthly settlements and annual accounts with receipts, evaluation).

Year Three:

Cost accounting:

Concepts, cost accounting system,

Problems of accounting

9. 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 the employees, companies, culture and society and are able to comment thereupon.

Teaching content:

Year One:

Data processing systems:

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

Standard software:

Word processing, table calculations, graphs, data bases.

Consequences of data processing:

Individual, society

Data security, data protection, copyright protection.

Tests:

Year One: Two one hour tests.

10. 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.

11. 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 rights can be enacted,
- know about development tendencies in today's society,
- 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 Three:

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 principle; 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.

Industrial law and social legislation:

Individual and collective industrial law; social security.

Basic features of criminal law.

12. PHYSICAL EDUCATION

See regulation BGBl. No. 37/ 1989

13. 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
- 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.

Business organization:

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

Analysis:

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

Computer-supported production and work planning:

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

Year Three:

Synthesis:

Times and time types. Data evaluation by time observation. Performance level. Performing and evaluating time observations, distribution time determination, planned times, multi-moment observation

Computer-supported data evaluation:

Data collecting and processing (time observation and allowed time determination, distribution time determination, multi-moment evaluation). .

14. TEXTILE TECHNOLOGY

Educational and teaching objectives:

The teaching should ensure that the students

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

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:

Important man-made fibres:

Man-made fibres from natural and synthetic polymers.

High-tech fibres.

Textile threads:

The principles of spinning; the spinning process..

Textile surfaces:

Weaves, preparation for weaving; weaving. Thread composites, fibre composites, combined composites.

Collection of materials and fabrics.

Year Three:

Refinement:

Preparation work. Coloring, equipment, completion work.

Textile labelling::

Textile-care labelling instructions; environmental problems.

Quality determination:

Testing of fibres. Testing of fabrics.

Collection of material and fabrics.

15. DRAFTING AND FASHION DESIGN

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 colours:

Colour wheel and colour compositions.

Studies of nature:

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

Drafts and work drawings for the workshop.

Year Two:

Proportion studies for the work drawings; detailed sketches.

Drafts and work drawings for the workshop

Year Three:

Figurative drawing :

proportion and motion studies for the fashion drawing.

Drafts and fashion drawings according to given themes.

Drafts and work drawings for the workshop.

16. PATTERN CONSTRUCTION, GRADING & 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.
size sets and fabric pattern images
Grading with CAD-support.
Grading techniques.
Grading basic forms.

Year Three:

Patterns construction with CAD support:
Patterns for DOB and HAKA
Model patterns, developing fabric patterns and pattern templates.
Size sets and fabric pattern images
Grading with CAD-support:
Grading of models for DOB and HAKA

Written tests:

Year One to Two: four one- or two-hour tests per year.
Year Three: three two- or three-hour tests

17. TECHNOLOGY OF FASHION MACHINES

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.

Teaching content:

Year One:

Sewing technique:

sewing stitch, types of stitches.

Hardware of the garment industry:

cutting, adjusting, sewing, ironing.

Technology of sewing machines:

back-stitch and chain-stitch sewing machines;

construction, function, handling, use;

fabric feeders,

special types of back-stitch and chain-stitch sewing machines;

machine drive mechanisms and automation;

Technology of cutting machines:

construction, function, handling, use;

Technology of ironing machines:

construction, function, handling, use.

Year Two:

Technology of sewing machines:

Problem solving in the sewing process.

Technology of cutting machines:

Use for automated cutting machines.

Technology of ironing and setting machines:
ironing and setting factors;
Workplace security and accident prevention;

18. 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 work pieces,
- 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 sewing and machine sewing and techniques of ironing.

Basic and method 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.

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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 Two:

Project management:

Dealing with orders, production planning and control with EDP:

Organization of master data,

Creating production papers,

Pattern construction, grading and model creation with CAD with regard to company implementation possibilities,

Year Three:

Project management:

Dealing with orders, production planning and control with EDP:

Working up orders with according to given master data.

Creating production papers for planning and controlling as well as for material disposition and logistics.

Technology of garment machines:

Installation and use of additional devices in the sewing process.

Use of automates.

Adjusting and realignment work

Workplace security and accident prevention

Pattern construction, grading and model creation with CAD

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

Quality assurance criteria.

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.

FASHION DESIGN STUDIO

Educational and teaching objectives:

The teaching should ensure that the students

- are supported in their expression of drawing and creativity,
- are able to implement their fashion ideas individually, efficiently and carefully,
- are able to design drafts, fashion drawings and sketches for single production, modelled according to the individual female figure,
- are enabled to select fabric qualities and accessory materials appropriate to the workpiece,
- are able to apply current production methods to technical details and model pieces,
- are able to apply practical knowledge to machines according to their function, usability, efficiency and workplace security when producing model pieces,
- are able to create in a goal-oriented manner records for material needs, production planning and calculation according to the workpiece that is to be produced,
- master the technical language
- are able to recognize and correct fitting errors.

Teaching content:

Year Two:

Project management:

Individual drafts for workpieces in single production with increased creative and technical requirements.
 Required pattern creation and model pattern design with CAD.
 Technical details of the project workpiece.
 Determination of material needs, work procedure determination.
 Presentation of the project workpiece.

Year Three:

Project management:

Production technology:

Recognizing and correcting fitting errors.
 Supplementary processing techniques for materials difficult to process.
 Material use according to processing techniques.
 Determination of material needs, work procedure determination
 Pattern construction, grading and model creation with CAD:
 Pattern creation for the project workshop.
 Design and fashion drawing:
 Fashion drawings for the project workshop.
 Creative design of single and cooperation projects.

Project workshop:

Ladies' outerwear: workpieces in English and French style in single production and according to one's own drafts from superior current materials, taking into consideration specific technical details.
 Men's outerwear in single production, taking into consideration specific technical details.
 Projects:
 Performing production programs according to company processes in the clothing industry based on project management data.

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 Two:

Project management:

Draft and fashion drawing:

Collection determination with regard to business feasibility.
 Pattern construction, grading and model creation with CAD.

Modifying basic forms.
Modelling.
Fashion presentation:
Presentation of collections.
Presentation techniques.

Year Three:

Project management:
Draft and fashion drawing:
Collection creation with regard to business feasibility.
Pattern construction, grading and modell creation with CAD.
Model patterns, creating templates.
Fashion presentation:
Presentation of collections.
Presentation techniques.

Overall planning a collection or a production order with regard to creative, technical, economic and ergonomic aspects.

Quality assurance criteria:

Project workshop:

Creation of the required planning papers.
Work piece production (DOB and HAKA), primarily as a collection, but also in industrial production.

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:

English 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 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,
- gain the foreign-language competency necessary for fashion marketing,
- have an overview on the political, economic, cultural and social aspects of those countries in which the foreign language is spoken.

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 various market 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,
- know the function of logistics and marketing and their tasks and goals in the clothing industry,
- are able to apply various presentation techniques
- are familiar with the selection, creation and use of appropriate advertising means,
- are able to individually arrange exhibitions, trade fair stands and fashion shows.

Project workshop:

The teaching should ensure that the students

- are able to plan according to technical, economic and ergonomic principles, as well as according to current working methods,
- 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 operate the necessary equipment, devices and machinery rationally and in a safety-conscious manner,
- master the technical language.

Teaching content:

Year Two:

English 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 usability.

Project management:

Marketing:

Social basics and the marketing environment.

The course of market-economic processes.

Location selection;

Purchasing policies in the fashion industry:

Establishing the purchasing program;

Price policy; contract forming.

Purchasing methods and organization.

Optimal order size and dates.

The logistics of stockkeeping; determination of the most important key figures.

Specialities in fashion trade purchasing policies Purchasing sources, range of goods).

Inner-company logistics:

Production structure; utilization planning; quality assurance

Fashion presentation:

The creation of accessories.

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

Presentation techniques.

Year Three:

English 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 usability

Project management:

Marketing:

Sales policies of the clothing industry:

Market research and analysis of fashion trends.

Sales planning (goals, strategies;).

Product development; collection creation.

Price policies; determining contractual conditions.

Sales distribution

New ways in marketing (e.g. franchizing)

Advertising, planning and creation.

Organizing the external work.

Client treatment, sales talks.

EDP-supported use of sales policy instruments:

Case studies, map exercises.

EDP-use in marketing: graphs, table calculations, desktop publishing.

Fashion presentations.

Product presentation.

Moderation

Organizing events.

Production planning with EDP:

creating the necessary production records with EDP (work plan, work distribution plan, machinery plan, quality assurance, material parts list etc.)

Project workshop:

Workpieces of ladies outerwear in industrial and/ or single production by using current work techniques and all clothing- and machine-technical basics.

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 second and the third 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, course content :

Years One to Three:

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, teaching content:

Year One to Three:

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. 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.