



**University of
Applied Sciences
St. Pölten**

Statute of the University of Applied Sciences St. Pölten

Part 02 – Study Law

Examination Regulations

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I. Structure and Scope of Application

§ 1. (1) The Examination Regulations are an integral part of the Statute of the University of Applied Sciences St. Pölten (USTP) and have to be passed by the USTP Board in agreement with the Provider (§ 10 (3 (10)) FHG¹).

(2) The examination regulations apply to all study programmes and continuing education programmes of the USTP which have been accredited in Austria and form the basis of the educational relationship between the student and the USTP.

II. General Information

2.1. Attendance

§ 2. (1) Attendance is mandatory (for all forms of teaching). The concrete scope of minimum attendance is bindingly defined in the course description for every individual course.

(2) In order to verify attendance in classes carried out online, students are to turn on their microphones and/or cameras upon the teacher's request.

(3) If the course-specific attendance requirement is not fulfilled, the student will automatically receive a negative assessment (the first examination attempt is lost). For course with continuous assessment, the course head may – in coordination with the Academic Director, if applicable – determine compensatory performances for a lack of attendance in individual cases.

(4) Non-attendance does not release the student from the duty to obtain information on the contents taught in the missed classes.

(5) The course-specific attendance requirement does not apply to student representatives pursuant to § 30 HSG². Members of the class representations may, in analogy to § 31 (6) HSG 2014, fall up to 30% below the course-specific attendance requirement if they verifiably had to carry out representative duties that could not have been executed at any other acceptable time.

(6) The scope of attendance may not be included in the assessment, with the exception of the non-fulfilment of the attendance requirement.

(7) The course-related attendance requirement for on-site classes does not apply to restrictions imposed by official authorities (e.g., EpiG³) and may be waived on the part of the USTP in cases of force majeure (e.g., pandemic or other crisis scenarios).

¹ University of Applied Sciences Act, orig. version Federal Law Gazette no. 340/1993, as amended by Federal Law Gazette I no. 177/2021

² Federal Act on the Student Representative Organisations (Students' Union Act 2014 – HSG 2014), orig. version Federal Law Gazette I no. 45/2014, as amended by Federal Law Gazette I no. 77/2021

³ Epidemics Law, Federal Law Gazette no. 186/1950 as amended

2.2. Types of Courses

§ 3. (1) The following types of courses are offered:

Course type	Description
Lecture (VO)	Lectures are courses in which the students acquire knowledge in subareas of their discipline. The lecture serves the purpose of orientation in the discipline with its methods and its embedding in the overall programme. Another objective is to deepen understanding.
Exercise (UE)	Exercises serve to deepen acquired knowledge through practical application in the form of guided or independent implementation of examples on the part of students. In exercises, the students also discuss their own attempts at the solution of tasks.
Seminar (SE)	The purpose of seminars is the accompanying development of knowledge and the deepening, reflection, and application of acquired knowledge.
Lab (LB)	Labs are for the focused training of the students' practical and methodological competencies.
Project (PR)	Projects are courses in which project groups independently work on a certain problem or task. The didactic focus is on both the further development of specialist competencies and the training of methodological, social, and self-competencies.
Excursion (EX)	Within the framework of excursions (field trips), the student come into direct contact with the professional field in the form of visits to topic- and/or practice-relevant institutions.
Integrated course (ILV)	Integrated courses are a combination of lectures and exercises/seminars. Presentation, discussion, and exercise phases alternate in the structure of the course. The concrete process is laid down in the course descriptions.
Vocational internship (BP)	In their vocational internships, the students put acquired competencies to practical use and develop them further in institutions of the professional field.
Bachelor thesis (BA)	Based on scientific criteria, students work on a question relevant for their discipline and, in doing so, receive supervision from a professional expert.
Master thesis (MA)	Based on scientific criteria, students work on a question relevant for their discipline, thus proving their competence for independent scientific work. In doing so, they receive supervision from a professional expert.
Workshop (WS)	The purpose of workshops is to find solutions to problems and/or to promote the development of new ideas and innovations. Workshops are characterised by a cooperative working and moderated.

(2) Recommendations regarding concrete examination methods by course type are described on the handout "Competence-Oriented Examinations" (Annex 1).

2.3. Course Description

§ 4. (1) Every course has a course description in the CIS which includes both a detailed description of the course contents and the processing modalities.

(2) This binding information encompasses in particular

- a) Course data
- b) Teaching contents and methods
- c) Examination modalities
- d) Minimum attendance rate
- e) Performance assessment
- f) Literature (if applicable)

2.4. Photos, Video and Audio Recordings

§ 5. (1) The production of photos, video and/or audio recordings during courses on the part of students or third parties is permitted only with the express and demonstrable written consent (e.g., email) of the course head.

(2) The transmission (in the form of video chats) is permissible when it comes to remote teaching. The storage of these recordings is subject to the approval of the respective lecturer.

(3) The transmission (in the form of video chats) during examinations is permissible if the students and examiners give their consent; when it comes to storage, the consent of the involved parties is required once again.

III. Recognition (§ 12 FHG)

§ 6. (1) When it comes to the recognition of exams as well as other study performances and competencies, the principle of course-specific or module-specific recognition applies. Upon request by the student, exams as well as other study performances and competencies are to be recognised provided that they do not differ significantly from the requirement profile in terms of contents and scope of the courses and modules that are to be waived. There is no need for an additional knowledge review in these cases. Professional experiences are to be taken into account when it comes to the recognition of courses, modules, or other study performances if the student can prove their professional acquisition of learning results as stipulated in the descriptions of the respective courses, modules, or other study performances; this applies to study programmes or parts thereof that are organised with a part-time structure in particular.

(2) Students are to send such applications to the administration of the respective study programme or continuing education programme for further processing in due time before the beginning of the course or module. If needed, the lecturers are to be involved in the process. The application is to be used both for determining the equivalence of the proven knowledge and for the validation of learning outcomes.

- (3) Special knowledge or experience gained in professional practice are to be considered when it comes to the recognition of courses, modules, or the vocational internship; this applies to study programmes and continuing education programmes with a part-time structure in particular.
- (4) The Academic Director or Head of the Continuing Education Programme can recognise passed exams pursuant to § 78 (1 (2 (b,c)))) UG⁴ up to a maximum scope of 60 ECTS credits and professional or extra-professional qualifications up to a maximum of, likewise, 60 ECTS credits. These recognitions are permissible up to a joint total maximum of 90 ECTS credits.
- (5) The Academic Director or Head of the Continuing Education Programme can credit extra-professional competencies after carrying out a validation of learning outcomes up to the maximum scope laid down in § 6 (4).
- (6) The validation is a standardised recognition procedure and serves as a quality assurance instrument. At the USTP, the validation of professional and extra-professional qualifications is carried out in the form of a learning outcome-oriented process. Students prepare for the validation by entering their acquired learning outcomes into the validation form. The information in the sections “Angaben zur Person“ (personal information), “Angaben zum Anrechnungsgegenstand“ (information on the subject to be recognised), “Vergleich der Lernergebnisse und des Workloads“ (comparison of learning outcomes and workload), and “Beilagen zum Antrag“ (attachments to the application) are to be filled in by the student. The completed and signed application form including all attachments is to be passed on by the student to the study programme or continuing education programme administration for further processing.
- (7) The entered learning outcomes are first checked by the responsible course or module head and the result of the validation is put down in writing. The Academic Director or Head of the Continuing Education Programme either confirms or rejects the validation. This is documented in the validation form as well. If the validation is confirmed, the recognition can be carried out.
- (8) For the recognition of performances completed within the framework of mobilities (semester abroad), a relevant Learning Agreement needs to be concluded first. If the student is unable to complete all performances agreed for the mobility as determined in the Learning Agreement, the Academic Director or Head of the Continuing Education Programme may demand compensatory performances on an individual basis.

IV. Vocational Internships

§ 7. (1) The concrete conditions for the completion of vocational internships (which are defined in the respective curricula) are described for each study programme or continuing education programme and made available in a binding manner (on the eCampus, in the CIS, via MS Teams, or via email).

- (2) When it comes to negatively assessed vocational internships, the regulations governing courses with continuous assessment shall apply mutatis mutandis.

⁴ These are exams completed at a vocational higher secondary school (BHS) in the subjects that are necessary and qualify the student for their future professional activity, or at a general higher secondary school with a special focus on musical or athletic training in artistic-scientific or sports-scientific disciplines.

V. Implementation and Organisation of Exams

5.1. Types of Exams, Examination Methods, and Repetitions

§ 8. Examinations serve to determine students' learning outcomes and are oriented towards the competence goals of the respective course and its methods.

§ 9. (1) A distinction is made between a final exam and a course-immanent exam. Exams may also take place on a module-specific basis. The types of examination by course are announced at the beginning of the course and described in more detail in the course descriptions.

- (2) **“Final exam”:** A final exam can be either oral, written, or practical/constructive. When it comes to final exams, every course or a module of the curriculum is completed with an exam of its own. If it is oral, the candidate is given at least two questions (which are not related to each other) from the exam subject.
- (3) **“Course-immanent exam” (continuous assessment):** With the course-immanent exam, the student's success in the course is continuously determined and/or assessed in either oral, written, and/or practical/constructive form. The sum of all performance assessments makes up the final grade.

§ 10. (1) **Types of examinations are:**

- a) Oral performance appraisal
 - b) Written performance appraisal
 - c) Practical/constructive performance appraisal
 - d) Project submission
- (2) **Oral performance appraisal:** Oral exams include discussions and presentations, provided that these form the basis for grading. Minutes of a conversation and/or a written grading pattern serve to argue the grading (in retrospect).
 - (3) **Written performance appraisal:** Written exams can be, e.g., written tests, seminar papers, reports on excursions, labs, projects, or internships, lab protocols, or presentations developed in writing. They are assessed either as individual or group performances. Individual tasks performed throughout the semester and submitted together (e.g., in a learning portfolio) are considered written performance records as well.
 - (4) **Practical/constructive performance appraisals** are used wherever the vocational practice demands specific skills/competencies, or these are required for the further continuation of studies, e.g., demonstrations, simulations, etc.
 - (5) **Projects to be submitted** for grading are characterised by closed tasks that students can work on either individually or in groups.
 - (6) Regardless of the type of examination, the same method is to be applied for the first and second examination attempts. However, deviations from these rules may be agreed on with the student.

§ 11. Repetitions (§ 18 FHG)

- (1) A failed final examination in a course can be repeated twice. The second repetition is to be held in the form of a board examination which may be oral, written, or practical/constructive.

- (2) If the sum of performance assessments within the framework of courses with continuous assessment yields a negative result, the student has to be granted an appropriate time period in order to provide evidence of the required performance (first repetition). If the assessment is negative once again, the required proof of performance is to be produced in the form of a board examination (second repetition).
- (3) Examinations that have already been positively assessed can be repeated only within the framework of the repetition of a study year based on a negatively assessed board examination (§ 18 (4) FHG).
- (4) Students who have been excluded from a certain study programme on the grounds that they have failed their last permissible repetition of an examination may not be admitted to the same study programme once again.

§ 12. Alternative Examination Method (§ 13 (2) FHG)

Students have the right to demand an alternative examination method if they can provide evidence of a disability (mental or physical aptitude) which prevents them from taking the exam in the prescribed method, provided that the content and requirements of the examination are not affected by the use of an alternative method.

5.2. Concrete Examination Modalities (§ 13 (4) FHG)

§ 13. (1) The concrete examination type, method, and modalities (content, methods, assessment criteria and standards) for every individual course are defined in the course descriptions and announced to the students in the CIS no later than at the beginning of the respective course.

- (2) In case exams are **carried out electronically**, it has to be ensured that both the students and the examiners are equipped with the necessary technical infrastructure, and that the identity of everyone involved is verified. If students lack the technical infrastructure, the regulations for alternative examination methods may be applied mutatis mutandis. Before the beginning of the exam (and also during the exam, if the examiners demand it), the students are to be requested to move their camera through the room so that the examiners can make sure that the students' environment contains only permissible objects. If the exam has to be discontinued for technical reasons or due to longer interruptions that were not caused by the student, this exam attempt is not to be deducted from the permitted number of examination attempts. Written examinations by electronic means can be carried out as a paper-and-pencil variant using an eCampus test or a video conferencing system. Oral exams by electronic means are possible using video conferencing systems (smartphone, laptop with camera, etc.). It is up to the lecturer to decide whether to use video conferencing systems.
- (3) Examination modalities communicated at the beginning of the semester may be changed during the semester if unforeseeable external circumstances (force majeure) make the change necessary in order to ensure that the students can progress in their studies without losing a semester. If examination modalities are changed during the semester, these changes are to be communicated in due time, in any case no later than with the announcement of the exam date.
- (4) The students are to be informed about the content/materials relevant for the examination at least one week prior to the first exam date.
- (5) When it comes to exams with practical content, students are to ensure that the clothes they wear conform to their profession as well as to hygiene and safety standards. In case of non-compliance with these provisions, students may be excluded from exams by the examiner.

5.3. Oral Exams (§ 15 FHG)

- § 14.** (1) Oral exams are open to the public but access may be limited to a number of persons which is suitable to the spatial conditions. Furthermore, attendance may be prohibited in practical/competence-oriented exams in order to protect the personal rights of the test persons and students.
- (2) Minutes have to be kept of the examination process in oral exams. The minutes have to include the subject, time and place of the exam, the name(s) of the examiner(s) or – in case of a board examination – the names of the members of the examination senate, the name of the student, the questions asked, the assessment, the reasons for a potential negative assessment, and any particular occurrences. The result of an oral exam has to be announced to the student immediately after the exam. The minutes of the exam have to be stored for at least a year after the announcement of the result.
- (3) If exams are carried out electronically, the requirement of publicness is fulfilled through the option that the student may involve a person of trust who is present online or located in the same room as the student.

5.4. Board Exams

- § 15.** (1) In oral board exams, the main examiner is to formulate at least three questions. The chairperson and the second examiner may add to these questions. The expert examination senate has to consist of at least three persons. In case of an even number of senate members, the chairperson of the examination senate has the casting vote. Every member of the examination senate has to be present for the entire duration of the exam; if applicable, this obligation may also be met through the use of electronic media.
- (2) In written board exams, the main examiner is to formulate at least three questions. The chairperson and the second assessor are to be informed about these questions and can, once again, complement them. If the grades given by the examiners differ, the arithmetic mean is determined and rounded up. In case of doubt, the chairperson has the last word. In order to ensure competence orientation, equivalent alternative tasks such as an empirical case analysis are permissible.

5.5. Examination Dates (§ 13 FHG)

- § 16.** (1) The examinations have to be held in a timely manner after the courses in which the examination-relevant content is taught (§ 13 (1) FHG). In any case, examinations have to be taken no later than by the end of the following semester. The exclusive responsibility for successfully completing all courses by the end of the following semester rests with the students.
- (2) The students have to be given a sufficient number of dates for exams and exam repetitions per semester and study year, so that they can continue their studies without losing a semester. The concrete time frame for repetitions of examinations has to be geared towards the scope and difficulty of the respective exam. Examination dates have to be announced in due time (see § 16 (7)). In any case, exam dates have to be fixed for the end and beginning of every semester (§ 13 (3) FHG).
- (3) It is up to the individual study programmes to decide on the modalities for the registration for and deregistration from examination dates. These are determined in a binding manner for every study programme and continuing education programme (Annex 6). The registration and deregistration regarding written final exams are carried out exclusively via the central registration system in the CIS.
- (4) If a student fails to give sufficient reasons for not attending an examination date for a course with a final exam, they lose one possible examination date (§ 13 (5) FHG). The same applies analogously to the failure

to comply with a submission date for excursion reports, seminar or bachelor papers, the failure to attend scheduled oral examinations, and master papers.

- (5) If a student does not attend any of the offered first examination dates without offering sufficient grounds, they lose this first attempt at the exam (entry "Nicht Genügend" for courses assessed according to the Austrian grading system of 1 to 5; entry "Nicht Beurteilt" if the other form of grading pursuant to § 17 FHG is not possible or not feasible). It is up to the Academic Director or Head of the Continuing Education Programme to decide whether an explanation is sufficient or not. In case of non-attendance at exams, such grounds are to be presented to the Academic Director or Head of the Continuing Education Programme within 14 days. This person may, in cases of particular hardship or force majeure, grant an extension of the periods and deadlines described in this section on behalf of the student, always with consideration for professional law provisions.
- (6) When it comes to courses with continuous assessment, the date of the last subtask is considered the first examination attempt in the sense of the examination regulations. If required, the course head is to determine a second date. This second date is considered the second examination attempt in the sense of the examination regulations. If the student can give sufficient reasons for missing the first examination date, the second date is considered the first attempt at the exam. The relevant proof is to be submitted to the Academic Director who has the right to schedule additional examination dates.
- (7) All examinations are announced to the students in writing (via eCampus, CIS, MS Teams, or email) **at least two weeks** prior to the exam date and have to be made known to the respective study programme administration. Cancellations of exam dates are sent electronically by the study programme administration (via the eCampus, in the CIS, in MS Teams, or via email).
- (8) Exam dates during lecture-free periods or with shorter terms of notice can be determined only with the approval of the students in question.
- (9) There has to be a time gap of at least two weeks between the announcement of a negative result in an individual exam or module exam and the first repetition date. The same time gap has to lie between the first and second repetitions if the result is negative once again. The second repetition is held in the form of a board examination.

VI. Assessment of Exams and Performance Appraisals

6.1. Assessment of Performances (§ 17 FHG)

§ 17. (1) The examinations, performance records, and written papers of students have to be marked according to the Austrian grading system from 1 to 5. If this form of assessment is not possible or expedient, a positive assessment has to be phrased as "Mit Erfolg teilgenommen" (participated successfully) or "Anerkannt" (recognised). In case of a negative assessment, the respective study programme's provisions for the repetition of proof of performance for courses with continuous assessment apply (entry as "Nicht beurteilt" = not assessed).

(2) The following grading key is to be used:

- a) 0 % up to and including 50 %: "Nicht genügend" (Unsatisfactory)
- b) Above 50 % up to and including 65 %: "Genügend" (Adequate)
- c) Above 65 % up to and including 80 %: "Befriedigend" (Satisfactory)
- d) Above 80 % up to and including 90 %: "Gut" (Good)

- e) Above 90 % up to and including 100 %: "Sehr gut" (Very Good)
- (3) Exams and students' written papers are to be assessed within four weeks after the performance pursuant to the FHG. Students are to be informed about the result of an oral exam immediately after the exam. Transcripts of records are created within four weeks after the end of the semester.
- (4) All certificates as well as transcripts of records are exclusively available in electronic form for the students to print out on their own. The bachelor and master exam certificates, the notification of the award of an academic degree, and the diploma supplement are issued online as well.
- (5) After graduation, former students have the opportunity to print certificates by using their graduate account.

6.2. Access to Assessment Documents (§ 13 (6-7) FHG)

- § 18.** (1) The students have to be granted access to the assessment documents and examination records if they demand it within six weeks after the announcement of the grade. The students are entitled to make photocopies of these documents but may not pass on or reproduce these copies. Closed questions (especially multiple choice) as well as questions of structured oral exams including the respective answer options are exempt from this right of photocopying.
- (2) If the assessment documents (especially reports, corrections of written exams and exam papers) are not handed over to the students, it is to be ensured that these are stored for at least six months after the announcement of the assessment.

VII. Repetition of the Study Year (§ 18 (4) FHG)

§ 19. Students have the right to repeat a study year once based on a negatively assessed board exam. This wish for repetition is to be communicated to the Academic Director within one month after the announcement of the exam result. The Academic Director is to determine the exams and courses to be repeated – exams and courses not positively passed have to be repeated in any case; passed exams and courses only if the purpose of the study programme requires their repetition or repeated attendance.

VIII. Interruption of Studies

- § 20.** (1) According to the General Study Conditions (see § 23 there), the student is entitled to interrupt their studies provided that they can demonstrate reasonable grounds and that the Academic Director gives their consent. The application for the interruption of studies is to be filed with the respective Academic director in writing. The duration of the interruption is to be added when it comes to calculating the actual duration of study within the meaning of the General Study Conditions.
- (2) During an interruption of studies, the student cannot acquire any proofs or performance or submit any final theses.

The reasons for the interruption of studies and their anticipated continuation are to be proven or credibly shown. When it comes to deciding on the application for interruption, compelling personal, health-related, or professional reasons are to be taken into consideration. Moreover, it is specified that these compelling reasons explicitly

include the completion of military or civil service, pregnancy, the care for one's own children, or circumstances/events deemed to be equivalent to those listed in terms of their subjective significance.

IX. Bachelor Theses and Master Theses (§ 19 FHG)

§ 21. (1) In bachelor degree programmes, students are to write one or several bachelor theses within the framework of courses. The purpose of bachelor theses is to show that the candidates are able to solve a problem from their subject independently and by using scientific methods. More specifically, the fundamentals of scientific writing as well as the following quality criteria are to be considered and executed in the bachelor thesis:

- a) Identify a problem/objective/question (research question), reason and argue based on literature.
- b) Independently find and process literature, give a cursory overview of the state of research on the topic, and draw connections to own results.
- c) Select a suitable research design/process (and substantiate the decision) and present it comprehensibly.
- d) Put the design into practice in an independent, comprehensible manner, always considering the criteria of good scientific practice.
- e) Derive results to answer the research question and present them according to scientific standards.
- f) Comprehensibly answer the independently formulated written elaboration of the research question.

(2) In contrast to bachelor theses, master theses are distinguished by a deeper engagement with the selected subject in terms of abstraction and scientific character. In any case, master theses should provide a new contribution to the subject area by means of theoretical and empirical insights. More specifically, the fundamentals of scientific writing as well as the following quality criteria are to be considered and executed in the master thesis:

- a) Identify a problem/objective/question (research question), reason and argue based on literature and scientific discourse.
- b) Independently find, critically reflect on, and process literature, explain and comment on the state of research on the topic, and draw connections to own results.
- c) Develop a suitable research design and present it comprehensibly.
- d) Put the design into practice in an independent, comprehensible manner, always considering the criteria of good scientific practice.
- e) Independently derive results to answer the research question and present them according to scientific standards.
- f) Comprehensibly answer the independently formulated written elaboration of the research question and give a research outlook.

(3) The following points are to be applied to the bachelor/master thesis:

- a) When submitting a bachelor/master thesis, the candidates have to confirm in writing that they have written the thesis on their own and have used no sources or aids other than those indicated.

- b) It is permissible for several students to work on a topic together as long as their individual performances can still be assessed separately (§ 19 (1) FHG).
 - c) Statute Part 05 – Good Scientific Practice (as amended)
- (4) The students' ideas may be taken into account when it comes to the selection of a topic. The topic and task have to be formulated in such a way that they can be processed in the prescribed time period.
 - (5) The positively assessed master thesis is to be published by handing it over to the USTP library in print and electronic form. When submitting the master thesis, the author has the right to apply for access to the submitted copies to be withheld for a maximum of five years after submission. The application is to be accepted if the student can demonstrate that important legal or economic interests of theirs are at risk (§ 19 (3) FHG). With regard to the bachelor thesis, the same applies only optionally (if the Academic Director decrees it).
 - (6) The approval of the master thesis (or the positively assessed bachelor thesis) is a prerequisite for being admitted to the bachelor/master examination. The approval of the master thesis is governed by the quality criteria defined in § 20 (2).
 - (7) If a bachelor or master thesis is negatively assessed,
 - a) the student has to be granted a period of eight weeks for revising the bachelor/master thesis. In justified exceptional cases, the Academic Director or Head of the Continuing Education Programme has the right to either extend or shorten this period in agreement with the student, although the extension must not exceed the scope of eight weeks.
 - b) If the revised bachelor or master thesis ("second submission") is assessed negatively as well, the student has the opportunity to revise the thesis once again ("third submission").
 - c) If the third submission does not result in a positive assessment on the part of the first examiner, the Academic Director has to consult at least two expert assessors.
 - d) If this assessment is also negative, an application for repetition of the study year may be filed once (if the student has not made use of this right before, see § 19). However, if this application is not filed, the student is excluded from the study programme.
 - (8) Specific regulations concerning how to write a bachelor or master thesis are to be determined in the respective curriculum.

X. Bachelor- and Master Exam (§ 16 FHG)

§ 22. (1) The final examination concluding a bachelor degree programme (bachelor exam) has to be held as a board examination in front of an expert examination senate. It consists of the following parts:

1. Oral discussions of the written bachelor thesis/theses
2. Their cross-connections with relevant subjects of the curriculum

(2) The final examination concluding a master degree programme (master exam) has to be held as a board examination in front of an expert examination senate. It consists of the following parts

1. Presentation of the master thesis

2. Exam conversation about the cross-connections between the topic of the master thesis and the relevant subjects of the curriculum
 3. Exam conversation about other curriculum-relevant content
- (3) To achieve a positive overall assessment in the bachelor or master examination, the results of all exam parts have to be positive. In case of a negative assessment in one or several parts of the examination, the entire exam has to be repeated.
 - (4) The students have to be informed about their admission to the bachelor or master examinations in an appropriate manner. Students are admitted to these exams once they have successfully completed all courses (with the exception of the final overall exam) and – in the case of master degree programmes – once their master thesis has been approved. The candidates are informed about their admission in a timely manner. The exact deadlines and the announcement method are determined specifically for each study programme.
 - (5) The students have to be informed about the assessment criteria and results of the performance assessment in the bachelor and master examinations.
 - (6) The examination board consists of the circle of all persons eligible for bachelor and master examinations. The examination senate is made up of the examiners per candidate.
 - (7) The assessment of the bachelor or master exam has to follow the below-listed performance assessment system:
 1. **"Bestanden"** (passed): for a positively completed exam (more than 50%)
 2. **"Mit gutem Erfolg bestanden"** (passed with very good results): for a performance clearly exceeding the average results (more than 90%)
 3. **"Mit ausgezeichnetem Erfolg bestanden"** (passed with excellent results): for an outstanding exam performance (more than 95%).
 - (8) Failed bachelor and master exams can be repeated twice.
 - (9) The successful completion of the bachelor or master examination gives the student the right to acquire the respective academic degree.

XI. Revocation of Examinations and Scientific Papers (§ 20 FHG)

- § 23.** (1) The assessment of an examination or scientific paper is to be declared void in case it was obtained by fraud, especially by means of serious scientific or artistic misconduct within the meaning of § 2a (3 (2-5)) HS-QSE (see also Annex 5: Recommendations for the Approach to AI Applications such as ChatGPT). The examination whose assessment has been declared void is to be charged up against the total number of repetitions.
- (2) A plagiarism assessment is mandatory for bachelor and master theses.
 - (3) When it comes to the concrete procedures carried out in case of suspected plagiarism, reference is made to Statute Part 05 – Good Scientific Practice (as amended).

XII. Legal Protection (§ 21 FHG)

§ 24. (1) Students cannot appeal against the assessment of an examination. In case a negatively assessed examination was allegedly executed improperly, the student may file a complaint with the Academic Director within a period of two weeks, which may lead to the annulment of the examination. If the examination was held by the Academic Director, the complaint is to be filed with the USTP Board. Until a decision on the complaint is taken, the student may continue to attend courses. If an examination is annulled, the exam participation is not to be deducted from the total number of possible exam attempts.

(2) In accordance with the FHG, all decisions pertaining to study law matters lie with the Academic Director. Complaints against decisions by the Academic Director are to be filed in writing (email is sufficient) either with the Academic Director or with the USTP Board as represented by its Chairperson within two weeks after the contested decision has been communicated. A complaint needs to include the following components in particular: the designation of the contested decision, a description of the situation, an explanation of the reasons for and the scope of the complaint. If applicable, proof can be submitted later as well. If the complaint is filed with the Academic Director, a copy is to be forwarded to the USTP Board. The Academic Director then has two weeks (in other words, no more than four weeks after the contested decision has been communicated) to try and achieve an amicable settlement together with the student. If the matter cannot be settled amicably within this period, the competence to handle this complaint is automatically transferred from the Academic director to the USTP Board without any further action on the student's part. If the complaint is either filed directly with the USTP Board, or the handling of the complaint is transferred to the USTP Board, the Chairperson of the USTP Board seeks to obtain the statements of both parties (the Academic Director and the student) in writing and to act as mediator between them. In the event that no result can be thus achieved, an independent complaints committee is convened in the USTP Board for this individual occasion. This committee examines the complaint, obtains statements from both parties, and issues a recommendation for the USTP Board. This recommendation of the complaints committee is, however, not binding for the USTP Board because the USTP Board decides by resolution.

XIII. Transitional Provisions

§ 25. (1) The new course types pursuant to § 3 (1) come into effect with the next curriculum change of the respective study programme or continuing education programme.

(2) The grading key for the assessment of performance pursuant to § 17 (2) shall be applied in the courses concerned from the academic year 2023/2024. Until then, the grading keys as communicated in the study programmes and continuing education programmes shall apply.

(3) The grading key for the assessment of bachelor and master exam according to § 21 (7) is to be applied to bachelor and master exams starting from the summer semester 2024. Until then, the grading keys as communicated in the study programmes and continuing education programmes shall apply.

(4) The submission of bachelor and master theses in exclusively electronic form comes into force with the beginning of the summer semester 2024.

XIV. Annexes

Annex 1: Handout on Competence-Oriented Examinations: [Link](#)

Annex 2: Application for Recognition: [Link: CIS / Forms](#)

Annex 3: Application for the Interruption of Studies: [Link: CIS / Forms](#)

Annex 4: Application for the Repetition of Studies: [Link: CIS / Forms](#)

Annex 5: Recommendations for the Approach to AI Applications such as ChatGPT: [Link](#)

Annex 6: Study Programme-Specific Provisions on the Registration for / Unsubscription from Exams: [Link](#)