



University
of Applied Sciences
for Business & Society
BFI Vienna

Bylaws

General Exam Regulations
of the University of Applied Sciences for Business
and Society BFI Vienna

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Authors:	Breinbauer/Pircher
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1. Applicability

- 1.1. The General Exam Regulations determine and substantiate the principles and guidelines to ascertain academic achievements and competence-oriented assessment of learning results in all degree programmes, continuing higher education programmes, and the International Programme of the UAS.

The degree programmes (bachelor and master programmes of the UAS for Business & Society) are degree studies, continuing higher education programmes are non-degree studies pursuant to §9 FHG. Non-degree studies include associate bachelor programmes, associate master programmes, academic programmes for continuing education and continuing higher education programmes. Pursuant to §4 (2) FHG, students in degree studies are degree-students, students enrolled in non-degree studies are non-degree students.

- 1.2. Online continuing higher education programmes are excluded from these general exam regulations.
- 1.3. The Exam Regulations of the University of Applied Sciences for Business & Society are based on the Universities of Applied Sciences Act (Federal Law Gazette 1993/340) as amended, and the current Guidelines and Regulations of the UAS for Business & Society as applicable to the Exam Regulations.
- 1.4. For degree programmes / continuing higher education programmes which are run jointly with other universities or non-university partners, the Academic Council (in agreement with the provider) can implement regulations differing from the present regulations as long as the basics of the General Exam Regulations are observed.
- 1.5. The regulations for bachelor seminars, bachelor theses and exams, for master theses and exams, for academic final papers and final exams as well as for final papers and exams for other university programmes for continuing education¹ are laid down in separate guidelines.

2. Responsibilities

- 2.1. The Exam Regulations and any amendments to them will be passed by the UAS Academic Council in agreement with the provider.
- 2.2. Pursuant to § 10 (3) 8 FHG (FHG= Universities of Applied Sciences Act), the Academic Council has to take care of regular quality assurance of exams. This includes the evaluation of the exam regulation in all UAS activity areas.
- 2.3. The programme directors are in charge of implementing the exam regulations pursuant to § 10 (5) FHG unless other elements are responsible, for legal reasons or due to other UAS regulations.

¹ Other university programmes for continuing education are programmes with less than 60 ECTS points.



- 2.4. As regards the International Programme, the Head of the International Office is in charge of implementing the Exam Regulations; for the continuing higher education programmes (according to § 9 FHG) it is the Head of the continuing higher education programmes.

3. Competence orientation, performance evaluation, and quality of exams

- 3.1. The subject of competence-oriented exams are the learning results acquired by students in teaching/learning processes and shown through knowledge, skills, and competencies.
- 3.2. The learning objectives (= the learning results aimed for) of modules and courses are to be structured into levels of increasing complexity according to a learning taxonomy generally recognised in the European Higher Education Area, as detailed in the Didactics for Higher Education Concept of the UAS for Business & Society.
- 3.3. Procedures and methods used for assessment and quality assurance have to be devised in a way that safeguards a competence-oriented assessment of learning results, which is also differentiated according to learning objective levels.
- 3.4. Continuous assessment refers to students' active contributions to teaching/learning processes, which are demonstrated, for instance, through completing exercises and assignments, participations in discussions, questions raised, completing project work, and participating in groupwork.
- 3.5. The procedures and methods used for continuous assessment and exams have to ensure objective, valid and reliable assessment.

4. General exam modalities

- 4.1. The General Exam Modalities according to FHG apply.
- 4.2. Exams are module-related or course-related.
- 4.3. Exams must be held in the course language.

For the purposes of identity verification, students must carry their student ID card or another official form of identification and present it on request.

- 4.4. In full-time and career-parallel forms of degree programmes or continuing higher education programmes, different exam modalities may be used. Within the same programme form, however, all groups within a course must use the same exam modalities. Exam modalities are set by the programme director / head of the continuing higher education programmes, according to §10 (5) FHG.
- 4.5. The respective exam modalities (in particular permitted exam aids, contents, methods, grading and assessment criteria) and resit options must be communicated to the students at the start of a course in an appropriate manner and must also be made available in writing.



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- 4.6. Permitted aids also need to be communicated at least 14 days before an exam date and have to be spelt out clearly on the exam papers.
- 4.7. Changing the communicated exam modalities is only permitted in justified cases and after explicit approval of the respective degree programme director / head of the continuing higher education programme. The changes have to be communicated at least 14 days before the exam in writing.
- 4.8. In integrated courses (ILV), practical courses (UE), practical courses with low assessment load (UE*), project seminars (PS)/seminars (SE), deviating from the grading scheme communicated at the start is possible during the course; this requires the approval of the degree programme director / head of the continuing higher education programmes.
- 4.9. In lectures, mandatory attendance can be waived. Attendance rules have to be set by the degree programme director / head of the continuing higher education programme.
- 4.10. In courses with continuous assessment, no participation points are awarded solely for attendance. Those assessment points are only granted for active course participation in teaching/learning activities.
- 4.11. Exams may also be conducted using electronic means of communication at one of the UAS locations or remotely (= online exam). Section 13 applies to such exams.

5. Assessment and grading; viewing of exams

- 5.1. The course assessment must be completed two weeks after the last relevant performance. Students have the option to inspect marked exams pursuant to §13 (6) FHG. If an exam is graded a fail, students need to be able to see their marked exams at least 14 days before the resit.
- 5.2. If this deadline is not observed, the next resit can be postponed by the student. An alternative exam date needs to be arranged by the student with the degree programme director / head of the continuing higher education programme.
- 5.3. Assessments and exams have to be oriented towards, focused on, and differentiated according to course types and learning objective levels.

Orientation: Learning objective levels and course types²

² See [Richtlinie Formulierung von Lernergebnissen](#). Matching learning objective levels with course types is fuzzy matching with blurred transitions. In order to facilitate understanding in lectures, e.g., theoretical models can be applied to concrete circumstances; however, a lecture cannot be run and structured like a seminar. Exam modalities set for course types crucially influence the didactic set-up of a course (washback effect).

Learning objective level (cognitive domain)	Course type(s)		Knowledge, skills, competencies (selected)
Creating	ILV PR	PS, SE	design, assemble, construct, develop, formulate, investigate...
Evaluating			appraise, judge, support, select, value, critique...
Analysing		UE, UE*	differentiate, organise, relate, compare, contrast...
Applying			execute, implement, solve, interpret...
Understanding		VO	classify, describe, discuss, explain, identify...
Remembering			define, duplicate, memorise, repeat...

5.4. Grading modalities by course type

5.4.1. Lecture (VO)

In lectures, learning results will be tested in a 100-point final exam. If there are parallel groups in a lecture, the same assessment schemes have to be applied to all groups.

5.4.2. Integrated course (ILV)

In integrated courses the assessment is comprised of continuous assessments and a final exam. Both parts are awarded a joint final grade in the end.

For the final exam at least 51 points are awarded, while for continuous assessment the number of points can range from at least 30 to 49 points maximum (out of 100 points).

If there are parallel groups in an integrated course, the same assessment schemes have to be applied to all groups.

If the final overall grade is a fail, the final exam needs to be taken again. The points from continuous assessment remain valid and will be added to the exam points scored at the resit exam.

If the resit also results in a fail, a board exam must be held (14 days after the previous result has been communicated at the earliest). In the board exam, the continuous assessment points are not considered. The board exam thus is awarded the full 100 points.

5.4.3. Seminar / project seminar (SE, PS)

Seminars and project seminars constitute continuous assessment. Seminars are aimed at dealing with academic problems and questions, while project seminars deal with solving practice-oriented problems and questions.



Assessment in seminars is focused on dealing with academic questions in an academically state-of-the-art way; in project seminars, the focus is on problem-solving following the professional standards and quality requirements of the respective line of business.

The quality of the students' continuous assessment performances is evaluated, e.g. independent planning and processing of assignments and set targets, and the presentation of results.

5.4.4. **Practical courses (UE) / practical courses with low assessment load (UE*)**

The exam modes used in practical courses (UE) and practical courses with low assessment load (UE*) are set by the lecturers for each course. The assessment of learning results in practical courses and practical courses with low assessment load comprises several ways of continuous assessment and several exam formats. If there is a written exam, the points allocated must not exceed 50% of the total points.

The submission deadline for the final assignment of the continuous performance constitutes the first exam date. If this deadline comes before the final teaching unit, then the latter constitutes the first exam date.

If the sum of graded performances results in a failing final grade, the student needs to be given an appropriate extension (a maximum of four weeks after the grade has been communicated) to compensate for the fail through an adequate compensatory assignment or, where applicable, through several of them. This additional deadline constitutes the second exam date. All points scored previously during the continuous assessment remain valid and will be added to the points scored on the second exam date.

If the second deadline/exam date also results in a negative final grade, an examination board must assess adequate compensatory work at the earliest 14 days after the previous result has been communicated. This assessment makes up the full 100% of the final grade for the course.

5.4.5. **Traineeship (PR)**

A traineeship is a temporary work placement intended to broaden or acquire knowledge and skills in a firm or another organisation. The assessment of traineeships rests with the degree programmes and is thus governed by the programme-specific study regulations.

5.4.6 **Grading scheme**

Irrespective of the exam mode or exam duration, each course is awarded 100 points. This maximum number of points is made up of the points awarded for continuous assessment and final exams.

For a pass in a course, more than 50.0 points are required. In English as a Foreign Language courses, and in the compulsory elective languages (French, Russian, and Spanish



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respectively) more than 60.0 may be required (if this is communicated at the start of the course at the latest).

The following grading key applies:

- more than 50.0 points to 62.5 points: sufficient
- more than 62.5 points to 75.0 points: satisfactory
- more than 75.0 points to 87.5 points: good
- more than 87.5 points to 100.0 points: excellent

For English as a Foreign Language and the compulsory elective language courses (French, Russian, and Spanish) the following grade key may apply:

- more than 60.0 points to 70.0 points: sufficient
- more than 70.0 points to 80.0 points: satisfactory
- more than 80.0 points to 90.0 points: good
- more than 90.0 points to 100.0 points: excellent

If courses with low assessment load are not graded according to the Austrian school grading system, the pass grade is referred to as “successfully completed”, or “recognized/credited”.

6. Exam types, forms and methods

- 6.1. The selection of exam modalities suitable to assess learning results depends on the learning objectives of the given module or course.
- 6.2. The following exam formats are provided in the General Exam Regulations:
 - a) continuous assessment (of several part assignments) during a course
 - b) final exam at the end of a course
- 6.3. Continuous assessment and final exams can be done in writing or orally.
- 6.4. Exams can be held on-site or online/remotely.
- 6.5. Students are entitled to another exam format if they are disabled in a way that makes it impossible for them to take the exam in the required manner/mode (according to §13 (2) FHG). The alternative method must not impair exam contents or exam requirements.



7. Exam period, exam dates, and resits³

7.1. General regulations

- 7.1.1. Admission to exams, allocation of examiners, and setting exam dates rest with the degree programme director (according to § 10 (5) 1 FHG).
- 7.1.2. Exam dates must be communicated in good time. There also needs to be a sufficient number of exam dates and resits per semester and academic year in order to ensure progress of studies without students losing a semester. Exam dates need to be offered at least at the end and the start of each semester.
- 7.1.3. Resits and board exams have to be set in a timely manner, and, in consideration of assessment and preparation times, in a way that ensures final grades at the end of the semester following the course.
- 7.1.4. Oral exams must be documented in writing. The exam records must include the exam topic(s), time and place of the exam, the examinee's name, the exam questions asked, the assessments, the reasons for any negative assessment, and any special incidents have to be given. The records need to be signed by the examiners and passed on to the degree programme coordinator / continuing higher education programme coordinator.

7.2. Final exams

- 7.2.1. A final exam is defined as the exam at the end of a lecture or an integrated course. For such an exam which completes a lecture or an integrated course three exam dates (one main exam and two resits) need to be offered. Students can take a maximum of two of these offered exam dates. If an exam has been passed, however, it cannot be taken again. An additional written or oral exam date after the main exam and the resits can be granted by the degree programme director/ head of the continuing higher education programme under exceptional and justified circumstances. Final board exams are specially regulated in section 7.4.
- 7.2.2. Written final exams in degree programmes last 60, 90, or 120 minutes respectively, in continuing higher education programmes they last 30, 60, 90 or 120 minutes. The exam duration and the weighting of exam questions must be clearly visible in the exam papers. Written exams need to be graded within two weeks after the exam date. Results of oral exams have to be communicated immediately after the exam.
- 7.2.3. For courses with a final exam, the main exam dates (and preferably also the resits if possible) must be communicated at the start of the course, and two weeks before the exam at the latest.

³ Exams in courses which are related to bachelor theses are exempt from this regulation. These exams are dealt with in the "Guidelines for Bachelor Exams."



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- 7.2.4. The main exams for written final exams (in lectures and integrated courses) are to take place in the final regular course unit if possible. Oral exams have to be held soon after the courses in which the exam-relevant contents have been conveyed.
- 7.2.5. A resit date can take place at least two weeks after the results of the previous exam have been communicated to the students. The resits can also take place in course-free periods.
- 7.2.6. The main exam and the resits have to be offered in the same exam mode (written/oral, pen-and-paper/online/computer-based, multiple-choice, open questions etc.). In justified cases, the exam mode may still be changed for resits by the degree programme director/head of the continuing higher education programmes. Any changes in the exam mode, the method, the assessment criteria and the grading scales have to be communicated in a timely manner and at least two weeks before the resit. At the students' request, students' opinions must be heard too before any change. A change of mode is not deemed to have occurred if an exam announced as an in-person exam is changed to a remote exam, or vice versa.
- 7.2.7. Two weeks after the exam at the latest, written final exams have to be handed over to the degree programme coordinator / continuing higher education programme coordinator after marking and grading, for filing purposes. In case of a remote exam, the exams need to be archived electronically.
- 7.2.8. If the second exam attempt is graded a fail, this leads to a board exam after a minimum of 14 days after the grade has been communicated.

7.3. Grading continuous assessment

- 7.3.1. Continuous assessment and its modalities (contents, dates/deadlines, assessment criteria and grading scales) have to be made available at the start of the course both orally and in writing. Continuous assessment that is linked to attendance always takes place in regular course units of the respective course.
- 7.3.2. For continuous assessment, resits need not be offered. If there are to be resits, however, this also needs to be stated clearly at the start of the course.
- 7.3.3. If, for proven relevant personal, professional or health reasons, attendance-linked continuous assessment has not been possible and has resulted in a negative final grade for the course, the student needs to request the possibility of compensatory work (e.g. in the form of a written assignment) within two weeks after the negative final grade has been communicated. This request must be granted. The scope of such compensatory work must correspond to the workload missed. The nature of this compensatory work must be defined by the course instructor or the head of the International Programme, respectively, within a maximum of two weeks once the compensatory work has been granted. The compensatory assignment must be submitted by the student within four weeks after notification. On this matter, other regulations may apply for onsite continuing higher education programmes.



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- 7.3.4. Continuous assessment work by students and its assessment/grade must be documented in a methodically appropriate way by the lecturer. This documentation of learning behaviour must be promptly made available to students and archived for at least six months.
- 7.3.5. Continuous work must be assessed two weeks after the last part performance has been produced.

7.4. Board exams

- 7.4.1. Board exams are carried out by a board of three examiners, appointed by the degree programme director / head of the continuing higher education programmes, and consisting of a main examiner and two other formally qualified persons. These exams can be written or oral. The exam mode needs to be set by the degree programme director / with continuing higher education programmes by the head of the continuing higher education programmes in coordination with the respective programme director and needs to be communicated to the student(s) in good time, i.e., at least 14 days before the exam.
- 7.4.2. If students need to take several board exams, wherever possible the exam dates need to be at least two working days apart from each other.
- 7.4.3. A set board exam date can only be postponed for good reasons (especially illness, accidents, pressing professional appointments) and only after approval by the degree programme director/ head of the continuing higher education programme. This needs to be in writing and handed over to the degree programme coordinator/ continuing higher education programmes coordinator.
- 7.4.4. Board exams need to be documented in writing. According to §15 FHG, this also applies to oral final exams. In the exam records the exam topic(s), time and place of the exam, the examinee's name, the exam questions asked, the assessments, the reasons for any negative assessment, and any special incidents have to be given. The records need to be signed by the examiners and passed on to the degree programme coordinator/ continuing higher education programmes coordinator.
- 7.4.5. If the assessment records (reports, marked written exam papers) are not handed over to the student, they need to be stored for at least six months after the result has been communicated. In addition, the legal regulations for safe-keeping periods apply.

8. Exam registration and deregistration

- 8.1 For exam attempts in courses with final exams, one main exam date and two resit dates will be offered. Out of these three, a maximum of two options can be taken.
- 8.2 In degree programmes with mandatory exam registration, exams must be registered for, 21 days prior to the exam date at the earliest, and 7 days prior at the latest. Deregistration can also only take place in this period. Should the exam be rescheduled, registrations received will remain valid. Information on whether or not exam registration is required in a particular degree programme must be communicated to the students at the start of the semester. In



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degree programmes without exam registration, students are automatically registered for their exams.

In continuing higher education programmes, students are automatically registered for their exams and must deregister in case of absence.

For good and proven personal, professional or health reasons, deregistration will still be possible closer than seven days to the exam. The decision on what qualifies as a good personal reason for deregistration rests with the degree programme director / head of the continuing higher education programmes.

- 8.3 If the exam for which a student has registered is then not taken, this will count as a lost exam attempt.

With continuing higher education programmes, if an exam for which a student has registered is then not taken without giving any reasons (main date or resit date), this will count as a lost exam attempt.

Pursuant to §13 (5) FHG, if there is no good and sufficiently proven reason for not taking an exam, this will lead to a lost exam attempt for courses with a final exam.

- 8.4 Information on board exam dates can be obtained from the respective degree programme/ continuing higher education programme. Again, board exam dates can only be postponed or changed for good reasons.
- 8.5 If an exam cannot be taken for technical reasons beyond the students' control, this will have no effect on the student's number of exam attempts. This exam attempt will not count towards the total number of permitted exam attempts.

9. Recognition of prior learning

- 9.1. For the recognition of prior learning, the regulations according to § 12 FHG apply. These regulations do not apply to the recognition of courses completed during an exchange semester.
- 9.2. Formally acquired skills and competencies can be recognised if these result from prior university studies, and they can also be recognised for bachelor courses if skills have been acquired at secondary education level or corresponding levels of the European Qualification Framework (EQF) or the National Qualification Framework (NQF). In addition, recognition of skills acquired in non-formal settings (e.g. from job-relevant continuing education) or informally acquired skills (e.g. on the job or non-professional experience) is possible.
- 9.3. Students need to apply for the recognition of prior learning within the first two weeks of the respective semester. Applications for recognition of skills acquired during an exchange semester are exempt from this stipulation; these can also be submitted at a later point in the semester in which the corresponding course/module takes place. Applications must relate to a course/module held and offered in the current semester.
- 9.4. Recognition of prior learning essentially rests with the degree programme director according to § 12 FHG.



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For continuing higher education programmes, the responsibility for recognition of prior learning rests with the head of the continuing higher education programmes together with the respective programme director. Students who are enrolled in degree programmes or continuing higher education programmes that have implemented an electronic application system must use this system for their application. In continuing higher education programmes that have not implemented such a system, the applications need to be submitted on an individual basis by submitting a form.

- 9.5. A separate application is to be submitted for each course/module. As a rule, the decision on the application needs to be taken within two weeks after receipt of the form(s).
- 9.6. Competencies already considered for admission to a degree programme / continuing higher education programme cannot be recognised a second time for a course/module. Partial recognition is not possible.
- 9.7. Upon application by the student, the equivalent nature of formally acquired skills and competencies needs to be ascertained in relation to the competencies profile regarding contents and scope of the course/module to be recognised. If the competencies are equivalent, exams passed are to be recognised. A knowledge test is not required in this case. If they are of different levels as per EQF/NQF, equivalence of the competencies is to be ascertained separately.
- 9.8. For non-formally or informally acquired skills and competencies (on the job or in a non-professional experience) to be recognised, upon student application their equivalent nature in learning outcomes regarding contents, competence level and scope of the course/module to be recognised must be established in a validation procedure.

Appropriate proof of programme-relevant professional competencies are documents stating the job position, tasks, and duration (e.g. certificates of employment, references by employers, detailed account of duties). Students need to prove by means of a portfolio that the skills acquired correspond to the learning outcomes and contents defined in the curriculum/ECTS description of the course/module.

The process of portfolio creation must be initiated by the student by contacting the Recognition Office (recognition@hwg.at) by email at least one week before the start of the semester in which the course/module to be recognised is held. First-semester students will be informed about the recognition options when they sign their education contract. First-semester students who are starting their studies at the UAS for Business & Society for the first time and wish to apply for recognition of non-formal or informal learning for their first semester must contact the Recognition Office by email no later than the second day of the first semester to initiate the portfolio creation process. If the Recognition Office is not contacted in time, the portfolio creation process cannot be started and therefore an application for recognition of non-formal or informal knowledge or skills cannot be submitted.

If necessary, an expert discussion of the subject can be conducted to determine equivalence. Said discussion is to be organised by the head of the respective subject in degree programmes, or by the course lecturer in continuing higher education programmes.



- 9.9. Compulsory traineeships can be waived if students already have degree-programme-relevant work experience. This needs to be documented by stating the job position, tasks and duration (e.g. certificates of employment, references by employers, detailed account of duties). Proof of this needs to be submitted to the respective traineeship coordinator via application form or, in degree programmes with electronically supported application system, through the latter.

10. Use of unauthorised aids

- 10.1. If unauthorised aids are used (e.g. cheat/crib sheets, cribbing from other students, using unauthorised calculators or computers, using mobile phones for the exams, texting during exams, smart glasses, AI-tools, and similar devices or tools), the exam will be invalid. The exam attempt, however, does count towards the total number of permitted exam attempts, according to §20 FHG. Should any unauthorised aids be detected during the exam, the exam is immediately terminated without prior notice.
- 10.2. Students need to be informed in writing about permitted aids at least 14 days before the exam. These also have to be listed clearly on the exam papers.
- 10.3. Exam invigilators/examiners have to ensure that only permitted aids are used by students.
- 10.4. Plagiarism is defined as copying texts, contents, or ideas and passing them off as one's own. This particularly refers to the appropriation and use of text passages, theories, hypotheses, findings, or data in direct quotes, paraphrases or translations without quoting sources and authors.⁴ This definition also refers to visual and verbal texts of various kinds (e.g., images, tables, transcripts or paraphrases of podcasts).
- 10.5. In addition, according to §20 FHG, it is not acceptable to obtain assessments through fabricated or invented research results (e.g., fabrication of surveys, statistics, and observations) or through manipulating or forging data (falsification of the research process).⁵
- 10.6. If an exam is declared invalid because of the use of unauthorised aids, because of plagiarism, or because of the fabrication and falsification of data, this is registered in the student's records. The examiner reports the infringement against any of the rules listed above to the degree programme director / head of continuing higher education programmes, who informs the student of the consequences.
- 10.7. A single infringement against the rules mentioned above leads to a formal reprimand of the student; the exam attempt counts towards the total number of permitted exam attempts. Continuous and repeated infringements can lead to the student's expulsion from his/her studies at the UAS, according to the education contract.

⁴ This definition of plagiarism paraphrases the German definition retrieved from: ÖAWI – Österreichische Agentur für wissenschaftliche Integrität/Austrian Agency for Research Integrity (2026) Richtlinie der Österreichischen Agentur für wissenschaftliche Integrität zur guten wissenschaftlichen Praxis, S. 9. Online. <https://oeawi.at/wp-content/uploads/2026/07/OAWI-Richtlinie-2026.pdf> (21.08.2026)

⁵ Ibid.

11. Recognition of ECTS for student representatives

ECTS for time served as student representatives are recognized for particular modules or courses in the curriculum, according to §31 (3) HSG (Higher Education Act) 2014. Which modules or courses are chosen rests with the degree programme director / head of continuing higher education programmes.

12. Maximum duration of studies, postponing board exam dates, repeat year and interruption of studies

- 12.1. In total, the regular study duration of bachelor programmes and associate bachelor programmes pursuant to § 9 FHG (regular study duration in each programme is six semesters) and master programmes as well as associate master programmes pursuant to §9 FHG (regular study duration: three or four semesters) can be extended by a maximum of four semesters. For degree programmes, this maximum overrun duration includes possible interruptions of studies as well as repeat years. The maximum study duration of six semesters (bachelor) or three or four semesters (master) plus four semesters also applies if only the final oral bachelor or master exam has to be passed to complete the study programme.
- 12.2. A repeat year (according to §18 (4) FHG), or an application for interruption of studies pursuant to §14 FHG is only possible for students of degree programmes.
- 12.3. Postponing board exams: To comply with the curriculum and the implementation of §3 (2) 4 FHG, a board exam may be postponed a maximum of two times (for reasons stated in the exam guidelines). Should a further postponement be necessary (for the same reasons), the student must apply for an interruption of studies. If the board exam that is cancelled with suspensive effect for the student for the reasons stated in the exam regulations is a final exam (bachelor exam, master exam), an application for interruption of studies must also be filed in this case (see 12.4.) and the total duration of studies must not exceed the regular duration of studies plus four semesters.
- 12.4. Pursuant to §18 (4) FHG Students of degree programmes are permitted to repeat an academic year once after a failed board exam. The student needs to formally apply in writing for a repeat year within 30 days after having been informed of the negative grade. According to §18 (5) FHG, the degree programme director states which exams and courses need to be retaken.

With continuing higher education programmes, a failure to attend a board exam or a negative assessment of a board exam lead to termination of the programme.

- 12.5. An interruption of studies for degree students of degree programmes is permitted according to §14 FHG. Again, it is the student who needs to apply for interruption of studies. The beginning and end of each interruption must be precisely specified and written down when it is granted. The facts for the approval or non-approval of the interruption must be

sufficiently documented. An interruption of studies can only be filed after a first (positive or negative) exam performance and after November 15th of the first semester. As a rule, an interruption of studies cannot be applied for immediately before a board exam. An interruption can be pronounced for one year at most. After timely application of at least two weeks before expiry of interruption, an interruption can be extended for the maximum of one further year. During the interruption, no exams can be taken. With regard to exams, after the end of the interruption, the student will return to the status under study law at the time before the interruption.

13. Additional special provisions for conducting exams using electronic means of communication (online exams)

Exams may be conducted online.

Online exam formats must be selected in such a way that they can either be conducted using the existing technical infrastructure or comply with the minimum requirements for notebooks used for study and exam purposes. Students will be informed of the technical equipment required when the exam mode is announced.

For online exams, technical and organizational measures may be used to ensure that students complete the exam independently. These may include software for conducting secure online exams (e.g. Safe Exam Browser or proctoring software) that enables exams to be monitored using camera, microphone and screen recordings and/or blocks access to other programmes and the internet.

Lecturers may specify a time tolerance for the start of an exam, e.g. up to five minutes prior to the scheduled start time. As a result, the start and end times of the exam may vary individually; however, the total time available for completing the exam remains the same. This ensures that each student has the same amount of time available to complete the exam.

Only documents uploaded or parts of the exam saved within the exam period will be taken into consideration.

If students experience unexpected technical problems, they must document them as fully as possible (e.g. by taking a screenshot) no later than five minutes after they occur and report them to the respective lecturer by email as soon as possible.

Parts of an exam may be submitted subsequently if the student provides evidence that technical difficulties prevented the exam, either in whole or in part, from being submitted (e.g. screenshots of error messages).

If a student is unable to participate in an online exam for technical reasons for which they are not responsible, this will have no adverse consequences for the student. The exam attempt will be deemed invalid and will not count towards the maximum permitted number of exam attempts.