

GENERAL EXAMINATION REGULATIONS

for bachelor's and master's degree programs

valid from 01/10/2017

Important information (disclaimer): This translation is intended to provide information on examination-related matters to non-German-speakers. Only the German version of the examination regulations is legally binding. Any disputes relating to examination regulations will be interpreted according to the German version and its German legal foundations.

The following General Examination Regulations were drafted by the Central Examinations Commission (CEC) on 03/08/2017 by request of the University Senate (referring to the German version).

On 03/08/2017 the President agreed to these regulations in accordance with § 32 para. 3 of the Higher Education Act (*Landeshochschulgesetz*, LHG) of the state of Baden-Württemberg in its version from January 1, 2005, last modified by Article 3 from May 9, 2017 (GBl. pp. 245, 250).

There is no requirement to inform the State Ministry for Science, Research and Art according to § 70 para. 6 clause 2 LHG.

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A. General Provisions

§ 1 Scope

- (1) These General Examination Regulations form the basis of the rules governing the bachelor's and master's degree programs at SRH University Heidelberg, described in **Appendix 1 (Bachelor) and Appendix 1a (Master)** in accordance with the transitional regulation from § 33. **Appendices 1 - 4** form an integral part of the General Examination Regulations for bachelor's and master's degree programs. For more clarity, these General Examination Regulations include a sample of program-specific regulations, with explanations, as well as a sample Diploma Supplement (**Appendices 2 and 2a**).
- (2) Program-specific regulations and admission requirements for the bachelor's and master's degree programs are addressed in **Appendix 2 (Bachelor) and Appendix 2a (Master)**. Together with the General Examination Regulations, these program-specific regulations, in their current versions, form the program's Academic and Examination Regulations. The validity of **Appendices 2 and 2a** requires successful accreditation or reaccreditation as well as the approval of the Faculty Council of the respective School in case of any changes.
- (3) For all programs governed by binding state education and examination regulations, these regulations also apply in their most current version as part of the Academic and Examination Regulations.
- (4) For the sake of better legibility, these rules and regulations generally use "he" instead of "he/she". Official titles refer to both women and men. Titles are given using the form applicable to the gender of the title's current holder.

§ 2 Regular duration of studies, structure of studies and number of hours

- (1) Studies are divided into semesters. The duration and division of studies for the individual programs is determined in **Appendix 2 (Bachelor's degree programs) and Appendix 2a (Master's degree programs)**. The regular duration of studies includes the integrated internship and the examination, including the final paper (thesis).
- (2) The comprehensive list of required courses and required elective courses necessary to complete the bachelor's or master's degree, and the required examinations and coursework, is

found in **Appendix 2 (Bachelor's degree programs)** and **Appendix 2a (Master's degree programs)**.

- (3) The sequence of courses given in **Appendix 2 (Bachelor's degree programs)** or **Appendix 2a (Master's degree programs)** may be waived by the Examinations Committee in individual cases if there is a valid reason to do so. However, the total number of credit points (CP) must remain unchanged. The change must be documented.
- (4) Courses may be given in English.

§ 3 Internship

- (1) All bachelor's degree programs include at least one internship. Master's degree programs include an internship when this is stated in **Appendix 2a (Master)**. Further program-specific regulations regarding the form and scope of internships are found in **Appendixes 2 (Bachelor)** and **2a (Master)**. Moreover, relevant state education and examination regulations apply in accordance with §1 para. 2.
- (2) The Schools set up internship departments and draft regulations governing internships.
- (3) The choice of internship position is the students' responsibility. The students propose an internship position, which must then be approved by the dean or by a professor assigned by the dean; in cases of doubt, the Examinations Committee decides. Exceptions to this regulation are listed in **Appendix 2 (Bachelor)** and **Appendix 2a (Master)**.
- (4) An internship can only begin when the exams and coursework for previous courses have been successfully completed. In accordance with § 15, the Examinations Committee decides what examinations and coursework must be completed prior to beginning the internship.

§ 4 Structure of examinations

- (1) The bachelor's degree examination consists of the totality of all examinations within the course of study for the bachelor's degree. It consists of module examinations, partial module examinations, and the coursework required for both of these. The module examinations, partial module examinations and coursework are listed in **Appendix 2 (Bachelor's**

degree programs) for bachelor's degree programs, and in **Appendix 2a (Master's degree programs)** for master's degree programs. Examinations usually take place in the same term as the courses they are assessing and are related to the material in these courses.

- (2) At the term of the bachelor's or master's examination, the students must demonstrate their ability to conduct independent academic work within a set timeframe by writing a final paper (thesis). §§ 22 ff. and **Appendixes 2 and 2a** apply.
- (3) For every successfully completed module, the student earns credit points (§§ 10 para. 6, 32 para. 1). The total number of credit points for each bachelor's or master's degree program, and the distribution of these credit points among the modules, is determined in **Appendix 2 (Bachelor's degree programs)** and **Appendix 2a (Master's degree programs)**.
- (4) **Appendix 2 (Bachelor's degree programs)** and **Appendix 2a (Master's degree programs)** list, for every required and required elective course, the ungraded coursework that must be completed to be eligible to sit for the respective module examination. In some cases, coursework can be deferred until before the final examination.
- (5) In general, a module ends with a final examination. This examination can consist of partial examinations according to para. 1. Any deviation from this rule must have a specific didactic justification.
- (6) Examinations for courses given in English (see § 2 para. 4) may also be written in German. The final decision lies with the Examinations Committee, after a proposal by the respective Dean of Studies.

§ 5 Loss of eligibility for the program; deadlines

- (1) The students are to be informed in a timely manner about the form and number of coursework and module examinations, about their deadlines, and about the schedule for beginning and submitting the bachelor's or master's thesis. The students are also to be informed in a timely manner about the dates for make-up exams. In particular, § 13 of these Regulations and § 32 para. 5 clause 3 of the LHG apply.

- (2) Eligibility to sit for examinations and to continue the program is lost if the examinations for the bachelor's or master's degree are not completed at the latest three semesters after the deadline determined in Paragraph 1, unless the student is not responsible for the delay (§ 32 para. 5 LHG). If the University has agreed upon an individual schedule with the student (flexible studies, e.g. for professional athletes), the deadline named above may be postponed by a maximum of three semesters (§ 30 para. 3 clause 2 LHG).
- (3) Students are not responsible if they miss the deadline due to the provisions of the Maternal Protection Act or of laws governing parental leave or home care leave (§ 32 para. 3 and 4 LHG).

§ 6 General eligibility requirements for the bachelor's and master's examination

- (1) The bachelor's examination can only be taken by a person who
1. is registered for the bachelor's degree program at SRH University Heidelberg on the basis of a university entrance qualification, professional qualification, or successful completion of a qualifying examination, in accordance with § 58 LHG;
 2. has completed an internship, if required;
 3. has successfully completed all generally required coursework (§ 7b para. 1) as well as the coursework specific to the respective module examinations and module partial examinations listed in **Appendix 2 (Bachelor's degree programs)**.
- (2) The master's examination can only be taken by a person who
1. is registered for the master's degree program at SRH University Heidelberg on the basis of a university or equivalent degree in accordance with § 59 LHG
 2. has gathered at least one year of work experience for the occupational studies master's program (§ 59 para. 2 LHG)
 3. has successfully completed all generally required coursework (§ 7b para. 1) and the coursework specific to the respective module examinations and module partial examinations listed in **Appendix 2a (Master's degree programs)**.

§ 7 Examinations, provisions for disability

- (1) The bachelor's and master's examinations as well as the individual module examinations aim to test the competence and skills acquired in the modules. As a rule, the examinations (§ 4 para. 1) take place in the respective semester (in the examination forms described in §

7a and **Appendix 3**), unless another schedule is given in **Appendix 2 (Bachelor's degree programs)** or **Appendix 2a (Master's degree programs)**.

- (2) If a student can prove that a long-term or chronic physical disability prevents him from completing examinations, in full or in part, in their planned form, the responsible Examinations Committee may agree for the same examination to be completed in a longer timeframe, or for an equivalent examination of a different form to be taken. A doctor's note may be requested. The same applies to coursework. An advisor from the University is available to students for cases described in Clause 1.
- (3) In cases not covered in para. 2, the Examinations Committee may, after careful consideration of the individual case, agree for the same examination to be completed in a longer timeframe, or for an equivalent examination of a different form to be taken. The same applies to coursework.
- (4) Paragraphs 2 and 3 notwithstanding, the Examinations Committee may change an existing examination into an equivalent form if this is deemed necessary due to the material to be tested and if it is done no later than one month before the start of a new semester. The change must be announced and documented in a timely manner at the start of the new semester. This also applies to an electronic examination, as long as it is equivalent to the existing examination in its form and scope and the general conditions for the regular conduct of the examination are assured. In particular, it must be ensured that students taking the examination suffer no disadvantage from the use of software applications for the examination.

§ 7a Examination forms

- (1) The admissible forms of examination in bachelor's and master's degree programs are listed and defined in **Appendix 3** of the General Examination Regulations. **Appendix 3** is an integral part of these General Examination Regulations.
- (2) The rules in §§ 8, 9 and 9a of these General Examination Regulations remain unaffected.

§ 7b Coursework

- (1) Completing the coursework is required to sit for the respective examinations. Coursework generally consists of the obligation to actively participate in the courses, including completing home assignments and out-of-class work, actively participating in group work and other assignments.
- (2) The required coursework is listed in **Appendix 2 (Bachelor's degree programs)** and in **Appendix 2a (Master's degree programs)**. The examination forms named in § 7a and **Appendix 3** are to be used; the scope should be reduced as appropriate.

§ 8 Oral examinations

- (1) Through oral examinations, students verbally demonstrate the competencies acquired over the course of the module in an intensive examination setting. The examination should be targeted to the testing of the competencies acquired in the module.
- (2) Oral examinations generally take place with at least two examiners (panel examination) or with one examiner and one observer (§ 16), and may be individual or group examinations.
- (3) The duration of the oral examination is generally 20 minutes per person and subject, but no shorter than 10 minutes and no longer than 30 minutes. Oral examinations as part of the final examination (bachelor's or master's examination) generally last 30 minutes, unless a shorter duration is stated in **Appendix 2 (Bachelor's degree programs)** or **Appendix 2a (Master's degree programs)**.
- (4) The important aspects and results of an oral examination are written up in a report. The result is announced to the examinees at the end of the oral examination.
- (5) Students who plan to take the same module examination at a different examination date (different cohort) may be admitted as observers, unless the examinee objects. They may not attend the discussion and announcement of the results.

§ 9 Final written examinations, final papers and other written forms of examination

- (1) With the final written exams, final papers and other written exams, the students demonstrate the competencies they have acquired in the module. In particular, they should be able to solve tasks and discuss topics using the common methodologies of the respective field. The exams also serve to test whether the students possess the necessary fundamentals and knowledge of the subject. There can be a choice of topics. The examination should be aligned with the competencies that the module strives to transmit.
- (2) Final written exams generally last 90 minutes, unless otherwise specified in **Appendix 2 (Bachelor's degree programs)** or **Appendix 2a (Master's degree programs)**. As a rule, students have four weeks to write final papers; rules that deviate from this, including for other written examinations, are determined in **Appendix 2** or **Appendix 2a**, taking into account the rules set out in **Appendix 3**.
- (3) Eligibility for an examination may be tied to regular attendance of the respective class. This should be in accordance with § 7b in **Appendix 2** and **Appendix 2a**.

§ 9a Practical examinations

- (1) With the practice-oriented examination forms described in **Appendix 3**, students are required to demonstrate in practice how well they have mastered the competencies taught in the module.
- (2) More detailed regulations concerning the different examination forms are specified in **Appendix 3**. Students must be informed in a timely manner about the structure and scope of these examinations.

§ 10 Evaluation of examinations

- (1) The following grades are to be used for the evaluation of examinations:

Grade	Requirement	Decimal value
Excellent	An exceptional performance	1.0 to 1.2
Very good	A significantly above-average performance	1.3 to 1.5

Good	An above-average performance	1.6 to 2.5
Satisfactory	A performance that satisfies average expectations	2.6 to 3.5
Sufficient	A performance that fulfills the expectations despite some deficiencies	3.6 to 4.0
Insufficient	A performance that does not meet expectations due to serious deficiencies	5.0

- (2) Grades between 1.0 and 5.0 are awarded for the evaluation of examinations (module, bachelor's or master's examinations). Between 1.0 and 4.0, all values with one digit behind the decimal mark can be used.
- (3) If an examination consists of several partial examinations, each partial examination should be assigned a number of points. The grade for the examination is then calculated from the sum of points in the partial examinations.
- (4) In accordance with § 9, the passing grade for final written examinations is usually 50% of the maximum achievable number of points. Justification must be provided for scales that deviate from this. The weighting of each task should be clear to the examinees.
- (5) The final grade (§ 27) takes into account the grades for the individual examinations together with their weighing (usually based on the credit points, in accordance with para. 7). Should the weighting differ from the credit points accorded to a module, weighting is done based on the points indicated for this purpose in the module tables.
- (6) Only the integral values are considered when calculating the average; all digits behind the decimal point are disregarded, without rounding up or down.
- (7) To promote international comparability and transparency as well as the national and international mobility of students, each successfully completed module is assigned credit points (CP), which are determined in accordance with the European Credit Transfer System (ECTS) (resolution of the 98th Senate of the German Rectors' Conference from 10/02/2004, clause 3). Additionally, §32 para. 1 applies.
- (8) In view of the trend toward increased transparency in European higher education, the University prepares an overview of the final grade distribution (ECTS tables) in accordance with

Point 4 of the 2015 ECTS Guidelines. This gathers all the grades awarded to a reference group within two years.

§ 11 Missed examinations, uncompleted examinations, deception, violation of rules

- (1) If a student misses an examination or leaves before completing it without a valid reason, he receives a grade of "insufficient" (5.0). This also applies if an examination is not completed within the allotted time.

- (2) The reason provided for missing or leaving an examination or not completing it within the allotted time must be documented and presented to the Examinations Department of the School (§15a) in writing in a timely manner. If the cause is illness, the University may request a doctor's note, and sometimes a report from a doctor assigned by the University. If the reason is valid, the examinee may sit for the examination again or receive a deadline extension. The Examinations Committee rules on the validity of the reason in accordance with § 15. If a module examination consists of several partial examinations, the already completed partial examinations will be counted.

- (3) Someone who attempts to influence the results of his examination through deception or by using forbidden material aids receives a grade of "insufficient" (5.0) for that examination. Disrupting the examination can lead to exclusion from the examination by the examiner or the proctor; the person is awarded a grade of "insufficient" (5.0). In very serious cases, the Examinations Committee can exclude the person from further examinations.

- (3a) If errors are found in the contents or the form of the examination, the Examinations Committee determines whether the examination is valid or whether a new one should be held.

- (4) Students affected by a decision pursuant to paragraphs 3 and 3a have one month to request that the decision be examined by the Central Examinations Commission, in accordance with § 15 c. Negative decisions of the Central Examinations Commission should be communicated to the persons affected immediately; they should be grounded and accompanied by a notice on legal remedies.

§ 12 Passing and failing examinations

- (1) The passing grade for a module examination is "sufficient" (4.0). If a module examination comprises several examinations, the module examination is only passed if each examination receives at least a "sufficient" grade (4.0).
- (2) To pass the bachelor's examination, students must have passed all module examinations of the bachelor's examination and have successfully completed the practical study section, and been awarded at least a grade of "sufficient" (4.0) for the bachelor's thesis. The same applies to the master's examination if an internship is included.
- (3) If a student fails a module examination, or receives a grade below "sufficient" (4.0) on the bachelor's or master's thesis, he is to be informed about whether, when and what parts of the module examination, bachelor's or master's thesis he may repeat.
- (4) If a student definitively fails his bachelor's or master's examination, he is issued, at his request and upon presentation of the relevant documents and the certificate of exmatriculation, a certificate which shows the examinations passed and their grades, as well as the uncompleted examinations, and states that the bachelor's or master's examination was not passed.

§ 13 Retaking module examinations

- (1) Failed module examinations may be retaken once, after which the procedure described in para. 4 applies. It is not possible to re-sit an already-passed examination. The procedure stated in **Appendix 4** applies for making up for or retaking module contents.
- (2) In cases that fall under § 12 para. 1 clause 2, only one failed examination may be repeated.
- (3) The examination must be repeated at the latest during the regular examination schedule of the following semester. For the internship, at most two failed examinations may be repeated. If the deadline for repeating the examination is missed, the eligibility to sit for the examination expires, unless the student is not responsible for the missed deadline.
- (4) The Examinations Committee may allow a student to repeat a failed module examination a second time, upon the request of the student, if the student's previous grades and academ-

ic achievements justify the expectation that he can complete his studies successfully and if it is demonstrated that he was under particular hardship at the time of the first make-up examination (hardship petition). The petition must be submitted within one month of the announcement of the results of the make-up examination. If the student is not responsible for missing the deadline, he is entitled to be returned to the previous status. Paragraph 3 shall apply *mutatis mutandis*.

§ 14 Recognition of time studied, coursework and examinations (transfer of credits)

- (1) Time studied, coursework and examinations are recognized without an equivalence check if they were completed at a university in the Federal Republic of Germany and in a degree program which is subject to the same general regulations.
- (2) Time studied, coursework, examinations and internship semesters in a different field of study, not covered by paragraph 1, are recognized if no substantial differences can be shown and if the time studied, coursework, examinations and internship generally correspond to those for the course for which credit is sought in content, scope and requirements. This does not require a detailed comparison, but an overall evaluation of the importance of the completed coursework, examinations etc. for the aims of the degree program. If the University cannot find evidence of substantial differences, the time studied, coursework and examinations are recognized. As a rule, the Examinations Committee rules on recognition within four weeks, but no longer than within 2 months after receiving a complete application. The student submits an application to the Examinations Committee for the recognition of coursework and examinations. The decision on recognition is made on the basis of adequate information on the qualifications for which recognition is sought. The responsibility for providing adequate information rests primarily with the applicant. The burden of proof that an application does not meet the appropriate conditions lies with the Examinations Committee. If recognition is denied, the decision can be appealed.
- (3) For time studied, coursework and examinations at state-recognized distance learning and dual universities, paragraphs 1 and 2 apply *mutatis mutandis*; paragraph 2 also applies to time studied, coursework and examinations at technical and engineering colleges as well as at officer colleges of the former GDR.
- (4) Relevant internships (§ 3 para. 1) and professional practice are recognized. For achievements at other institutions (i.e. outside of the higher education system, in accordance with

§ 35 para. LHG), paragraphs 1 and 2 apply mutatis mutandis. Further details, in particular whether, under what conditions and to what extent the knowledge and skills that have been acquired outside institutions of higher education can be recognized, are governed by the current version of SRH University Heidelberg's credit transfer regulations. The transfer regulations may also provide for a placement exam and are an integral part of the Academic and Examination Regulations.

- (5) If coursework and examinations are recognized, the grades - insofar as the grading systems are similar - are taken over and included in the calculation of the final grade. If the grading systems are not similar, the achievement is marked "passed". It is possible to indicate the recognition in the certificate.
- (6) In addition to paras. 1-5, Appendix 5 of these Regulations (Transfer regulations) applies. Any specific regulations in Appendix 5 take precedence over the provisions above.

§ 15 Examinations Committee

- (1) The Examinations Committee is an organ of the Schools that is responsible for the organization of bachelor's and master's examinations for all degree programs associated with that School, as well as for the other tasks assigned by these Regulations.
- (2) The Examinations Committee has at least five members from the full-time academic faculty in accordance with § 44 para. 1 LHG, the majority of them professors. Deans of Study and program directors are automatically members of the Examinations Committee. Other members of the Examinations Committee and their deputies are elected as required by the Faculty Council. The Chairman and his deputy, who must both be professors, are elected at the constitutive assembly of the Examinations Committee from among its members. The Dean may not stand for election. Full-time employees of the School's Examinations Department (§ 15a) are automatically advisory members of the Examinations Committee.
- (3) The Examinations Committee has a quorum when the chairperson or his deputy and at least half of all voting members are present. Committee decisions are reached by simple majority vote; in a tied vote, the Chairperson's vote is decisive. As a rule, the Chairperson leads the sessions of the Examinations Committee.

- (4) The term of office for the elected members is three years. Should a member step down before the end of his term, the term of the new member runs until the end of that term. When deputies are not available, the Faculty Council decides on replacements.
- (5) The members of the Examinations Committee and their deputies have the right to sit in on examinations. They are subject to official secrecy.
- (6) The Examinations Committee is responsible for monitoring compliance with the Academic and Examination Regulations. It regularly informs the Faculty Council on the development of the duration of studies and examinations, including on the actual timeframe required to complete the bachelor's or master's thesis, as well as on the distribution of course and final grades. The Examinations Committee can offer suggestions for the reform of the curriculum and of the Academic and Examination Regulations. In particular, it is responsible for ruling on:
1. the consequences of breaches of examination rules (§ 11);
 2. passing and failing (§ 12);
 3. the appointment of examiners and proctors (§ 16);
 4. a second make-up examination (hardship petition, § 13 para. 4);
 5. the granting of deadline extensions (§ 5 para. 2);
 6. the decision on the recognition of time studied and examinations pursuant to § 14.

The Examinations Committee may transfer individual tasks to the Chairperson. This does not apply to decisions that terminate the studies of a student.

§ 15a School Examinations Department

Each School maintains an Examinations Department to provide administrative support to the Examinations Committee, as well as for the organizational implementation of the Academic and Examinations Regulations. The School's Examinations Department is responsible for planning the implementation of the bachelor's and master's examinations, informing the students about examination dates and reporting to the Examinations Committee.

§ 15b Central Examinations Department of the University

- (1) The University maintains a Central Examinations Department. The leadership of the Central Examinations Department has the right to take part in the sessions of the Examinations Committees.
- (2) The Central Examinations Department has the following tasks:
1. ensuring the uniform application of the Academic and Examination Regulations at the University;
 2. ruling on appeals in examination-related matters on behalf of the Chairwoman of the Central Examinations Commission;
 3. reporting to the Central Examinations Commission (§ 15 c);
 4. providing technical advice to the Examinations Committees on modeling issues when developing proposals to amend **Appendixes 2 and 2a**;
 5. awarding certificates;
 6. advising and providing technical assistance to the Schools' Examinations Departments.

§ 15c Central Examinations Commission

- (1) The following are members of the Central Examinations Commission: The Vice-President for Academic Affairs and Further Education (as Chairwoman), the head of the Central Examinations Department as well as the chairmen of the Schools' Examinations Committees. The Central Examinations Commission has a quorum when at least half of its members are present. Decisions are by majority vote of the members present. In a tie, the vote of the Chairman is decisive.
- (2) The main task of the Central Examinations Commission is monitoring the uniform application of the provisions of these General Examination Regulations across all Schools. It rules, on behalf of the Senate, on all requests for changes or supplements to the general provisions of the Academic and Examination Regulations for bachelor's and master's degree programs as well as to the associated appendixes (General Examination Regulations), with the exception of this paragraph. It further decides on the validity of the bachelor's or master's examination in accordance with § 29. The Central Examinations Commission may transfer some of its tasks to the Chairwoman.

- (3) Decisions reached in consultation with faculty members in accordance with para. 2 Point 2 must be presented by the Chairman of the respective Examinations Committee to the Chairwoman of the Central Examinations Commission in writing at the latest 90 days before the start of an academic year (01/10).

§ 16 Examiners and proctors

- (1) As a rule, only University lecturers in the sense of § 44 para. 1 no. 1 LHG may be examiners. Honorary professors, visiting professors and assistant lecturers (§ 44 para. 2 no. 1, 3 and 4 LHG) and academic faculty (§§ 44 para. 1 no. 2, 52 LHG) may be assigned as examiners when no University professors are available.
- (2) The names of the examiners should be announced in a timely manner.
- (3) Examiners and proctors must possess at least the qualification awarded by the examination to be assessed or an equivalent qualification. Persons who possess practical experience and training may also be assigned as examiners or proctors if they possess the same qualification as that awarded by the examination or an equivalent qualification.
- (4) Official secrecy applies to the examiners and proctors in accordance with § 15 para. 5.

§ 17 Protection provisions under the Maternity Protection Act (MuSchG), the Parental Leave Act (BEEG) and the Home Care Leave Act (PflegeZG)

- (1) Recourse to the protection provisions under §§ 3, 4 and 6 MuSchG (Maternity Protection Act as amended by the notice of June 20, 2002 (BGBl. I p. 2318), last amended by Article 8 of the Act of May 23, 2017 (BGBl. I p. 1228)) and in accordance with the terms of the BEEG (Parental Leave Act of 5 December 2006 (BGBl. I p. 2748), last amended by Article 6 para. 1 of the law of May 23, 2017 (BGBl. I p. 1228)) in the currently valid version of the Parental Leave Act as well as §§ 2, 3 and 4 PflegeZG (Home Care Law of May 28, 2008 (BGBl. I pp. 874, 896), last modified by Article 7 of the Act from December 21, 2015 (BGBl. I p. 242)) in the currently valid version is assured, provided concerned students fulfil their information duty in a timely manner.
- (2) The Examinations Committee prohibits the participation of pregnant or breastfeeding students in courses which pose significantly above-average risks for mother and/or child. The Examinations Committee determines whether and how pregnant or breastfeeding students can otherwise acquire the knowledge and skills that are taught in the courses in which they may not participate. There is no legal entitlement to the provision of a special teaching offer for pregnant or breastfeeding students. An announcement in electronic form suffices.

§ 18 - § 21 (repealed)

B. Bachelor's and master's degree examination

§ 22 Purpose and implementation of the bachelor's or master's degree examination

Together with all successfully completed required and required elective courses and coursework, the bachelor's or master's degree examination completes the respective degree program, qualifying the student for professional life. The final examination serves to determine whether the student has acquired an overview of the relationships within the subject, the ability to apply academic methods and findings and the in-depth expertise necessary for the transition to professional life.

§ 23 Eligibility requirements for the bachelor's or master's degree examination

- (1) **Appendix 2 (Bachelor's degree programs)** and **Appendix 2a (Master's degree programs)** list, by form and number, the completed examinations and coursework required for eligibility.
- (2) Should such a provision be lacking, as a rule no more than three examinations should still be missing before work on the final examination begins with the selection of the topic.

§ 24 Nature and scope of the bachelor's or master's degree examination

- (1) **Appendix 2 (Bachelor's degree programs)** and **Appendix 2a (Master's degree programs)** determine the scope (workload) and timeframe of the bachelor's or master's degree examination.
- (2) As well as the selected topic, the final examination may have as its subject the material in associated courses, insofar as these are listed as part of the program in **Appendix 2** or **Appendix 2a**. § 22 shall apply mutatis mutandis.

§ 25 Start and timeframe of the bachelor's or master's thesis

- (1) The thesis (bachelor's or master's thesis) is the academic paper that finalizes the candidates' studies and with which they demonstrate their ability to independently analyze a subject at an academic level. Students submit their suggestion for a topic for acceptance.

- (2) The topic of the bachelor's or master's thesis should be assigned at the latest three months after completion of all module examinations. The Dean signs off on the topic; he may delegate the decision to the respective program director. The topic and the date of acceptance are recorded. For the early application for or assignment of topics, § 23 applies.
- (3) The bachelor's or master's thesis is supervised by an examiner in accordance with § 16 para. 1 clause 1. Honorary professors, visiting professors and assistant lecturers (§ 44 para. 2 No. 1, 3 and 4 LHG) and research associates (§§ 44 para. 1 no. 2, 52 LHG) may be assigned as supervisors when no University lecturers are available and when they are active in a field relevant to the respective degree program. The bachelor's or master's thesis may also be supervised by persons with experience in professional practice and training, who possess at least the same qualification, or an equivalent qualification, as that awarded by the bachelor's or master's degree examination and in the same field of study. Cooperation with an external supervisor must be approved by the Chairman of the Examinations Committee. The same applies if the bachelor's or master's thesis is to be carried out in an institution other than the University.
- (4) The bachelor's or master's thesis can also be completed in the form of group work if the individual contributions to be assessed are clearly distinguishable through the provision of sections, page numbers or other objective criteria, can be separately evaluated and fulfil the requirements in paragraph 1.
- (5) The timeframe for the bachelor's or master's thesis is determined in **Appendix 2 (Bachelor's degree programs)** and **Appendix 2a (Master's degree programs)**. This is based on the credit points (CP) to be awarded in accordance with the guidelines of the Conference of Education Ministers. As far as this is necessary to guarantee equal examination conditions, or for reasons for which the candidate is not responsible, the timeframe may be extended by the period required by the justified hindrance; the Examinations Committee rules based on the opinion of the supervisor.

§ 26 Submission and evaluation of the bachelor's or master's thesis

- (1) The bachelor's or master's thesis must be submitted on time to the Examinations Department of the School; the date of submission is recorded. If students are unable to submit the thesis on time, they must immediately request an extension for a realistic period corresponding to their illness/disability (§11, para. 2). The extension of the timeframe in accord-

ance with Appendix 2/2a may not exceed 50% of the originally allotted time. At submission, students must certify in writing that the work - or their share of it, appropriately indicated, in the case of group work - was written independently and that no other than the specified sources and aids were used.

- (2) As a rule, the bachelor's or master's thesis is evaluated by two examiners. One of the examiners is the supervisor of the bachelor's or master's thesis. The evaluation shall not exceed four weeks.
- (3) If it is evaluated as being less than "sufficient" (4.0), the bachelor's or master's thesis may be repeated once; a third submission is not possible. The student should apply in writing to the Chairman of the Examinations Committee within two months of the notification of failing in order to be assigned a new topic. If the application deadline is missed, the student forfeits this right, unless he is not responsible for the missed deadline.

§ 27 Final grade and certificate

- (1) The final grade is calculated according to § 10 para. 2 to 4 from the grades for the module examinations and the grade for the bachelor's or master's thesis.
- (2) For outstanding results (final grade of at least 1.2), the mention "passed with distinction" is awarded.
- (3) A certificate for the successful passing of the bachelor's or master's examination is issued without delay, if possible within four weeks. The certificate includes the student's grades, the topic of the thesis and the grade received for it, as well as the final grade; the grades are shown in parentheses using decimal values in accordance with § 10 para. 4. Where applicable, the field of study, the areas of concentration and the duration of studies for the completion of the bachelor's or master's examination are included in the certificate.
- (3) The certificate for additionally completed modules and examinations, including the ECTS points earned, is issued separately from the certificate issued by the University.
- (4) The certificate bears the date of the day on which the last examination was taken.

§ 28 Bachelor's/master's degree, bachelor's/master's certificate and Diploma Supplement

- (1) When the student passes the bachelor's or master's examination, SRH University Heidelberg issues the bachelor's or master's degree approved by the responsible ministry and recognized by the state in the course of the accreditation of the degree program.
- (2) The Bachelor's or Master's Diploma is issued at the same and with the same date as the certificate. The diploma certifies the awarding of the bachelor's or master's degree. The Bachelor's or Master's Diploma is signed by the President and stamped with the seal of SRH University of Heidelberg.
- (3) In order to promote the international comparability of the bachelor's or master's program and its degree, an English-language Diploma Supplement is issued at graduation in the version valid for that academic year.

§ 29 Invalidity of the bachelor's or master's examination

- (1) If the candidate has engaged in deception during an examination, and if this fact emerges after issuance of the certificate, then the grade for the examination may be corrected according to § 11 para. 3. In this case, the module examination may be graded "insufficient" (5.0) and the bachelor's or master's examination declared as failed. The same applies to the bachelor's or master's thesis itself.
- (2) If the conditions for completing a module examination were not fulfilled, but without intentional deceit on the part of the candidate, and if this fact emerges after issuance of the certificate, this shortcoming is remedied by the student passing the module examination. If the candidate willfully obtained admission to the module examination without fulfilling all the conditions, the module examination may be graded as "insufficient" (5.0) and the bachelor's or master's examination declared as failed.
- (3) The interested parties are provided the opportunity to comment before a decision is reached.

(4) The incorrect certificate is to be retrieved and, if applicable, a new certificate issued. Along with the incorrect certificate, the Bachelor's or Master's Diploma is also withdrawn if the bachelor's or master's examination was declared failed because of deception.

(5) The decisions under this provision shall be taken by the Central Examinations Commission.

§ 30 Inspection of examination records, remonstration, appeal

(1) Within one year after the examination process is completed by the announcement of the evaluation, candidates may, upon their request, be granted a right to inspect, within measure, their written examinations, the evaluations of these and the examination minutes. Students may only view their own examination records.

(2) Within a period of two weeks after inspection of their examination records, students may lodge a remonstration in writing with the competent Examinations Committee. The remonstration must be substantiated. The evaluation will only be reconsidered if the remonstration describes sufficiently clearly on what points the initial evaluation was incorrect and to what extent these were relevant to the grade. The applicant must be informed of the results of the reconsideration in writing. If the remonstration was unsuccessful, an appeal may be lodged in accordance with para. 3.

(3) An appeal against decisions related to examinations must be lodged within one month of the student's receiving the evaluation of his examination. Appeals must be lodged with the respective Examinations Committee or with the Chairwoman of the Central Examinations Commission. If the Examinations Committee does not provide a remedy, the Chairwoman of the Central Examinations Commission issues a notice of appeal. This must include a notice on legal remedies and the student must be informed of it.

C. Definitions

§ 31 Courses, coursework and examinations

(1) The following abbreviations are used for courses:

Lecture	L
Seminar	S
Project Work	PW
Project Development	PD
Group Work	GW
Excursions	Exc
Problem oriented Learning	PoL
Roleplay	Ro
Case Studies	CS
Business Simulation	BS
Colloquium	Co
Exercise	Exe
Laboratory	La
Internship	Int
Tutorial	T
Demonstration	D
Thesis	Th

(2) The following abbreviations are used for the examination forms:

Examination forms	
Written	
Written Exam	WE
Student Research Project	SRP
Research and Documentation	RaD
Essay	Es
Exposé	Ex
Learning Diary	LD
Internship Report	IR
Protocol	Pro
Thesis	Th
Report	R
Test	Te
Oral	
Oral Exam	OE
Report/Presentation	RPr
Presentation	Pr
Colloquium	Co

Practical	
Project Work	PW
Roleplay	Ro
Case Studies	CS
Portfolio Exam	PE
Practical Work	PrW
Design	D
Moderation	Mod
Station Test (OSPE/OSCE)	ST
Practical Test	PT
Scientific Poster Presentation	SPP
Laboratory	La
Music	Mu
Multimedia/Multimodal Presentation	MM
Combined Examination Forms	
Combined Examination	CombE

(3) Special coursework (examination prerequisites) and examinations are covered in the examination forms listed in § 7 para. 1 and **Appendix 3**.

(4) Abbreviations of time units in the tables:

Wo.	- Weeks
Min.	- Minutes
Sem.	- Semester

§ 32 Determination of credit points and of their documentation

(1) In **Appendix 2 (Bachelor's degree programs)** and **Appendix 2a (Master's degree programs)**, credit points are assigned to all modules. These correspond to the European Credit Transfer System (ECTS). As a rule, a credit point corresponds to at least 25 hours of work.

(2) Courses that have a self-contained subject matter form a module. A module may be composed of several individual courses. Unless stated otherwise in **Appendix 2** or **Appendix 2a**, all courses in the bachelor's or master's degree programs are modules.

(3) After graduation, students may request that the completed achievements (modules, credit points and grades) be documented in a Transcript of Records in English for a fee based on SRH University Heidelberg's scale of fees.

D. Final Provisions

§ 33 Entry into force and transitional arrangements

- (1) These General Examination Regulations shall enter into force on 1/10/2017 upon signature by the President and apply to all students who join the University in the winter semester 2017/18.
- (2) Students who have already begun their studies in a bachelor's or master's degree program based on the CORE principle at SRH University Heidelberg at the time of entry into force of these Examination Regulations shall complete the examinations remaining to them according to the rules in Appendix 2 or 2a that were in force when they started the program, in accordance with the General Examination Regulations, insofar as this does not significantly disadvantage them.
- (2a) Unless stated otherwise in individual provisions, the examination regulations governing the expiring degree programs of the former SRH University Calw (as of 01/10/2017, Calw Campus of SRH University Heidelberg) remain unaffected and are adopted by SRH University Heidelberg as of 01/10/2017.
- (3) The right to be assessed in accordance with the applicable version of Appendix 2 and 2a expires 12 months after the regular duration of studies.

Heidelberg, 03/08/2017

Seal of SRH University Heidelberg

The President

Valid without signature or seal

Prof. Dr. Katja Rade

E. Legal Review

These General Examination Regulations for bachelor's and master's degree programs at SRH University Heidelberg are in accordance with the regulations of the State Higher Education Act of Baden-Württemberg (LHG) as amended by Article 1, 3.HRÄG of March 27, 2014 (Journal of Laws. p. 99), last modified by Article 3 of the Act from May 9, 2017 (GBl. pp. 245, 250). The General Examination Regulations underwent a legal review by the Central Examinations Department of SRH University Heidelberg. They do not violate examination-specific provisions of the LHG and are in full compatibility with the provisions of the LHG.

Urs Michael Heck

(Team Management Law & Central Examinations Department)

Appendix 1 to the Bachelor's Degree Examination Regulations 03/08/2017

Bachelor's degree programs at SRH University Heidelberg

School	Program	Academic degree
Business	Business Administration/Int. Business	Bachelor of Arts
Business (Campus Calw)	Business Administration ¹	Bachelor of Arts
Therapeutic Sciences	Music Therapy	Bachelor of Arts
Therapeutic Sciences	Physiotherapy	Bachelor of Science
Therapeutic Sciences	Occupational Therapy	Bachelor of Science
Information, Media and Design	Crossmedia Design	Bachelor of Arts
Information, Media and Design	Applied Informatics	Bachelor of Science
Information, Media and Design	Business Informatics	Bachelor of Science
Information, Media and Design	Virtual Reality	Bachelor of Science
Information, Media and Design (Campus Calw)	Media & Communication Management	Bachelor of Arts
School of Engineering & Architecture	Facility Management	Bachelor of Engineering
School of Engineering & Architecture	Electrical Engineering	Bachelor of Engineering
School of Engineering & Architecture	Mechanical Engineering ²	Bachelor of Engineering
School of Engineering & Architecture	Industrial Engineering ³	Bachelor of Engineering
School of Engineering & Architecture	Architecture	Bachelor of Arts
Social and Legal Sciences	Business Law	Bachelor of Laws
Social and Legal Sciences	Social Work	Bachelor of Arts
Social and Legal Sciences	Social Law	Bachelor of Laws
Social and Legal Sciences	Childhood Pedagogy	Bachelor of Arts
Applied Psychology	Business Psychology	Bachelor of Science

¹ Also as "International Track" respectively "International Business" (all events in English)

² Also in part-time

³ Also in part-time

Applied Psychology	Health Psychology	Bachelor of Science
Applied Psychology	Psychology	Bachelor of Science

Appendix 1a to the Master's Degree Examination Regulations 03/08/2017

Master's degree programs at SRH University Heidelberg

School	Program	Academic Degree
Business	International Midmarket Management (consecutive)	Master of Arts
Business	Sports Management (consecutive)	Master of Arts
Business	Sales Management (further education)	Master of Business Administration
Business	Management and Leadership (konsekutiv)	Master of Arts
Therapeutic Sciences	Music therapy, application-oriented (consecutive)	Master of Arts
Therapeutic Sciences	Therapy Sciences (consecutive)	Master of Arts
Therapeutic Sciences	Dance and Movement Therapy (consecutive)	Master of Arts
Information, Media and Design	Applied Computer Science (consecutive)	Master of Science
Information, Media and Design	Big Data und Business Analytics (further education)	Master of Science
School of Engineering & Architecture	Construction Management (consecutive)	Master of Engineering
School of Engineering & Architecture	Architecture (consecutive)	Master of Arts
School of Engineering & Architecture	International Business and Engineering (consecutive)	Master of Engineering
School of Engineering & Architecture	Information Technology (consecutive)	Master of Engineering
Social and Legal Sciences	International Business and Corporate Law (consecutive)	Master of Laws
Social and Legal Sciences	Social Work, Psychosocial Counselling and Health Promotion (consecutive)	Master of Arts
Social and Legal Sciences	Social Law (consecutive)	Master of Laws
Applied Psychology	Psychology (consecutive)	Master of Science

Appendix 2/2a to the Academic and Examination Regulations – module table template with notes – updated July 2014

Group number: xxx, Duration of study: xxx to xxx Last updated															
Bachelor's/Master' degree program xxx (B.xx./M.x.x.) consecutive/further education															
No.	Module/Course	Form	Block No.	Duration in weeks per semester						CP	Form of examinations		Form of coursework		Weight
				1	2	3	4	5	6		Semesters	Form	Semesters	Form	
	----- Required Courses -----														
	Introduction to Mathematics			5					6	1	Oral examination	1	Report	6	
	Business Administration -Accounting -Taxes -Law			5					6	1	Written Examination			6	
	----- Required Elective Courses -----														

Program-specific regulations

(1) Specific admission requirements

- a. Scope of pre-studies internship or work experience, first degree etc.
- b. If applicable, other documentation, e.g. grade point average of secondary education, physical suitability, language skills, , specific professional accomplishments/prerequisites etc.

(2) General provisions of the degree program

- a. Total credit points needed (CP). Workload per CP (25-30 hours). If applicable, note on the weighting of the modules for the calculation of the final grade for the bachelor's degree (e.g. corresponds to CP).
- b. Type of studies (e.g. on-campus studies). Special attendance rules (applies especially to internships or seminars etc.) Special provisions for admission to examinations.

(3) Particular rules regarding the contents of the program

- a. Scope of the internships and name of the corresponding modules, if available.
- b. Notes on required elective courses and special regulations, if applicable
- c. Additional courses – possibility of completing additional examinations beyond those required (e.g. through certificates).

(4) Thesis and specific provisions for graduation

- a. Additional information regarding the Bachelor's Thesis module. Timeframe for completion and scope of the colloquium. Weighting of the partial requirements within the module.
- b. Notes e.g. regarding state examination.

The following information is provided in the individual fields of the tabular overview of a program (Appendix 2 and 2a of the SPO):

Headers

1. The first header consists of:

- 1.1. The number of the class: the first four numbers identify the program, the next two the starting year for the class, and the last two the number of the class for that year.
- 1.2. The duration: corresponds to the regular duration of studies
- 1.3. The date of entry into force: this is the date on which the version comes into force
- 1.4. The version of the module table (V): when changes are made to the module table, a new version with a new date of entry into force is created.

2. The second header consists of:

- 2.1. The academic degree (Bachelor's/Master's)
- 2.2. The name of the degree program
- 2.3. The area of concentration
- 2.4. For master's programs, an indication of whether it is continuing/further education
- 2.5. An indication regarding part-time/dual studies, if applicable

Columns

1. "No." Column:

This column contains the module/course number, which, together with the corresponding degree program number, is used to classify the module/course. The same four numbers used for modules and courses are also used for the coursework for those modules/courses. Coursework is indicated with -VL. As of Version 2, the version of the module is listed after the number of the module.

Examples:

M-1079	Robotics Module
K-1079	Robotics Course
K-1079-VL	Prerequisite Robotics Course
M-1079-VL	Prerequisite Robotics Module
M-1079-VL-2	Prerequisite Robotics Module Version 2
A-1001	Bachelor's Thesis (A = Thesis Module)

Reasons for the different module versions:

- Changes to the structure of the module (different courses, different number of courses).
- Changes to the duration of the module
- Different forms of examination
- Different weightings for the examinations
- Different evaluation methods (graded/ungraded)

2. "Module/Course" column:

This contains the name of the module/course. The structure of the module is described in the cells of this column. A module always consists of at least one course, which then has the same name as the module. In that case only the module name is shown in the cell.

If the module consists of several courses, these are listed in the corresponding cells of the table. The column is arranged into a field for required courses and one for required elective courses, if applicable.

3. "Form" column:

The form of examination is listed here (see §31 – Teaching and examination forms).

4. "Block No." column:

Block numbers of the weekly blocks of the program.

5. "Duration in weeks per semester" column:

This column shows in which semester a block is given, and of how many weekly hours it consists.

6. "CP" column:

This shows the number of credit points earned upon completing the module's examination.

7. "Form and number of examinations per semester" column:

Divided into "Sem" and "Form".

- "Sem" refers to the semester in which the examination takes place.
- "Form" lists the number and form of examinations necessary to complete the module and indicates whether they are assigned to the module or to an associated course. If a module has several examinations, their respective weighting is shown. If no weighting is given, they are weighted equally. If an examination is not graded, this is indicated by "unb. (=unbenotet, which means ungraded)".

8. "Form of the coursework" column:

Divided into "Sem" and "Form".

- "Sem" refers to the semester in which the coursework is completed.
- "Form" indicated the coursework required to complete the module and whether it is assigned to the module or to an associated course. Coursework is ungraded.

9. "Weight" column:

This column shows the weight of the grade received for the module in the final grade. The weighting is usually, but not always, based on the credit points.

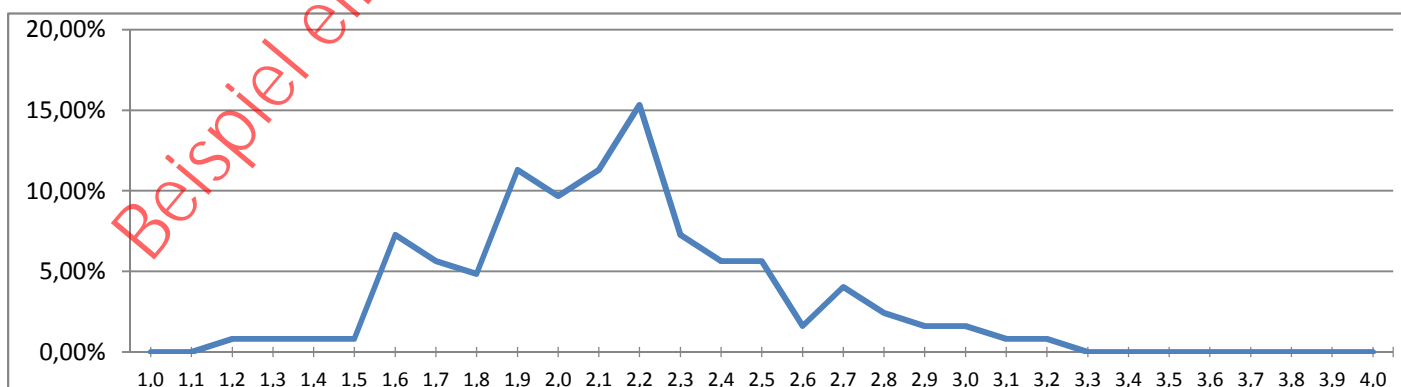
Notenverteilung - Grading table

Betriebswirtschaft (B.A.) / Business Administration (B.A.)

Absolventen 2016 / Graduates 2016

Note grade	Absolute Häufigkeit absolute frequency	Anteil percentage	Kumulierte Häufigkeit cumulated frequency
1,0	0	0,00%	0,00%
1,1	0	0,00%	0,00%
1,2	1	0,81%	0,81%
1,3	1	0,81%	1,61%
1,4	1	0,81%	2,42%
1,5	1	0,81%	3,23%
1,6	9	7,26%	10,48%
1,7	7	5,65%	16,13%
1,8	6	4,84%	20,97%
1,9	14	11,29%	32,26%
2,0	12	9,68%	41,94%
2,1	14	11,29%	53,23%
2,2	19	15,32%	68,55%
2,3	9	7,26%	75,81%
2,4	7	5,65%	81,45%
2,5	7	5,65%	87,10%
2,6	2	1,61%	88,71%
2,7	5	4,03%	92,74%
2,8	3	2,42%	95,16%
2,9	2	1,61%	96,77%
3,0	2	1,61%	98,39%
3,1	1	0,81%	99,19%
3,2	1	0,81%	100,00%
3,3	0	0,00%	100,00%
3,4	0	0,00%	100,00%
3,5	0	0,00%	100,00%
3,6	0	0,00%	100,00%
3,7	0	0,00%	100,00%
3,8	0	0,00%	100,00%
3,9	0	0,00%	100,00%
4,0	0	0,00%	100,00%

Summe total	124
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Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. HOLDER OF THE QUALIFICATION

1.1 Family Name / 1.2 First Name

1.3 Date, Place, Country of Birth

1.4 Student ID Number or Code

2. QUALIFICATION

2.1 Name of Qualification (full, abbreviated; in original language)

Title Conferred (full, abbreviated; in original language)

2.2 Main Field(s) of Study

2.3 Institution Awarding the Qualification (in original language)

Status (Type / Control)

2.4 Institution Administering Studies (in original language)

Status (Type / Control)

2.5 Language(s) of Instruction/Examination

Certification Date:

Chairman Examination Committee

3. LEVEL OF THE QUALIFICATION

3.1 Level

3.2 Official Length of Programme

3.3 Access Requirements

4. CONTENTS AND RESULTS GAINED

4.1 Mode of Study

4.2 Programme Requirements/Qualification Profile of the Graduate

4.3 Programme Details

4.4 Grading Scheme

4.5 Overall Classification (in original language)

Certification Date:

Chairman Examination Committee

5. FUNCTION OF THE QUALIFICATION

5.1 Access to Further Study

5.2 Professional Status

6. ADDITIONAL INFORMATION

6.1 Additional Information

6.2 Further Information Sources

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:
Urkunde über die Verleihung des Grades vom [Date]
Prüfungszeugnis vom [Date]
Transcript of Records vom [Date]

Certification Date: _____

(Official Stamp/Seal)

Chairman Examination Committee

8. NATIONAL HIGHER EDUCATION SYSTEM

The information on the national higher education system on the following pages provides a context for the qualification and the type of higher education that awarded it.

8. INFORMATION ON THE GERMAN HIGHER EDUCATION SYSTEM¹

8.1 Types of Institutions and Institutional Status

Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI).²

- *Universitäten* (Universities) including various specialized institutions, offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research so that advanced stages of study have mainly theoretical orientation and research-oriented components.

- *Fachhochschulen* (Universities of Applied Sciences) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies a distinct application-oriented focus and professional character of studies, which include integrated and supervised work assignments in industry, enterprises or other relevant institutions.

- *Kunst- und Musikhochschulen* (Universities of Art/Music) offer studies for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media; and in a variety of design areas, architecture, media and communication.

Higher Education Institutions are either state or state-recognized institutions. In their operations, including the organization of studies and the designation and award of degrees, they are both subject to higher education legislation.

8.2 Types of Programmes and Degrees Awarded

Studies in all three types of institutions have traditionally been offered in integrated "long" (one-tier) programmes leading to *Diplom-* or *Magister Artium* degrees or completed by a *Staatsprüfung* (State Examination).

Within the framework of the Bologna-Process one-tier study programmes are successively being replaced by a two-tier study system. Since 1998, a scheme of first- and second-level degree programmes (Bachelor and Master) was introduced to be offered parallel to or instead of integrated "long" programmes. These programmes are designed to provide enlarged variety and flexibility to students in planning and pursuing educational objectives, they also enhance international compatibility of studies.

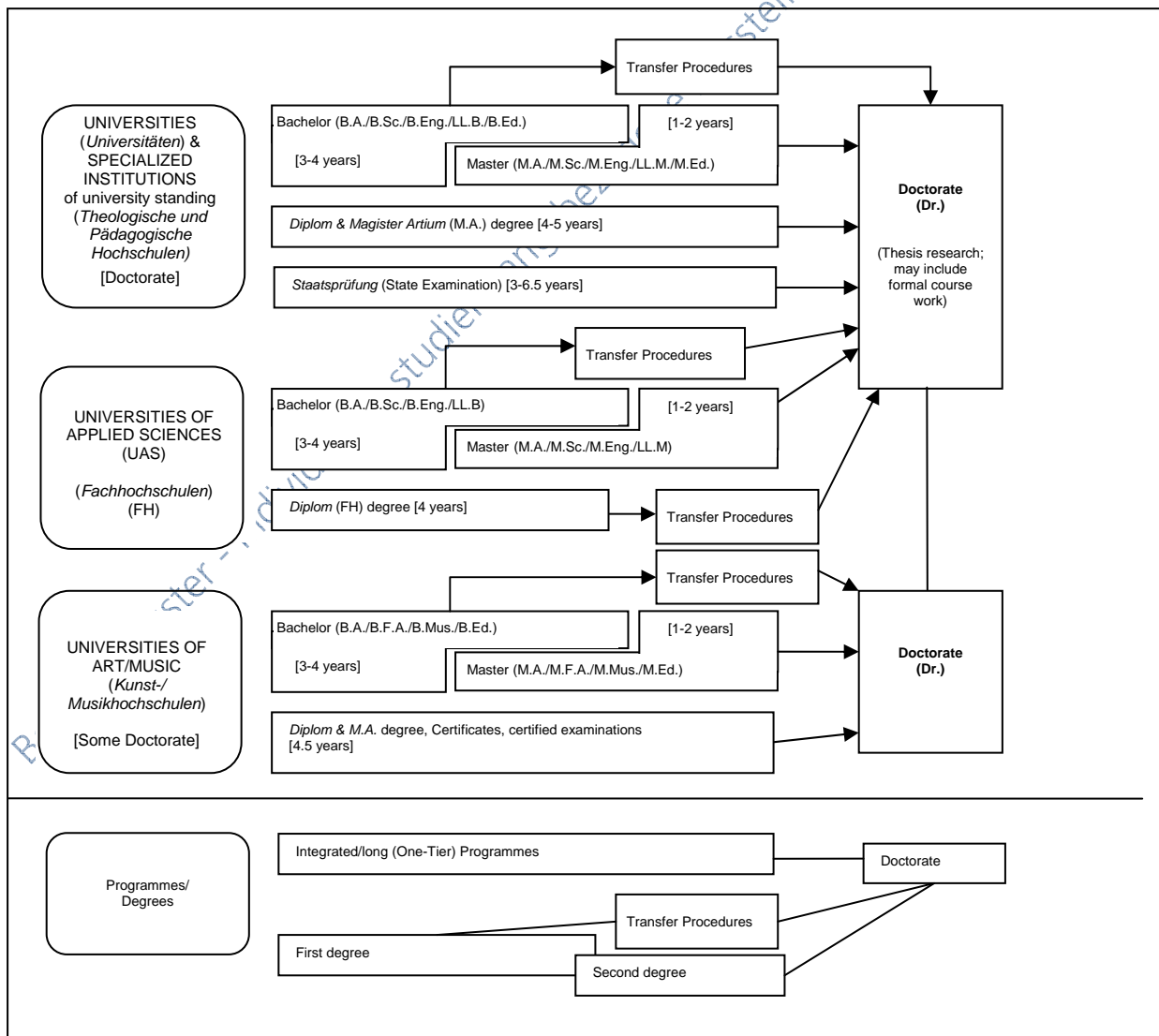
The German Qualification Framework for Higher Education Degrees³ describes the degrees of the German Higher Education System. It contains the classification of the qualification levels as well as the resulting qualifications and competencies of the graduates.

For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

8.3 Approval/Accreditation of Programmes and Degrees

To ensure quality and comparability of qualifications, the organization of studies and general degree requirements have to conform to principles and regulations established by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (KMK).⁴ In 1999, a system of accreditation for programmes of study has become operational under the control of an Accreditation Council at national level. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the quality-label of the Accreditation Council.⁵

Table 1: Institutions, Programmes and Degrees in German Higher Education



8.4 Organization and Structure of Studies

The following programmes apply to all three types of institutions. Bachelor's and Master's study courses may be studied consecutively, at various higher education institutions, at different types of higher education institutions and with phases of professional work between the first and the second qualification. The organization of the study programmes makes use of modular components and of the European Credit Transfer and Accumulation System (ECTS) with 30 credits corresponding to one semester.

8.4.1 Bachelor

Bachelor degree study programmes lay the academic foundations, provide methodological skills and lead to qualifications related to the professional field. The Bachelor degree is awarded after 3 to 4 years.

The Bachelor degree programme includes a thesis requirement. Study courses leading to the Bachelor degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.⁶

First degree programmes (Bachelor) lead to Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus.) or Bachelor of Education (B.Ed.).

8.4.2 Master

Master is the second degree after another 1 to 2 years. Master study programmes may be differentiated by the profile types "practice-oriented" and "research-oriented". Higher Education Institutions define the profile.

The Master degree study programme includes a thesis requirement. Study programmes leading to the Master degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.⁷

Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (L.L.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.). Master study programmes which are designed for continuing education may carry other designations (e.g. MBA).

8.4.3 Integrated "Long" Programmes (One-Tier): Diplom degrees, Magister Artium, Staatsprüfung

An integrated study programme is either mono-disciplinary (*Diplom* degrees, most programmes completed by a *Staatsprüfung*) or comprises a combination of either two major or one major and two minor fields (*Magister Artium*). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study. An Intermediate Examination (*Diplom-Vorprüfung* for *Diplom* degrees; *Zwischenprüfung* or credit requirements for the *Magister Artium*) is prerequisite to enter the second stage of advanced studies and specializations. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a *Staatsprüfung*. The level of qualification is equivalent to the Master level.

- Integrated studies at *Universitäten (U)* last 4 to 5 years (*Diplom* degree, *Magister Artium*) or 3 to 6.5 years (*Staatsprüfung*). The *Diplom* degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the *Magister Artium* (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies preparing for the legal, medical and pharmaceutical professions are completed by a *Staatsprüfung*. This applies also to studies preparing for teaching professions of some *Länder*.

The three qualifications (*Diplom*, *Magister Artium* and *Staatsprüfung*) are academically equivalent. They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.

- Integrated studies at *Fachhochschulen (FH)*/Universities of Applied Sciences (UAS) last 4 years and lead to a *Diplom (FH)* degree. While the *FH/UAS* are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

- Studies at *Kunst- und Musikhochschulen* (Universities of Art/Music etc.) are more diverse in their organization, depending on the field and individual objectives. In addition to *Diplom/Magister* degrees, the integrated study programme awards include Certificates and certified examinations for specialized areas and professional purposes.

8.5 Doctorate

Universities as well as specialized institutions of university standing and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master (UAS and U), a *Magister* degree, a *Diplom*, a *Staatsprüfung*, or a foreign equivalent. Particularly qualified holders of a Bachelor or a *Diplom (FH)* degree may also be admitted to doctoral studies without acquisition of a further degree by means of a procedure to determine their aptitude. The universities respectively the doctorate-granting institutions regulate entry to a doctorate as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor.

8.6 Grading Scheme

The grading scheme in Germany usually comprises five levels (with numerical equivalents; intermediate grades may be given): "*Sehr Gut*" (1) = Very Good; "*Gut*" (2) = Good; "*Befriedigend*" (3) = Satisfactory; "*Ausreichend*" (4) = Sufficient; "*Nicht ausreichend*" (5) = Non-Sufficient/Fail. The minimum passing grade is "*Ausreichend*" (4). Verbal designations of grades may vary in some cases and for doctoral degrees.

In addition institutions partly already use an ECTS grading scheme.

8.7 Access to Higher Education

The General Higher Education Entrance Qualification (*Allgemeine Hochschulreife, Abitur*) after 12 to 13 years of schooling allows for admission to all higher educational studies. Specialized variants (*Fachgebundene Hochschulreife*) allow for admission to particular disciplines. Access to *Fachhochschulen* (UAS) is also possible with a *Fachhochschulreife*, which can usually be acquired after 12 years of schooling. Admission to Universities of Art/Music may be based on other or require additional evidence demonstrating individual aptitude. Higher Education Institutions may in certain cases apply additional admission procedures.

8.8 National Sources of Information

- *Kultusministerkonferenz (KMK)* [Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany]; Graurheindorfer Str. 157, D-53117 Bonn; Tel.: +49(0)228/501-0; Fax: +49(0)228/501-777

- Central Office for Foreign Education (ZaB) as German NARIC; www.kmk.org; E-Mail: zab@kmk.org

- "Documentation and Educational Information Service" as German EURYDICE-Unit, providing the national dossier on the education system (<http://www.kmk.org/dokumentation/deutsche-eurydice-stelle-der-laender.html>)

- *Hochschulrektorenkonferenz (HRK)* [German Rectors' Conference]; Ahrstrasse 39, D-53175 Bonn; Fax: +49(0)228/887-110; Phone: +49(0)228/887-0; www.hrk.de; E-Mail: post@hrk.de

- "Higher Education Compass" of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. (www.higher-education-compass.de)

¹ The information covers only aspects directly relevant to purposes of the Diploma Supplement. All information as of 1 July 2010.

² *Berufsakademien* are not considered as Higher Education Institutions, they only exist in some of the *Länder*. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some *Berufsakademien* offer Bachelor courses which are recognized as an academic degree if they are accredited by a German accreditation agency.

³ Qualifications Framework for German Higher Education Qualifications (Produced by the German Rectors' Conference, the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany and the Federal Ministry of Education and Research, and adopted by the Standing Conference on 21 April 2005)

⁴ Common structural guidelines of the *Länder* for the accreditation of Bachelor's and Master's study courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 10 October 2003 as amended on 4 February 2010).

⁵ "Law establishing a foundation "Foundation for the Accreditation of Study Courses in Germany" of 15 February 2005 Entered into force: 26 February 2005, nr. 5, p. 45 in connection with the Declaration of the

Länder to the Foundation "Agreement on the Foundation "Foundation: Accreditation of Study Courses in Germany" (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 16 December 2004).

⁶ See note No. 5.

⁷ See note No. 5.

Appendix 3 to the General Examination Regulations, version 03/08/2017

Definition of the examination forms referred to in § 7a/b of these regulations

General remarks:

Constructive alignment is the combination of the examination forms, the contents of the examinations, the learning goals (the *learning outcomes*) and the teaching forms in the modules. Accordingly, the examination forms listed below serve to determine to what extent the students have incorporated the **skills** that the respective module aims to transmit. The following definitions contain the general rules regarding the examination forms and procedures. While these definitions may include information on the duration or scope of an examination, the module tables in **Appendix 2** (Bachelor's degree programs) or **Appendix 2a** (Master's degree programs) may contain differing rules, which take precedence for the sake of constructive alignment. Depending on the specific skillset that a course is meant to impart, constructive alignment may sometimes require combining various examination forms within the same examination (**CombE** – combined examination). In this case the students must be informed in advance. The skills listed under "Examination objectives" serve as indications of what acquired competencies may be tested.

Predominantly written examinations (with German abbreviations)

Examination form (abbr.):	Written Examination (WE)
Examination objectives (skills):	To test students' knowledge of material and methodology (material and methodology skills)
Definition and procedure:	A written examination is completed under supervision. It should test whether students can, within a set time and with limited resources, reproduce the acquired knowledge and recognize and solve a problem using common methods.
Duration/scope:	60-120 mn.
Number of examiners:	At least 1

Examination form (abbr.):	Student Research Project (SRP)
Examination objectives (skills):	To test students' ability to independently write an analytical academic text (material, methodology and personal skills)
Definition and procedure:	A Student Research Project is a written academic paper incorporating and analyzing relevant literature. Students are usually given four weeks to write it. Final papers test whether students can grasp problems in their larger context and devise approaches for a solution.
Duration/scope:	4 weeks/15-20 pages
Number of examiners:	At least 1

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Examination form (abbr.):	Research and Documentation (RaD)
Examination objectives (skills):	To test students' grasp of the fundamentals of academic work (material and methodology skills)
Definition and procedure:	Research and documentation are essential skills in academic work. Research refers to the systematic search, acquisition and selection of information on a specific subject. Documentation refers to the ordering, archiving and managing of this information. Both are necessary steps for solving an academic problem. The techniques and methods involved in research and documentation are taught at the start of the students' studies through practical exercises.
Duration/scope:	4 weeks
Number of examiners:	At least 1

Examination form (abbr.):	Essay (Es)
Examination objectives (skills):	To test students' aptitude to independently write a critical academic text (material, methodology and personal skills)
Definition and procedure:	The essay (French: <i>essai</i> ; German <i>Versuch</i>) is a short, demanding, consciously subjective text on a specific topic in a scientific, political, philosophical or similar field. The essay is an appropriate form for topics that are thought-provoking and allow space for personal ideas. The starting point may be a specific problem, thesis or controversial issue. Essays are an avenue for students to express original thoughts. Essays differ from final papers by generally being shorter and mainly reflecting the students' own ideas and assessments.
Duration/scope:	4 weeks/5-10 pages
Number of examiners:	At least 1

Examination form (abbr.):	Exposé (Ex)
Examination objectives (skills):	To test students' ability to design a plan for writing an academic paper (material and methodological skills)
Definition and procedure:	A written exposé entails the presentation of a research question for an academic paper. It is a brief description of the aim of the project, presenting the research question, the theoretical background, the methodology, the structure, relevant literature and a schedule. The exposé should inform the examiner of the envisaged design of the paper, allowing him to determine whether the undertaking, in its presented form, is realistic or in need of modifications.
Duration/scope:	Depends on the scope of the academic paper; max. 15 pages
Number of examiners:	At least 1

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Examination form (abbr.):	Report (R)
Examination objectives (skills):	To test students' ability to summarize and evaluate a topic (material and methodology skills)
Definition and procedure:	Reports are written papers that document and evaluate a topic or event. Students should show that they are able to grasp and evaluate the issues. Particular attention is paid to the differentiation between the presentation of facts or ideas and their evaluation.
Duration/scope:	2 weeks/5-10 pages
Number of examiners:	At least 1

Examination form (abbr.):	Learning Diary (LD)
Examination objectives (skills):	Critical reflection and organization of learning experiences (material and personal skills)
Definition and procedure:	The learning diary is an ongoing logbook of the student's own learning process. The student writes down the major points of the learning material in his own words. Note that this is a separate activity from note-taking during lectures. The learning diary is a proven instrument for students to document their own learning practices, systematically reflect upon them and change them if necessary. It also serves to make the learning process more binding and sustainable.
Duration/scope:	Duration of a module; usually 4 weeks
Number of examiners:	At least 1

Examination form (abbr.):	Internship Report (IR)
Examination objectives (skills):	Reflective analysis of the internship (material, methodological and personal skills)
Definition and procedure:	The practical report is a written report on the internship. Its aim is to allow students to document and reflect upon their personal learning process and skill acquisition during the internship. In addition, they should present examples of how the material and methodology skills they acquired over the course of their studies were applied in the field.
Duration/scope:	Duration of the internship; 10-20 pages
Number of examiners:	At least 1

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Examination form (abbr.): Protocol (Pro)

Examination objectives (skills): To test students' ability to condense and summarize a topic (material, methodological and personal skills)

Definition and procedure: A protocol shows the student's ability to grasp and provide a condensed account of a sequence of events in written form.

Duration/scope: Depends on subject and situation

Number of examiners: At least 1

Examination form (abbr.): Test (Te)

Examination objectives (skills): To test students' learning progress and ability to reproduce the acquired knowledge (material skills)

Definition and procedure: A test is generally a brief written paper to test learning progress. Questions on topics that have already been covered must be answered concisely. The test serves as a self-monitoring instrument for students and is an easy method for the lecturer to measure the progress of their knowledge over the course.

Duration/scope: 10-30 mn.

Number of examiners: At least 1

Examination form (abbr.): Thesis (Th)

Examination objectives (skills): To test students' ability to present the acquired material and methodology skills and their grasp of the subject on a selected topic at the completion of their studies (material methodology and personal skills)

Definition and procedure: Bachelor's and master's theses are academic final papers, written under the supervision of an advisor at the end of the students' studies. A thesis should show that the student knows how to apply what he has learned and can independently investigate a topic of his own choosing in an appropriate amount of time.

Duration/scope: Depends on the subject – see Appendixes 2/2a; bachelor: 30-60 pages, master: 40-80 pages

Number of examiners: At least 2 (first and second reviewer)

Predominantly oral examinations

Examination form (abbr.): **Oral Exam (OE)****Examination objectives (skills):** Ability to discuss the topic with the examiner (material and personal skills)**Definition and procedure:** An oral exam allows the candidate to show that he recognizes the interconnections within the subject field, can present factual arguments about them, and knows how to situate and discuss specific questions within these interconnections. The oral exam also aims to test whether the student has a broad knowledge of the fundamentals of the subject.**Duration/scope:** Usually 20 mn.; at least 10 and at most 30 mn.; see §8 para. 3 of the General Examination Regulations**Number of examiners:** At least 2 – please see §8!**Examination form (abbr.):** **Report/Presentation (RPr)****Examination objectives (skills):** Ability to research and present a scientific topic; the focus lies on a clear, memorable presentation and on the ability to situate the topic within the broader subject field (material, methodology, social and personal skills)**Definition and procedure:** The presented paper consists of:

1. An independent, in-depth, possibly written discussion of a problem related to the course material, including a discussion of relevant literature.
2. The presentation of the work and its findings and a question-and-answer session. The Q&A may extend to other topics in the module.

The presented paper can be either an individual or a group effort. If students work in a group, their respective roles must be clearly defined in the (written) preparation period.

Duration/scope: Variable preparation time. Oral presentation time usually 20 mn., but at least 10 and at most 30 mn.; see §8 para. 3 of the General Examination Regulations**Number of examiners:** At least 1; 2 preferable → please refer to §8 for the oral presentation part of the exam!**Examination form (abbr.):** **Presentation (Pr)****Examination objectives (skills):** Ability to give a clear and focused presentation of a complex topic and to situate it within a larger context (material, methodology, social and personal skills)**Definition and procedure:** A presentation allows students to showcase their ability to process a specific topic within a set timeframe in order to present it clearly and concisely to an audience and situate it in a larger context. It also tests their ability to respond to questions and input by the audience. The subject matter may include the entire module. Group presentations are possible, but the examiner should define the role of each student within the group beforehand. There is no written part (compare with the presented paper).**Duration/scope:** Variable preparation time. Oral part usually 20 mn., but at least 10 mn. and at most 30 mn.; see §8 para. 3 of the General Examination Regulations.**Number of examiners:** At least 2 – please refer to §8!

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Examination form (abbr.): **Colloquium (Co)**

Examination objectives (skills): Validation of the sum of the material and personal skills acquired over the course of the student's studies (material, methodology, personal and social skills)

Definition and procedure: A colloquium is a type of oral exam taken in connection with a thesis or other form of examination. In it, the student explains his work and demonstrates that he has comprehensively examined the subject and can address research questions in the subject field at an academic level.

Duration/scope: Usually 30 mn.; see §8 para. 3 of the General Examination Regulations!

Number of examiners: At least 2

Predominantly practical examinations

Examination form (abbr.): **Project Work (PW)**

Examination objectives (skills): To test students' ability to develop a project in a team (material, methodology, social and personal skills)

Definition and procedure: The project is generally a practice-oriented work that students must complete within a given timeframe, with a specific goal set by the examiner. The core of the project is the analysis and critical discussion of complex problems and their solution. Students are required to apply various information and methodologies. The topic may be self-selected or assigned by the examiner. As projects are generally group efforts, they also develop communication and cooperation skills.

A successful project involves a well-founded academic analysis of the problem, the development of concrete implementation strategies, their execution, and an evaluation. This process is generally documented through a presentation on the project's development and implementation; a written discussion of the underlying data may also form part of the examination.

Duration/scope: Duration and scope vary depending on the project and topic. Please refer to §9a para. 2 point 2!

Number of examiners: At least 1; 2 preferable → please refer to §8 for the oral part of the examination!

Examination form (abbr.): **Roleplay (Ro)**

Examination objectives (skills): To test students' perception, cooperation, communication and problem-solving skills (material, methodology, social and personal skills)

Definition and procedure: A roleplay's main aim is to test the student's competence. This occurs through reflective action, own experience, self-reflection and the feedback of observers. The comparison between self-reflection and the reflections of others opens up useful spaces for learning. Roleplays serve to present learned material, processes or methods in a playful manner but according to set rules. These rules must be followed in all phases of the game. Roleplays generally have 3 phases: the preparation phase, the game phase and the evaluation phase.

Duration/scope: 30-90 mn.; please refer to §9a para. 2 point 2!

Number of examiners: At least 1; 2 preferable → please refer to §8 for the oral part of the examination!

Anlage 3 zur Rahmenprüfungsordnung der SRH Hochschule Heidelberg (HSHD)

Examination form (abbr.): Case Study (CS)

Examination objectives (skills): To test students' perception, cooperation, communication and problem-solving skills (material, methodology, social and personal skills)

Definition and procedure: The starting point of a case study is a real-life situation that requires the development of a strategy to address the problem. The students take on the role of actors in that situation. They interpret the case, analyze connections, research additional information and, based on all these, develop possible solutions. These solutions are then discussed and possibly compared with the actual solutions that were devised or decisions that were taken in that situation. Case studies are primarily aimed at developing competence. Students must show that they can grasp complex situations, independently acquire information and make good decisions.

Duration/scope: Please refer to §9a para. 2 point 2!

Number of examiners: At least 1; 2 preferable → please refer to §8 for the oral part of the examination!

Examination form (abbr.): Portfolio Exam (PE)

Examination objectives (skills): Monitoring and documentation of students' learning progress throughout the course, both in terms of material and in terms of skillsets (material, methodology and personal skills)

Definition and procedure: A portfolio contains a collection of carefully selected works that documents the student's achievements, his learning progress and the state of his advancement in a subject at a point in time. The student must justify his selection and discuss its relevance to his learning progress.

Duration/scope: Please refer to §9a para. 2 point 2!

Number of examiners: 1

Examination form (abbr.): Moderation (Mod)

Examination objectives (skills): Ability to actively lead and accompany learning processes, and to lead controlled, condensed, dialog-promoting discussions (material, methodology, social and personal skills)

Definition and procedure: Moderation can take place in the framework of group work or in a lecture. Students must show that they can design didactic learning arrangements for their fellow students using a variety of methods or accompany a group effort's processes and results and summarize its core findings.

Duration/scope: Usually 30-45 mn.; up to 90 to 135 mn. for group moderation. Please refer to §9a para. 2 point 2!

Number of examiners: At least 1 + 1 proctor → please refer to §8 (oral examination)!

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Examination form (abbr.):	Station Test (ST) OSCE=Objective structured clinical examination / OSPE=Organized structured practical examination
Examination objectives (skills):	To test students' procedures and behavior when completing theoretical and practical tasks (material, methodology, social and personal skills)
Definition and procedure:	In an OSCE/OSPE examination, the candidates run through a course of testing stations. At these stations various competencies, both theoretical and especially practical (clinical), are put to the test. An OSCE/OSPE should consist of at least four stations. Testing time must be the same at all stations and should be determined prior to the examination. At each station, the task is read out to the students or is presented to them in writing. There is a trained examiner at each station who evaluates the students with the help of a checklist.
Duration/scope:	At least 4 stations; duration per station usually 5 to 8 mn.
Number of examiners:	= number of stations; please refer to §8 for the oral part of the examination!

Examination form (abbr.):	Scientific Poster Presentation (SPP)
Examination objectives (skills):	To test students' ability to present the results of a scientific work graphically in a clear, condensed form (material, methodology, social and personal skills)
Definition and procedure:	A scientific poster presentation is a visual presentation to an informed audience in the form of a poster documenting a topic with text, images and graphs. This examination form consists of the actual poster and the presentation built around that poster. Generally the large-format poster should include, beside formal information (authors, title, university logo etc.), the core points of the work in a few sentences: starting point, objective or research question, methodology, findings. It should be clear and comprehensible to non-specialists. The main focus of the examination is therefore on whether the student can present the essence of his work briefly, precisely and comprehensibly and can reflect on the value of the work and its findings.
Duration/scope:	4 weeks; oral part usually 5-15 mn.
Number of examiners:	At least 1; see §8 for the oral part of the examination if applicable.

Examination form (abbr.):	Practical work (PrW)
Examination objectives (skills):	To test students' practical skills under realistic conditions (material, methodology, personal and social skills)
Definition and procedure:	Through practical work, the students showcase their ability to solve a concrete task or problem individually or in teams using real-life methods. The specific requirements, the concrete testing and evaluation criteria and the duration can vary depending on the subject and topic and are therefore set individually by each examiner.
Duration/scope:	Depends on subject; duration of examination varies depending on task and topic. See §9a para. 2.
Number of examiners:	At least 1; depends on the specific design of the examination

Anlage 3 zur Rahmenprüfungsordnung der SRH Hochschule Heidelberg (HSHD)

Examination form (abbr.): **Practical Test (PT)**

Examination objectives (skills): To test students' practical skills under realistic conditions (depending on focus: material, methodology, personal and social skills)

Definition and procedure: Practical tests (here, in an IT and engineering context) are practical tasks that students must complete immediately during the examination. All the tools and aids that would typically be available under real conditions are allowed. The students show their ability to find appropriate solutions to smaller problems under set conditions and to justify their decisions. The evaluation focuses on the quality and appropriateness of the solution and on the arguments in the justification.

Duration/scope: 60-240 mn.

Number of examiners: At least 1

Examination form (abbr.): **Design (D)**

Examination objectives (skills): To test students' practical skills under realistic conditions (depending on focus: material, methodology, personal and social skills)

Definition and procedure: A design (in the context of architecture) is a suggestion for planning a space, developed independently and under consideration of given or self-assigned requirements. A design allows students to show that they are capable, individually or in a group, of taking an overall approach that includes e.g. urban planning, functional, constructional, technical and/or aesthetic aspects in their totality and with their interactions, and that they can bring these aspects together in an individual design statement. The design generally takes the form of sketches, models, animations and/or textual explanations.

Duration/scope: Duration and scope of the examination depend on the topic. Please refer to §9a para. 2 point 2!

Number of examiners: At least 1

Examination form (abbr.): **Music (Mu)**

Examination objectives (skills): To test students' practical abilities under realistic conditions (depending on focus: material, methodology, personal and social skills)

Definition and procedure: The Music examination form involves fulfilling an artistic task on the respective instrument (required, required elective, individual instrument). Depending on the task, this can be a solo, duo or group effort. The presentation may also involve a textual representation (program, roadmap).

Duration/scope: 5-20 mn.

Number of examiners: At least 1; 2 preferable

Anlage 3 zur Rahmenprüfungsordnung der SRH Hochschule Heidelberg (HSHD)

Examination form (abbr.): Praxis Situation (PS)

Examination objectives (skills): To test students' practical abilities under realistic conditions (depending on focus: material, methodology, personal and social skills)

Definition and procedure: In a praxis situation, students are presented with a real case. As in real-life situations, they are usually given no time to prepare. They must briefly introduce the client and then show that they have the knowledge and skills to ascertain theoretical causes (e.g. anatomy, pathology) in this case through questioning.

Based on the case, students must show that they are capable of selecting an adapted client- and target-oriented diagnostic procedure and therapy/technique and of justifying their decisions.

Students also demonstrate the execution of the chosen diagnostic procedures and therapies/techniques on a fellow student. Their social and personal skills, e.g. communication, directions and interaction with the "client" in a set timeframe, are also evaluated.

Duration/scope: 20-40 mn.

Number of examiners: At least 1

Examination form (abbr.): Multimedia or Multimodal Presentation (MM)

Examination objectives (skills): To test students' practical abilities under realistic conditions (depending on focus: material, methodology, personal and social skills)

Definition and procedure: Preparation of contents for a multimedia or multimodal presentation that engages several senses, includes physical, sensual elements of perception (embodiment) and demonstrates a creative combination of various media, materials or artistic/aesthetic forms of design or expression. The multimedia or multimodal presentation can be an individual or a group effort.

Duration/scope: 15 - 60 mn.

Number of examiners: At least 1; 2 preferably → please refer to §8 for the oral part of the examination!

Examination form (abbr.): Lab (La)

Examination objectives (skills): To test students' ability to apply theoretical knowledge to lab and/or mechanical processes and evaluate it (depending on focus: material, methodology, personal and social skills)

Definition and procedure: A lab examination includes preparation, execution and documentation as well as an analysis of the results of lab tests or testing systems, based on a research question. Through the examination of a topic assigned by the lecturer, students demonstrate that they can apply existing knowledge and information correctly to the execution of lab work. This includes the technical measurement of relevant values and the written evaluation, interpretation and evaluation of the experiment's results.

Duration/scope: Duration and scope of the examination depend on the topic. Please refer to §9a para. 2 point 2!

Number of examiners: At least 1

Appendix 4

to the Academic and Examination Regulations for bachelor's and master's degree programs, WS17/18

I. Procedure for students who need to make up for module contents:

- (1) Students have the possibility to make up for module contents that they have missed partially or completely, e.g. due to illness, using the teaching and learning material available for the module. These teaching and learning materials associated to the course (course material, home assignments, exercises including hints for the solution, list of specialized literature etc.) are located on a central server, allowing students access to them.
- (2) Student must also arrange two appointments with their lecturer. The first meeting is to inform the students about the teaching and learning material available for the module contents that they have missed. This ensures that the students can concentrate on those teaching and learning contents that they need to make up for. In the second meeting, the lecturer checks on the progress of the students. The students must then sit for the examination to complete the module.

II. Availability of the information for students who have missed module contents:

- (1) The students are informed about how to make up for module contents they have missed, e.g. due to illness, during the introductory class as well in the study guide. It is the students' responsibility to arrange further one-on-one meetings with the relevant lecturers beyond the two obligatory appointments discussed in Sec. I (2).
- (2) The Examinations Departments of the Schools at SRH University Heidelberg announce an examination schedule for the regular examinations, i.e. those that need to be completed within the (5-week) module, at the start of each semester. At the same time they also release the schedule for make-up exams for those students who will not complete the examinations on the regular dates, for whatever reason – e.g. illness, failing, unexcused absence. This creates transparency right at the start of the semester about when the examinations and the make-up examinations will take place, allowing the students to concentrate on preparing for their exams.
- (3) To prepare for the exams, the students can access the course-accompanying materials (course materials, home assignments, exercises with hints for the solutions, lists of specialized literature etc.). This ensures that a temporary absence, e.g. due to illness, does not necessarily entail an interruption of the students' studies or an extension of the duration of their studies beyond the regular duration.

Appendix 5 to the General Examination Regulations Regarding the transfer of courses, coursework and examinations and the recognition of non-university qualifications (transfer regulations)

Due to § 70 para. 6 point 1 and § 35 para. 1 of the Higher Education Act (*Landeshochschulgesetzes Baden Württemberg, LHG*) in its version from 01/04/2014, last modified by Article 3 of the Act from May 9, 2017 (GBl. p. 245, 250), and based on the decision of the Conference of Education Ministers from 10/10/2003 in its version from 04/02/2010 and in complement to §14 of these General Examination Regulations, on August 3, 2017 the Central Examination Commission, in the name of the Academic Senate of SRH University Heidelberg (HSHD), ruled on the following **Appendix 5 to the General Examination Regulations regarding the transfer of courses, coursework and examinations and the recognition of non-university qualifications.**

§ 1 Scope and purpose

- (1) This Appendix to the General Examination Regulations (hereinafter: Regulations) provides the framework for a uniform, transparent and efficient process for the transfer of credits, courses, coursework and examinations (hereinafter credits) and the recognition of qualifications at SRH University Heidelberg in accordance with the law of May 16, 2007 (*Bundesgesetzblatt Jahrgang 2007 Teil II Nr. 15*) based on the agreement of April 11, 1997 on the transfer of qualifications among universities in the European region (Lisbon Convention) and of § 35 paras. 1 and 2 of the LHG. It regulates the transfer of courses, coursework and examinations and the recognition of non-university qualifications at HSHD in all master's and bachelor's degree programs. The Regulations apply together with the program-specific Appendix 2/2a for the degree program for which a credit transfer or recognition is sought.
- (2) The transfer of credits is based on the "substantial difference" criterion in §§ 2 and 3.
- (3) The recognition of non-university qualifications is based on the "equivalence" criterion in § 4.
- (4) The competence for transfer and recognition procedures of the respective institutions in accordance with § 5 of these Regulations remains unaffected.

§ 2 Transfer of credits

- (1) Credits received at public or state-accredited universities in Germany or abroad are generally accepted. A credit transfer can only be refused when the learning outcomes are shown to differ substantially in terms of contents, qualification level and profile from the equivalent coursework or examination at HSHD. It should be noted that credits that whose requirements are significantly higher than those of their equivalents at HSHD do not represent a substantial difference in the sense of these Regulations. Modules that can be completed without ungraded examinations (coursework) or without graded examinations are also recognized; an indication of this recognition in the certificate is permitted.
- (2) The **criteria** for accepting a credit transfer in accordance with para. 1 are the **learning outcomes** or **learning objectives**, the **quality**, the **level**, the **workload** and the **profile** of the coursework or examination.

1. Learning outcomes or objectives

No substantial difference in learning outcomes or objectives is considered to exist when these do not differ

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substantially from their equivalents in terms of knowledge, competence, application of the knowledge, personal, social and methodology skills, and difficulty. This is not based on a direct comparison but on an overall review and evaluation of the impact of the outcomes or objectives on the goal of the course of study.

2. Quality

No substantial difference in quality is considered to exist when the credits were received in one of the following degree programs:

- a. Accredited degree program at a university in Germany, or degree program at a university in Germany whose quality assurance system is accredited;
- b. Degree program at a university in a foreign country with which there is a cooperation agreement on the exchange of students in that degree program or in the same field;
- c. A degree program run jointly with a foreign university; see paragraph 3;
- d. A degree program or subject at a foreign university accredited by the Department for Foreign Education (*Zentralstelle für ausländisches Bildungswesen, ZAB*) of the German Federal Standing Committee of the Ministers of Education (*Kultusminister Konferenz, KMK*); in case of doubt, refer to the relevant office at HSHD;
- e. If a degree program at a university in Germany does not fall under the obligation of accreditation (in particular Diplom, Magister or Staatsexam degree programs), other relevant criteria may be used to evaluate its quality.

3. Level

No substantial difference in level is considered to exist when the credits received in a degree program were received at a similar level of the graduate system (bachelor's degree, master's degree or other degree program). Degree programs abroad should be categorized according to the equivalence class of the aimed-for degree based on the evaluation of the Department for Foreign Education (ZAB). Credits received in a degree program that is categorized at another level may also be recognized if the learning outcomes in the sense of No. 3 are similar to those of their equivalent. The multiple use of the same credits in sequential degree programs is not permitted; credits cannot be transferred for a master's degree if they were completed in the course of a bachelor's degree. This does not apply to credits received in addition to the bachelor's degree on which the master's degree program is based.

4. Workload

No substantial difference in the workload is considered to exist when the workload has a similar scope or, should the scope be different, when the learning outcomes in the sense of No. 3 were achieved. The qualitative outcomes (learning outcomes in the sense of No. 3) carry a greater weight than the quantitative scope (workload) in the evaluation. If credit points are assigned in line with the European Credit Transfer System (ECTS) or another credit point system, the workload should be compared in terms of credit points; differences in credit point systems should be taken into account. Recognition may also be granted when no credit points were assigned if the documentation as described in para. 6 indicates that the coursework or examinations were completed and the learning outcomes in the sense of No. 3 were sufficiently achieved. Please refer to para. 7 point 7.

5. Profile

No substantial difference in profile is considered to exist if in case of recognition the essential characteristics of the equivalent degree program, determined by the examination regulations or the module handbooks, e.g. main focus or central qualification and skill objectives, have been satisfied. When comparing, the extent to which the course, coursework or examination enables the student to successfully continue their studies and complete their degree should be examined in light of the degree program's profile rather than in a detailed examination.

- (3) For the recognition of credits completed abroad, the terms of university cooperation agreements should be taken into account.

§ 3 Application for the transfer of credits

- (1) For identical or similar degree programs, applicants or students must inform HSHD if they have completed credits that may fall within the scope of §2 para. 1. A respective application must be made. In other cases, applicants or students may forgo the application for recognition.
- (2) The transfer process requires an application; please refer to para. 1. Applicants must provide the necessary documents in German or English to the competent authority (usually the School's Examinations Department); the competent authority may allow further languages. The final decision is made by the Examinations Committee following acceptance and registration at HSHD. To the extent that it is possible and necessary for assessing the remaining duration of studies, the competent authority may request a non-binding pre-assessment.
- (3) The documentation must provide the following information about the credits to be transferred:
 1. Learning outcomes or learning objectives
 2. University
 3. Degree program
 4. Time period
 5. Evaluation, including failed coursework or examinations and the number of repeat attempts
 6. WorkloadShould there be a Learning Agreement or other similar individual binding agreement, this must be presented. This also applies for a certificate of recognition delivered by HSHD for foreign documentation of previous education. The credits must be documented with an original or a certified copy of the certificate from the university where they were received. Should there be no module handbook to evaluate the learning outcomes or learning objectives in the sense of No. 5 or the workload in the sense of No. 6, these should be substantiated through appropriate documentation with the required information.
- (4) When credits are recognized, and provided that the grading systems are comparable, the grades received are also transferred and included in the overall grade according to the rules of the relevant Examination Regulations. If ECTS grade conversion tables exist for the foreign university, these are used to convert the grades unless otherwise specified in the relevant Examination Regulations. In the absence of an ECTS or similar grade conversion table (e.g. law school grade conversion, **CEC decision of 12/07/2016**), the grade is converted according to the modified Bavarian formula (**Appendix**). When this is not possible or there is no grade, the credit is marked "Pass". A reevaluation of already transferred credits is not possible. Transferred credits are marked as such in the transcript of records. The recognized credits are assigned the credit points foreseen by the relevant Regulation.
- (5) If possible, a credit transfer should be for an entire module. If a credit transfer is accepted for just one course, recognition of partial module requirements or, in certain justified cases, of full module requirements, may be granted, conditional on the completion of any outstanding coursework or examinations. Applicants must be notified of any such conditions and deadlines in writing.
- (6) Students who plan to study abroad and want their time abroad to be recognized should discuss this in advance with the Chairperson of the Examinations Committee or a representative. The results of this discussion should be put in writing in the form of a Learning Agreement. Once documentation is provided that the coursework or examinations have been completed, they should be recognized.
- (7) The following is inadmissible:
 - a. Transfer of a single examination for which the Examination Regulations stipulate an obligation to sit it at HSHD
 - b. Transfer of an already completed credit for the sake of improving the grade
 - c. Multiple transfers of the same credit for the same degree program at HSHD.

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- (8) If a transfer is denied, the applicant must be notified of the reasons in writing. A transfer may not be denied solely on the grounds that a course or examination has no exact formal equivalent (examination form and duration, name and ECTS) at HSHD. The respective Examinations Committee is responsible for justifying why an application does not meet the requirements. The notification of rejection must be accompanied by a notice on legal remedies.

§ 4 Recognition of non-university qualifications

- (1) Equivalent knowledge and qualifications acquired outside a university setting can generally only be credited for up to half of the total course of study. The following types of qualification are considered:
1. Formal, in particular federal or state-issued vocational training and further education certificates based on the German Vocational Training Act, Trade and Crafts Code, Maritime Professions Code and vocational training institutions, and equivalent certificates;
 2. Non-formal, in particular non-federal or state-controlled vocational training and further education certificates delivered by professional or expert associations, companies or other institutions, as long as these maintain a quality assurance system and use similar methods for testing competence as their University equivalent;
 3. Informal skills, in particular those acquired through professional experience.
- (2) The verification of equivalence in the sense of § 1 para. 3 for the acquired knowledge and qualifications is based on the following criteria:

1. Level

The evaluation of the level should be based on the European or German Qualification Framework (DQR) when the necessary description of the acquired skills is available. The evaluation of foreign language competency should be based on the Common European Framework for Reference for Languages of the Council of Europe (GeR or CEFR).

2. Learning outcomes or learning objectives

Equivalence should be determined based on the learning outcomes or learning goals, both in terms of contents and scope and in terms of requirements. A written or oral test of competency is permissible; the rules of the relevant Examination Regulations apply.

- (3) For the determination of equivalence, applicants must present appropriate documentation to the competent authority in the sense of §3 para. 2. Appropriate documentation here refers especially to certificates or other similar learning outcome-related documentation or competency-testing procedures of the educational institution. Learning outcomes and level should furthermore be documented through teaching and training syllabi of the institution and through documentation on the duration of studies. For competency acquired through professional experience, qualified work references or other references documenting practice must be submitted. The competent authority may request additional information, such as written examinations, final works, work samples, reports or documentation, or a written assessment by the applicant of his level of mastery of the required competency.
- (4) Whenever possible, recognition should be undertaken at the level of the whole module. Otherwise, individual courses may be recognized. The grades of recognized courses and examinations are incorporated into the overall grade as long as the grading systems are compatible. When grading systems are not comparable, or there is no grade, the credit is marked "Pass". Recognized credits are indicated as such in the overall transcript of records.
- (5) If recognition is denied, applicants receive a notification that includes a notice on legal remedy.

§ 5 Competence

- (1) The decision to accept credits in accordance with § 2 and recognize non-university knowledge and qualifications in accordance with § 4 lies with the competent Examinations Committee of the respective School. The Examinations

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Committees may delegate this decision to their chairpersons or other qualified persons from the relevant School.

- (2) The Examinations Committees at HSHD, and the central administration, must ensure that decisions in their respective areas of authority are uniform, that students receive sufficient information, that their processes are transparent and that requests are handled quickly, within at most two months. Decisions must be adequately documented. The Examinations Committees must ensure that the module handbooks of their School are readily available to applicants.
- (3) The Examinations Committees or a similar appropriate School body and the relevant bodies of the central administration must report as necessary to the Central Examinations Commission in accordance with § 6.

§ 6 Competence of the Central Examinations Commission (CEC) for University-wide transfer and recognition issues

- (1) Issues regarding credit transfers and recognition that go beyond the scope of one School lie within the competence of the Central Examinations Commission, chaired by the Vice-President for Academic Affairs and Further Education. Additional members may serve as consultants as required:
 - a. An additional member of the Examinations Committee or Examinations Department who is aware of the application, evaluation and decision process; these representatives are nominated by the relevant School;
 - b. Up to two further representatives of the central administration, nominated by the Chairperson of the Central Examinations Commission, who have the required expertise and authority.
- (2) The CEC has the following tasks in the implementation of these Regulations:
 1. To consider the reports of the Examination Committees or other relevant bodies of the Schools as well as of the relevant bodies of the central administration;
 2. To suggest improvements to these Regulations and to develop recommendations regarding their legal implementation to ensure a uniform decision process regarding credit transfers and recognition at HSHD. Its suggestions and recommendations, once agreed, are binding and it must notify the Examination Committees, the central administration and the students of them;
 3. To report to the Board about credit transfer and recognition practices at HSHD;
 4. To advise competent bodies in accordance with § 5 on fundamental questions regarding the application of this part of the General Examination Regulations at HSHD.

§ 7 Validity

These Regulations enter into force with the adoption by the CEC of the resolution on the General Examination Regulations, including all Appendixes presented at the time of the resolution's adoption. Once they enter into force, all previous versions lose their validity.

Heidelberg, August 2017

Prof. Dr. Katja Rade
President of SRH University Heidelberg

Forms available in d2d in the following folder (students: please ask faculty staff!):

I:\!_Prüfungsamt SPO\Allgemeiner Teil\SPO Bachelor_Master ab 01.10.2012