

Policies for Further Education Studies

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Disclaimer:

These policies are subject to compliance with Bremen Higher Education Act (Bremisches Hochschulgesetz - BremHG). Changes to these policies are possible under the provision of 1.2 "Changing these Policies".

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I. General Terms

I.1 Scope of these Policies

These policies are the general regulations (Rahmenprüfungsordnung). They apply to all further education offerings on European Qualification Framework (EQF) levels 6 and 7, namely to:

- study programs leading to a further education Master degree
- certificate studies leading to a further education certificate, and
- module studies leading to a further education certificate

In addition to these general policies, all further education offerings have individual offering-specific regulations. The offering-specific regulations are included in each study program handbook /certificate studies brochure and/or the respective module data sheets. Every further education offering has a study program handbook/certificate studies brochure for each of its cohorts.

The modules of each further education offering are listed in the respective program handbook/certificate studies brochure. The program handbook/certificate studies brochure contains module data sheets detailing among other things module descriptions, intended learning outcomes, modules components, ECTS credit points, and pre-requisites.

In cases of conflict, the general Policies for Further Education Studies apply.

In accordance with the Academic Constitution, and in particular to ensure academic quality control, the faculty at Constructor University is responsible for the content, development and implementation of further education offerings within the scope of this policy. This should be done in cooperation with the unit coordinating further education at Constructor University. External partners can be involved.

I.2 Changing these Policies

The Academic Senate decides upon changes of the Policies for Further Education Studies.

I.3 Qualification Aims

I.3.1 Qualification Aims on Bachelors' level (EQF level 6)

During their Bachelor studies students

- acquire an understanding of the content and methodology of the respective academic field and become familiar with the principles of scientific work;

- gain knowledge on the current state of research in the respective field of study and develop the ability to adequately address relevant scientific and technical problems;
- learn to reflect on scientific problems in their different contexts and to be able to assess them independently;
- address societal, political, ecological and economical challenges and acquire skills to actively engage in their societies;
- focus on an international context;
- learn general educational contents and gain key occupational skills in order to enter the labor market or continue their education in graduate schools.

In certificate and module studies students may only acquire a subset of these qualification aims.

1.3.2 Qualification Aims on the Masters' level (EQF level 7)

In the offerings on the Masters' level, students deepen and expand the skills and knowledge they have acquired in the Bachelor program and by professional experience, respectively.

Graduates

- can work independently according to scientific principles and apply current scientific knowledge and methods. This includes the ability (1) to identify relevant problems scientifically, (2) to reflect on them in their different contexts, (3) to comprehend scientific interdependencies in broad (or multidisciplinary) contexts and (4) to assess them in depth.
- have gained advanced occupational skills in order to enter/re-enter the labor market and/or to continue their education in postgraduate programs.
- are skilled to actively engage in society and to address societal, political, and economic challenges on a local, national, and global level.
- confidently use scientific language to clearly and precisely communicate their conclusions, knowledge and principles that underlie them, both to experts and laymen.

In certificate and module studies students may only acquire a subset of these qualification aims.

1.4 Standard Study Period and Graduation Requirements

1.4.1. Further education Master programs

Constructor University further education Master programs consist of a predefined set of modules. Upon successful completion of a further education Master program (i.e., after meeting all necessary graduation requirements), students are awarded a further education

Master degree (e.g., Master of Business Administration). A student may complete the requirements for a further education Master program at any time during the academic year.

The regular study period for the further education Master degree is either two semesters (Fachsemester) with a total of 60 ECTS credit points; three semesters (Fachsemester) with a total of 90 ECTS credit points, or four semesters (Fachsemester) with a total of 120 ECTS credit points. Further education Master students have the opportunity to accumulate a total of 300 ECTS credit points upon graduation. The list of further education Master programs offered by Constructor University and the degrees awarded are published on the university website.

1.4.2 Certificate studies and Module studies

Constructor University further education certificate studies consist of a predefined set of modules.

The regular standard study period for further education certificate studies is between one and two semesters with at least 10 ECTS credit points and a maximum of 55 ECTS credit points.

The regular standard study period and the ECTS credit points for Module studies are defined by the respective modules.

I.5 Definitions

1.5.1 Study Program Chair (SPC)

An SPC is assigned to each further education Master program. The SPC is responsible for the academic coordination of the study program as well as for the module description to be accurate and current. The SPC is by default module coordinator of all modules of the program and can delegate this responsibility to another faculty member.

1.5.2 Certificate Studies Coordinator (CSC)

A CSC is assigned to each further education certificate offering. The CSC is responsible for the academic coordination of the offering as well as for the module description to be accurate and current. The CSC is by default module coordinator of all modules of the offering and can delegate this responsibility to another faculty member.

1.5.3 Module Coordinator

The Module Coordinator supervises a module and is responsible for its content and conduct. For modules consisting of only one module component, the module coordinator also carries out the role of IoR. If the Module Coordinator is an external lecturer with time constraints or other limitations of capacity, the SPC/CSC can serve as Module coordinator or delegate the responsibility to another faculty member.

1.5.4 Instructor of Record (IoR)

The IoR teaches the module or module component, is responsible for developing its content (syllabus), assignments, and grades, and by default is the examiner of this module. Exceptions to this rule may be approved by the responsible Dean. As a rule, the IoR holds a doctorate degree in a module-relevant field. Sufficient practical experience in the respective industry, preferably on an executive level, can substitute a PhD if approved by the Dean.

1.5.5 Academic Advisor

Upon enrollment, every student is assigned to a faculty member for academic advising. Students may change their Academic Advisor. For further education certificate studies, the CSC serves as academic advisor for all participants by default. For Module studies no Academic Advisor is required.

1.5.6 Academic Terms

At Constructor University, the academic year is divided into a fall semester including a separate January intersession period and a spring semester including the summer break. Mandatory modules can be scheduled during the intersession period. Therefore, students are expected to be present during the intersession if they have to attend mandatory modules relevant for their studies. Certificate and Module studies may deviate from the academic terms.

As a rule, classes and examinations are scheduled from Monday to Friday. However, students should be prepared to attend extraordinary Saturday sessions and examinations. Specific dates and deadlines are published in the official Academic Calendar. Further education offerings may deviate from examination dates specified by the Academic Calendar.

1.6 Modules and ECTS Credit Points

All further education offerings are organized in modules. A module is a formally structured teaching unit with a coherent and explicit set of learning outcomes and assessment criteria. Students are awarded academic credit points through achieving the learning outcomes for a module. The number of credits assigned to a module is based on the estimated notional learning hours. One ECTS credit point is equivalent to 25 hours of student workload. All full-time further education Master programs are designed on a framework of 60 ECTS credit points per year (30 ECTS credit points per semester).

Typically, 5 to 7.5 ECTS credit points are assigned to a further education module. The Master thesis/seminar module, if applicable, which covers 15 to 30 ECTS credit points is exempt from this norm. Modules with less than 5 ECTS credit points have to be academically justified in the module data sheets. Further exception regulations are defined in the individual offering-

specific handbooks /certificate studies brochures.

Modules may consist of a single module component (single-component module) or may be composed of two or more module components (multi-component module). Module components can be taught, assessed, and re-assessed by different instructors. They can each be assigned workload and ECTS credit points and can each be individually transferrable.

I.7 Registration and Syllabi

I.7.1 Registration

Every semester, students must register for the modules relevant for their further education program. Registrar Services publishes the deadlines for registration each semester. Deadlines for Certificate and Modules studies may deviate from this rule. The university reserves the right to cancel a module if less than 10 students have registered for it.

If a student is not formally registered for a module and/or module component before the start of the first examination period of the respective semester, no grades and credit points can be awarded for that module, even if the student completes the work for it. If a student is formally registered for a module and/or module component, the Module Coordinator must provide a result for that student at the end of the semester even if the student has not participated in the module. All registered modules with their assessments remain part of the student's academic records.

Students can only select module components as separate courses if the module component is assessed with a module component examination.

Students cannot select module components that do not finish with a module component examination. In this case, they are required to take the entire module (all components).

If a student takes a single module component, the module component should be added to the transcript with the Constructor numerical grade (converted from the percentage grade), with the same module component number/name as the original component.

Modules may have pre-requisites (previously passed modules) that must be fulfilled before registration. Additionally, they may have co-requisites (modules taken in the same semester) which require students to register in parallel to one or more associated modules.

The IoR may exempt students from the pre- or co-requisite requirement.

Students who are on a full-semester internship may register for modules on their own request for up to 10 ECTS credit points. In particular, they may register for online modules if these are recognized as module replacements for the respective mandatory or mandatory elective modules of the study program. Retakes as well as modules whose classes take place during the intersession period in January are not considered towards this 10 ECTS credit point limit.

In general, students have the opportunity to change their study plan by dropping and/or adding modules and/or module components during a period of two weeks after the beginning of classes. The final drop/add deadline is published each semester in the Academic Calendar. For certain modules, earlier deadlines may apply. Certificate and Module studies may deviate from these deadlines.

1.7.2 Module Syllabi

A syllabus must be published for each module component before the start of registration in any given semester. This contains the topic of the module sessions and specifies, if applicable, the basic literature to be consulted for these sessions. The syllabus is consistent with the module description and delivers further specifications of the requirements, the grading details (e.g. bonus achievements), and the learning outcomes of the module component, and module policies (e.g. Academic Integrity and the use of AI).

1.8. Internship and Study Abroad

1.8.1 Internship

Master programs may include an internship module. Internships must be related to the respective areas of study, taking place in any company, university, research institution, organization or start up worldwide. Constructor University as an employer for mandatory or mandatory elective internships will in general not be accepted.

The minimum duration of the internship is six weeks full-time. The criteria for successfully completing the internship requirement are listed in the module description and include active participation in the internship, the submission of a written internship report or poster presentation as well as a supervisor's reference letter. The internship will be listed on the transcript. Further regulations issued by the Career Service Center apply.

1.8.2 Study Abroad

Master students have the option to spend a semester at one of Constructor University's partner institutions. Courses recognized for study abroad credits need to be pre-approved according to the Constructor University study abroad procedures issued by the International Office, carry the equivalent of at least 22.5 ECTS credit points in total and be related to the respective study program. The selection of modules/courses needs to be approved by the Academic Advisor, Study Program Chair and Registrar Services in the course of the study abroad application.

II. Assessment Types

Further education offerings cover a variety of different forms of teaching and learning, as well as practical parts where appropriate, that are adapted to the respective area of study and the format of the offering. Assessments and types of assessments allow an informative validation of the learning results that have been achieved. They are module-related and competence-oriented.

There are two main categories of assessment – formative assessment and summative assessment. Formative assessment is used to monitor and evaluate how students are learning as they work through a module, further education offering or study program. It is designed to help students learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Formative assessments can be part of a module achievement, of bonus points or can be entirely voluntary. Summative assessment sums up what a student has achieved at the end of a period of study. The assessment is used to certify that students have achieved an appropriate level of performance, and it will indicate how far a student has met the assessment criteria used to judge the intended learning outcomes of a module, further education offering or study program. It contributes to the module grade.

Summative assessment types include written assessments, oral assessments, practical assessments, project assessments, portfolio assessments as well as for further education Master programs the Master theses.

The assessment type should be directly linked to the learning outcomes of the module and be designed to measure the specific knowledge, skills and/or competencies that are expected to be demonstrated by the student.

Any type of assessment may be conducted electronically or complemented by electronic and online assessment and submission elements. This includes computerized testing in a test center, video interviews, online/electronic submission and other formats which use electronic systems and/or devices. For computerized assessments, students will be offered an introduction to the system used to familiarize themselves with it.

All assessment types described below can be conducted in a team format. In such cases, the IoR must clearly indicate the method of determining credit for the participants in the team. Such a method provides that the contributions of the individual team members be clearly identifiable and therefore gradable.

II.1 Written Assessments

There are several sub-types for the Written Assessments type.

Sub-types:

Written Examination: a written examination requires students to answer questions or solve problems in a written format, assessing their understanding of module content, critical thinking, and problem-solving skills with no auxiliary resources except for those explicitly approved by the IoR. It may comprise a combination of multiple-choice questions, text-based answers, structural drawings, graphs or similar formats. In general, a written examination lasts between 60 and 180 minutes, usually reflecting the overall workload (ECTS credit points) of that module. In general, Instructors of Record conduct and proctor examinations. In exceptional cases Educational Resource Planning may organize additional proctors centrally.

Term paper: a literary analytic, speculative, or interpretative composition on a chosen or assigned theme or subject, usually in prose according to previously specified requirements.

Essay: consists of essay questions that necessitate students to analyze, synthesize, and evaluate information, thereby demonstrating their comprehension of key concepts and themes.

Project report: a written assignment or project that requires students to investigate a topic or problem, analyze data, and present their findings, demonstrating their understanding of module concepts, research skills, and critical thinking abilities.

Poster presentation: emphasizes the poster as a medium for effective communication. It can be complemented by an oral explanation or a Q&A session with the examiner. Alternatively, the presentation can be recorded for asynchronous delivery and assessment.

Laboratory report: students conduct experiments or complete tasks in a laboratory setting, demonstrating their understanding of scientific principles and procedures. The report describes the preparation, performance, and the results of empirical research according to previously specified requirements.

Program Code: written text in a given programming language or from a set of allowed programming languages that implements, e.g., an algorithm, a piece of software, or a functionality according to requirements. It is typically accompanied by supporting documentation, which is part of the written assessment. It can be organized as a single project or as a series of submissions at given deadlines as regulated by the instructor. A core assessment criterion is the correctness, which can be complemented by other criteria like the quality from a software engineering viewpoint including, e.g., aspects of its structure, its complexity, the documentation, etc.

Quizzes: short written or computer-based assessments conducted during the teaching period to evaluate students' understanding of specific course content, concepts, or skills. Quizzes may consist of multiple-choice questions, short-answer questions, problem-solving tasks, or similar formats. They are intended to provide formative and/or summative feedback on

student progress and may be used as part of continuous assessment.

Homework assignments: written assessments requiring students to complete and submit a defined piece of work individually or in groups within a specified period. Homework assignments serve to evaluate the achievement of intended learning outcomes through the application of knowledge, analytical and problem-solving skills, research, design, reflection, or other discipline-specific competencies.

II.2 Oral Assessments

An oral examination requires students to provide verbal responses or engage in discussions with an examiner, allowing assessment of their understanding of module content, critical thinking abilities, and communication skills. In addition to the examiner, an observer with an academic degree at least one level higher than the student's current degree must be present. The observer records all answers given during the examination and submits these minutes for inclusion in the student's examination file. The duration of an oral examination typically ranges from 15 to 45 minutes per student, excluding the preparation time for the oral examination tasks.

In an online module, oral assessments can be conducted asynchronously, allowing students to record their responses via an appropriate tool that enables asynchronous discussions to take place between the examiner and the student. As all interactions are recorded, the presence of an observer may not be required in this modality.

Sub-types:

Oral examination: students respond to questions presented by an examiner, showcasing their capacity to articulate and defend their comprehension of both theoretical concepts and factual knowledge.

Presentation: a formal talk that focuses on a specific topic, theme, or project, aiming to showcase the student's comprehension of module content, communication skills, and ability to engage in constructive dialogue. Students deliver an oral or multimedia presentation on a specific topic or research question. The presentation is typically delivered in front of an audience and may include a discussion period.

II.3 Practical Assessments

A practical skills examination is designed to evaluate students' ability to apply learned skills and techniques in real-world or simulated situations, demonstrating their competence in specific practical tasks.

Examples:

- Simulations, role playing and scenario-based assessments: students participate in realistic simulations or scenarios, demonstrating their ability to apply skills, make decisions, and solve problems in a controlled environment.
- Skill (competency) demonstrations: students perform specific tasks or procedures to demonstrate their Mastery of the required specific skills.
- Laboratory work: emphasizes the development of practical skills, critical thinking, problem-solving abilities, attention to detail, and the application of theoretical knowledge in practical settings. It involves hands-on experimentation and exploration within a controlled laboratory environment.

Practical skills examinations require the presence of a qualified observer in addition to the examiner.

The observer holds an academic degree in the field of the module of at least one level above the current degree of the student or, exceptionally, is an experienced practitioner. The observer minutes the examination and submits these minutes for inclusion in the student's examination file. A practical examination can be an individual or a group assessment and lasts between 15 and 45 minutes.

In an online module, practical skills examinations can be conducted asynchronously. As all interactions are recorded, the presence of an observer may not be required in this modality.

II.4 Project Assessments

A project assessment refers to the comprehensive evaluation of a coherent set of activities that all relate to a particular topic or task ("project") such as creative thinking, planning, implementation, presentation in one or more modality, etc.

Project-based assessments may involve tackling real-world challenges, which may be inspired by industry or community partnerships.

A project assessment aims at showcasing students' ability to apply module concepts and skills in creating deliverables such as a prototype, report, media product or similar.

II.5 Portfolio Assessment

The portfolio assessment is a connected and unified assessment form. It is a collection of a student's work throughout a module, further education offering or a study program, providing evidence of their progress and application of knowledge and skills in a specific subject area.

Students assemble a collection of their work which may include presentations, assignments, reports, essays, research papers, and quizzes to demonstrate their writing abilities, critical

thinking, and development of ideas.

Every part of the assessment (portfolio elements) must be compensable by the other portfolio elements. The portfolio and its elements must be fitting to the contents of the module, the competences-oriented intended learning outcomes to be acquired by the students and must contain as self-reflection part. This reflective component allows students to analyze their own social competencies, recognize their strengths, and identify areas for improvement in relation to module objectives and learning outcomes, fostering a deeper understanding of the subject matter. Bonus regulations and module achievements are excluded.

Further examples:

- Multimedia portfolios: students create a multimedia portfolio that includes various forms of media, such as videos, audio recordings, or interactive digital projects, to exhibit their skills in multimedia production, storytelling, and communication.
- Professional portfolios: students assemble samples of their professional work, such as case studies, reports, presentations, or projects, to showcase their skills, expertise, and accomplishments in their chosen field.

No single element can be determined as a fail or pass condition and the portfolio elements cumulate to one unified grade at the end. If the portfolio does not meet the requirements, the IoR has the possibility to grant the student the right to revise the portfolio and resubmit it at the deadline specified in the next examination period. If Portfolio assessments are failed, they may only be repeated once.

II.6 Master Thesis

The Master thesis aims to demonstrate that the student is capable of individually addressing a problem from their respective field using scientific methods within a specified timeframe. The topic must be such that it can be completed within the given period.

In order to graduate, students of a further education Master program have to submit a Master thesis. The Master thesis can range from 15 to 30 ECTS credit points as specified by the respective study program handbook. The thesis is written under the guidance of a Constructor University faculty member (thesis supervisor). Students have to register for the thesis module, the thesis topic, and the thesis supervisor with Registrar Services at the beginning of the semester at the add/drop deadline stated in the Academic Calendar.

The cover page of the Master thesis needs to show the title, the university's name, the month and year of submission, the name of the student, and the names of the reviewers (thesis supervisor and second reviewer).

Furthermore, the thesis needs to contain the official Constructor University declaration on authorship signed by the student that the thesis is independent work and has not been handed

in elsewhere.

The electronic version of the Master thesis must be uploaded to a plagiarism check platform defined by the university. Any source code or data supplementing a Master thesis must be submitted electronically with the electronic version of the Master thesis.

The Master thesis is graded by the thesis supervisor and the second reviewer. As a rule, the second reviewer must be a Constructor University faculty member or an external expert holding a PhD degree in the respective field.

The Master thesis is graded according to the Constructor University grading scheme that is published on the Constructor University website. Reviewers agree on a single numerical grade.

If the thesis does not meet the requirements, the reviewer(s) has the possibility to grant the student the right to revise the thesis and resubmit it within three months. If the Master Thesis is failed, it may only be repeated once.

Students must submit the Master thesis on or before their last day of enrollment. Specific deadlines are specified in the Academic Calendar. If they cannot submit their thesis within the last semester of enrollment, they must apply for an extension of studies (see Admission and Enrollment Policy, section 4) in order to stay enrolled.

III. Assessment Procedures

III.1 General Administration of Module Examinations

Students registered for a module and/or its module components are by default registered for corresponding module or module component examinations. The IoR of a module and/or module component is responsible for conducting the respective assessments.

In general, modules have a minimum scope of five ECTS credit points. The study program guarantees an adequate and appropriate examination frequency and organization that is coherently justified in an examination concept and whose appropriateness is regularly evaluated with the involvement of students. This includes a justification of modules smaller than five ECTS credit points as well as justifications for multiple assessments in the study program handbooks /certificate studies brochure. Where a course or module includes multiple graded assessments, the overall assessment workload shall be proportionate to the module's credit value and aligned with the intended learning outcomes.

Details of the module examination are defined in the module description and in the mandatory study and examination plans of the respective further education offerings. Additionally, it is possible to define module achievements ("Prüfungsvorleistungen") as a condition to be admitted to the module examination. Module achievements must be defined and justified in the module description in the study program handbook / certificate studies

brochure; details can be given in the syllabus. In case module achievements are graded, these grades are only counted towards fulfilment of the module achievement but do not affect the module grade.

In general, students who fail to complete the module achievement before the first examination of the module are offered an opportunity to enhance the module achievement, before the second examination takes place. If they complete the module achievement in this time frame, they are eligible to attend the second examination. Students who fail to complete module achievements by the end of the semester must repeat the corresponding module and/or modules component to be eligible to attend the examination and complete the module.

Module results are published in the campus management system (CampusNet). Students have the right to obtain access to their examination files upon request

The responsibility for general administration of module examinations rests with the Dean.

III.2 Scheduling of Examinations

In general, the examination periods and submission deadlines are specified in the Academic Calendar. Certificate and Module studies may deviate from these deadlines. Educational Resource Planning centrally plans the examination schedule and assigns the dates, times, and rooms for examinations to be held. Students with special needs have the right to request suitable examination arrangements (see section V.3. Students with Special Needs). No student is required to take more than one examination on any given day. Students who have more than one examination on a single day may ask to be officially excused from all but one examination.

In general, for each examination a first time slot (at the end of the lecture period) and a second time slot (in the intersession/summer break) are offered in any given semester. The second time slot applies to students who either failed the original examination, applied a withdrawal option (see section III.5), or were officially excused (see section III.7. - Excuse from Academic Obligations). Further possibilities to re-sit the examination will be given during the subsequent official module examinations, normally in the following years.

In case a failed or missed (official excuse) module examination is part of a module and/or module component which is no longer offered, and make-up examinations cannot be provided, the regulation for exceptional module replacements apply (see section III.8).

III.3 Incomplete Modules and/or Module Components

In cases where a module has not yet been passed but can still be passed, the module status is considered “incomplete”. An “incomplete” is assigned if:

- a student is officially excused for an assessment,
- a student has withdrawn from an assessment,
- the IoR has granted permission to submit assignments later than in the expected period,
- a student has failed one or more assessments but has remaining attempts to pass the module,
- a student has registered for a module but does not fulfill the module achievements.

Students may request to have a module considered “incomplete” indefinitely if they no longer intend to complete it (formal discontinuation). Such requests are irreversible and can therefore only be made in cases where the completion of the module is not necessary for the completion of the student’s graduation requirements.

Students may have “incomplete” modules remaining upon graduation, disenrollment or upon their voluntary withdrawal from the university. In those cases, the modules remain “incomplete” and appear as such on the student’s transcript.

III.4 Grading, Passing and Failing of Modules

Modules and/or module components at Constructor University are graded by the Instructors of Record on the basis of an integer percentage scheme.

It is possible to assess more than one module with a single examination. In this case the assessed modules are assigned the same grade.

Single-component modules usually have a module examination which consists of a single assessment with an assigned percentage grade. It is possible that single-component modules have a module examination which consists of more than one assessment component. To pass the module the weighted average of the percentage grades must be 45% or higher. The percentage grade of the module is determined by the ECTS credit-weighted average of the percentage grades of the individual assessment components.

For multi-component modules with single module examination, the assessed module components are assigned the same grade.

For multi-component modules in which each module component has a separate examination (module component examination), the grade in each module component must be 45% or higher to pass the module; the percentage grade of the module is then determined by the ECTS credit-weighted average of the percentage grades of the individual module components.

For modules and/or module components with an examination that consists of a single assessment, the IoR may allow for bonus achievements (e.g., homework assignments, quizzes), as a formative assessment. Bonus achievements (nature, number, grading and compensation in case of illness) must be clearly defined in the syllabus and must be

communicated prior to the first session. Bonus achievements may improve the percentage grade of a passed module by typically 5 but not more than 10 percentage points. They may neither impair the grade nor be pass-relevant. Receiving the highest grade of 100% must be possible without bonus achievements. Bonus achievements are only valid for the first counted attempt at a module or module component examination.

The final percentages are converted to a numerical module grade (1.00–5.00). The university website lists the respective grading tables. The module grades are recorded on the transcript.

A module is passed with a numerical grade of 4.33 or better. ECTS credit points are awarded as soon as the module is passed.

Registrar Services calculates the cumulative grade point average (GPA). All modules that count towards the intended degree/certificate are included in the calculation of the cumulative GPA weighted by ECTS credit points.

In general, the deadline for submission of the final grades to Registrar Services is set to a workday several weeks after the respective examination period. In the Spring semester, different deadlines may be set for the grades of graduating and of non-graduating students. The exact dates are specified in the Academic Calendar.

In addition to modules that are required for graduation students may register for further modules. Credit points obtained in these modules or module components do not count towards the credit points needed for graduation and are not included in the calculation of the cumulative GPA but appear on the transcript.

If a module or module component is failed in the first attempt, corresponding to a grade of 44% or lower it can be, in general, repeated two times unless specified differently under the respective assessment type (see II Assessment Types). For single-component modules with one assessment, this assessment needs to be repeated. For single-component modules that have more than one assessment, each assessment needs to be repeated. For multi-component modules where each module component has a separate assessment, only the assessment for the module components with a grade of 44% or lower will be repeated.

In case a failed or missed (official excuse) module examination is part of a module and/or module component which is no longer offered, and Make-up examinations cannot be provided, the regulation for exceptional module replacement apply (see section III.7. - Exceptional Module Replacement).

Only failed module examinations can be repeated. Passed module examinations may not be repeated for grade improvement.

If all examination attempts for a module or module component have been failed, it cannot be repeated and is ultimately failed. If a mandatory module or module component cannot be repeated, the further education Master degree/certificate will not be granted. Unless the

student continues in a different offering, the student will be disenrolled.

In cases where the ultimate failure of a mandatory module or module component will lead to disenrollment, students have the right to apply for a supplementary oral examination. This supplementary oral examination can only be applied for and granted once during the standard study period for the respective offering. The following requirements must be met for access to the oral supplementary examination:

- all three possible attempts were attended, completed and ultimately failed,
- the failing grade is not due to fraud.

The ultimate decision on granting an SOE lies with the dean of the respective school. The application deadline for a supplementary oral examination is 4 weeks after the publication of grades and will be performed as an oral examination with a maximum duration of 30 minutes. It is mandatory that the supplementary oral examination is conducted by an examiner with an academic degree in the relevant field and an observer, with an academic degree at least one level higher than the candidate. The oral supplementary examination builds on the examination content of the assessment that was failed three times. In case the supplementary oral examination is assessed positively the failing grade will be corrected to 4.33. It is not possible to further improve the grade beyond a 4.33.

The student has the right to gain access to his/her assessments. The possibility to access assessments should provide the candidate with an insight into his/her performance during an assessment; this includes access to reviews, correction notes by the examiner or an assessment protocol for an oral examination. The possibility to access assessments should be offered promptly after the publication of the grade for the respective assessments; the time, place, and duration for the access should be announced as early as possible, but at least one week before access is granted. The candidate may take short handwritten notes, photos and/or copies of the assessment are not permitted. The candidate may be represented; a corresponding power of attorney must be submitted.

Students have the right to raise objections to the grading of an assessment and ask for review and comment (reconsideration). The application for reconsideration of a grade must contain specific indications as to why the candidate believes that the grading of the assessment was incorrect. The application for reconsideration of the grading of an assessment must be submitted for reconsideration to the examiner or, in the case of assessment by several examiners, to the examiners. The examiner can better the grade of the assessment based on the reconsideration application or remain with the previous grade. The examiners will inform the student of their decision. If the examiners decide to better the grade, they will forward the adjustment to Registrar Services for registration.

III.5 Breaches of the Code of Academic Integrity

For each assessment there is a definition of permitted aids including the use of AI that can be applied during the assessment. Details are described in the Examination Regulations which can be found on the Webpage of the Registrar and Student Service department. Breaches of the Code of Academic Integrity and the sanctions of such breaches are described by the Code of Academic Integrity. Examples of such breaches are the usage of unpermitted aids, attempted deception, and plagiarism are described by the code of Academic Integrity.

III.6 Withdrawal Option

Students may withdraw from one written examination per semester. In this case the student is considered officially excused from this attempt. The attempt is not counted towards the three available attempts. Withdrawal can only be applied to the written examination scheduled in the first regular examination period after the lecture period of the semester in which the student is registered for the course for the first time. The request must be submitted to Registrar Services by the last day before the start of the examination period. Registrar Services will inform the IoR(s) and the Academic Advisor of the student. Once requested, the withdrawal cannot be retracted, and no more withdrawals can be requested for the same semester.

III.7 Excuse from Academic Obligations

Students may be excused officially by Registrar Services from taking examinations or from attending mandatory class/lab sessions for the following reasons only:

Illness or personal emergency: Illness must be documented with a sick certificate issued by a qualified physician. This certificate needs to verify the date and time of the in-person visit occasioned the confirmation that the student is unable to fulfill his/her academic obligation (either attend class/lab or take the examination). The university reserves the right to request a second medical opinion. Other emergencies must be appropriately documented in writing. Sick certificates and documentation for personal emergencies must be submitted to Registrar Services by the third calendar day from the beginning of illness/of the emergency. These three days include the first day of the illness/of the emergency. If the third calendar day is a Saturday, Sunday or a public holiday, the deadline is extended to the next working day. If students submit a sick certificate after the deadline, an excuse may be issued, when applicable, only for the submission date and the two calendar days preceding it. Predated or backdated sick certificates – i.e., when the visit to the physician takes place outside of the documented sickness period – will be accepted provided that the visit to the physician precedes or follows the period of illness by no more than one working day.

Clashes with other mandatory academic obligations: If it is not possible for students to attend an examination because it clashes with another mandatory academic requirement, students

are entitled to be officially excused from the examination. Excuses due to excursions in mandatory modules will be sent out by Registrar Services as early as possible after the drop/add period each semester. Students who cannot participate in an examination because they are studying abroad or are on internship have to notify Registrar Services at least two weeks before the start of the examination period.

Regardless of the reason for their absence, students must inform the IoR and Registrar Services before the beginning of the examination or class/lab session that they will not be able to attend.

Failure to complete a module will lead to a continued incomplete of the module until the missing requirements are fulfilled or definitively failed. Students who are not officially excused will receive a failing grade for the exam.

Students who go on an optional excursion or participate in events of importance to the university may ask Registrar Services to issue a recommendation for an excuse. Requests for recommendations must be made via email well in advance of the event or the class trip. The decision whether to excuse the student rests with the IoR.

III.8 Exceptional Module Replacements

In exceptional cases, e.g., if a mandatory or mandatory elective module is no longer offered, modules and/or module components may be replaced by other modules and/or module components. The latter have to fulfill a similar function in the curriculum and a written request about such replacement needs to be filed. The request needs to first be approved by the SPC / CSC and subsequently by the Dean.

III.9 Pass Option

Students of a further education Master program may request, upon consultation with the Academic Advisor for the grade of one passed module (up to 7.5 ECTS) to be excluded from the calculation of the GPA and to be replaced by a 'P' (for pass) on the transcript under the following conditions and limitations:

No more than one Pass Option may be applied during the entire graduate degree program. The Pass Option may not be applied on a failed module or on the Master thesis. The Pass Option can be applied at any point before graduation, but for all internal grade-based evaluations the actual grade in the module will be considered.

Once applied, the Pass Option cannot be reverted into a grade or reassigned to a different module.

III.10 Transfer credit points and Non-Academic Achievements

Constructor University awards ECTS credit points for module and/or module component Transfer and Non-Academic Achievements.

III.10.1 Advanced Placement Credits

Advanced Placement (AP) credits may be awarded for academic competences acquired outside of formal university-level modules and/or module components. Advanced Placement credit is conditional on a demonstrated level of competence equivalent to a university-level module regularly offered at Constructor University. Not all Constructor University modules are eligible for Advanced Placement. For more details, students should contact the responsible IoR and their Study Program Chair/Certificate Studies Coordinator. Faculty may request students applying for Advanced Placement to pass a formal written examination, which should generally be offered during the first two weeks of classes. If the student has already registered for a module, he/she can in principle only apply for AP credits for that particular module and withdraw from the module within the drop/add period. Once module examinations are taken at Constructor University, respective modules may not be replaced by Advanced Placement credits. Language modules are generally excluded from Advanced Placement.

AP credits recognized by Constructor University are designated on the transcript as being Advanced Placement modules (AP). In such a case, no grade is assigned.

III.10.2 Transfer credit points

Transfer credit points may be awarded for academic modules and/or module components (courses) completed at another university or institution of higher education (e.g., for transfer students or for study abroad). To apply for the recognition of transfer credit points, students must submit the Transfer Credit Form, the module syllabi, and an official transcript indicating the modules and/or module components taken to Registrar Services. Upon recommendation of the Faculty (module coordinator / instructor of record) from the respective field of study, Registrar Services rules on the acceptance of transfer credit points.

Modules and/or module components completed at other institutions are eligible for transfer credit points at Constructor University if the qualification to be recognized does not differ significantly in content, intended learning outcomes, scope, academic level or quality from the modules offered at Constructor University. A refusal to transfer credit points must be reasoned by Constructor University. Language modules in the languages taught at Constructor University are accepted if taken at other universities (study abroad) or at our partner institutes. Details are specified by the Language and Community Center. Credit points acquired for languages other than those offered at Constructor University are transferred if issued by a partner university of Constructor University.

Applicants who completed modules and/or module components at another university or

institution of higher education prior to enrollment at Constructor University, may apply for recognition of transfer credit points in the admission process. Students who transfer a significant number of credit points may be treated as “Transfer students” and be placed into a higher semester of their studies.

For modules and/or module components completed elsewhere while being enrolled at Constructor University (i.e., during the semester breaks or study abroad), students must apply for recognition of transfer credit points the semester before they register for the same module at Constructor University. If the student has already registered for a module, he/she can only apply for transfer credit points for that particular module and withdraw from the module within the drop/add period. Once module examinations are taken at Constructor University, respective modules may not be replaced by transfer credit points.

III.10.3 Non-Academic Achievements

Non-academic competences acquired outside of the higher education system may be recognized for up to half of the credits required for the respective degree. The acquired knowledge and skills must be equivalent in content and level to the modules and/or module components they are intended to replace. Equivalence is given if the content, scope, and requirements essentially correspond to those of the intended offering at Constructor University, to which the credits are to be applied. Students must apply for the recognition of Non-Academic Achievements during their first year of study.

Applicants for the 60 ECTS credit point further education Master program may apply as transfer students with the aim of getting up to 60 ECTS credit points recognized in addition based on their professional experience as further modules (see III.10.5).

III.10.4 Language Modules

Constructor University offers German language modules. Program-specific regulations are defined in the respective program handbook. Students must take a placement test before registering for the appropriate language proficiency level. Students can reach full language levels (e.g., A1, A2, etc) within two semesters, taking the respective half-level modules (e.g., A1.1 and the continuation A1.2, etc) during consecutive semesters.

III.10.5 Audit

Students may register for modules as auditors with the exception of practical courses and / or excursions. It is at the discretion of the IoR to allow auditing of the module and/or module component and specify the conditions for auditing. Audited modules and/or module components are not graded and do not receive ECTS credit points. Upon request by the student, successful audits can be certified if the IoR approves that the conditions for auditing have been met.

III.10.6 Further Modules Area

In addition to modules that are required for graduation students may register for further modules and/or module components. Credit points obtained in these modules do not count towards the credit points needed for graduation and are not included in the calculation of the cumulative GPA.

IV. Final Documents

Upon graduation and after completing the formal checkout students in further education offerings will receive the following final documents:

- Further education Master programs:
Every student will receive a diploma, a diploma supplement, and a final transcript;
- Further education certificate studies:
Every student will receive a certificate and a final transcript;
- Module studies:
Every student will receive a certificate of completion and a transcript if they successfully complete the module with an assessment;
Every participant will receive a certificate of attendance if they participate without an assessment.

IV.1 Diploma

The diploma states the name and date of birth of the degree holder, the degree and program, and the date of the conferral of the degree which is the date when the last graduation requirement is achieved or the last day of enrollment. The diploma carries the seal of Constructor University and is signed (hand-signed, stamped, or digital signature) by the President of the university and the Dean responsible for graduate studies.

IV.2 Certificate

The certificate states the name and date of birth of the certificate holder, the name of the further education offering, and the date of the conferral of the certificate. The certificate carries the seal of Constructor University and is signed by the Provost and President of Constructor University.

Certificates for further education may additionally be assigned to one of the categories of the degree system of the German Association for Continuing Education and Distance Learning (DGWF) - "Diploma of Advanced Studies (DAS)", "Certificate of Advanced Studies (CAS)",

"Diploma of Basic Studies (DBS)", Certificate of Basic Studies (CBS)) - and the associated assignment to a level of the German Qualifications Framework (DQR). This assignment is made by the Academic Senate in accordance with the following framework:

Certificate	Format	ECTS cp	Level (DQR)
Certificate	Diploma of Advanced Studies (DAS)	min. 30	7
	Certificate of Advanced Studies (CAS)	min. 10	7
	Diploma of Basic Studies (DBS)	min. 30	6
	Certificate of Basic Studies (CBS)	min. 10	6
	Module studies with assessment	1 – 9	6 or 7
Proof of Participation	Module studies without assessment	none	6 or 7

IV.3 Diploma Supplement

The diploma supplement conforms to the current guidelines of the Kultusministerkonferenz (KMK) and Hochschulrektorenkonferenz (HRK) and provides more detailed information about the university and the specific offering of study.

IV.4 Final transcript

The final transcript lists all modules a student has taken at Constructor University, including the grades of the individual modules. It also lists the final GPA, and if applicable the Master thesis title, the of the conferral of the degree, and further special achievements. The Final Transcript is issued only once and is signed by two staff members of Registrar Services and carries the seal of the University.

V. Administrative Details

V.1 Committee on Examinations and Standing (Widerspruchsausschuss)

The Committee on Examinations and Standing is an academic body that decides on official appeals by students in matters such as academic examinations, extension of studies, re-enrollment (see Admission and Enrollment Policy), as well as other complaints regarding examinations or academic standing that could not be solved otherwise. The committee is an

independent appeals board, which acts according to the policies of the university. It is a non-public body. Its decisions are binding. The committee consists of the following members with voting rights (which may be replaced by substitutes):

- one Dean for undergraduate education
- one Dean for graduate education
- one Dean for online education
- one faculty member from school
- one member of research and teaching staff
- one undergraduate student
- one graduate student

V.2 Graduation Ceremony

A further education Master student who wants to participate in the graduation ceremony must be expected to graduate by the end of the subsequent semester.

V.3 Students with Special Needs

The rules and provisions of the “General Act on Equal Treatment” (Allgemeines Gleichbehandlungsgesetz - AGG) apply. Students with special needs should be able to complete their studies and examinations under conditions equivalent to those of any other student. To this end, as far as possible all study- and examination-related offers are designed to be barrier-free. Students with special needs are entitled to special arrangements during their studies, during study organization and design as well as during examinations. In particular, consideration must be given to study- and examination-related effects, e.g., the need for special aid or assistance, and the provision of study and examination conditions in a form other than the intended organization. The academic requirements for study- and examinations achievements will not be affected. Students with special needs may apply for individual arrangements prior to any examination at Registrar Services using the corresponding form. If candidates can credibly document that they are not able to take an examination wholly or partially in the offered form because of continued or permanent illness or disability, special arrangements are provided for. These may include a prolongation of the examination duration, the assignment of an individual room or a different design of the examination. The individual requirements must be registered with Registrar Services in advance. The submission of a medical certificate and/or disabled person card may be required.

V.4 Maternity- and Parental Leave

It is possible to make use of the protection periods according to the Maternity Protection Act (MutterSchutzGesetz - MuSchG), as amended, and in accordance with time limits for the parental allowance and parental leave (Bundeselterngeld- und Elternzeitgesetz - BEEG), as amended. When granting a leave of absence as well as calculating leave periods the provisions of § 40 BremischesHochschulgesetz concerning the period of maternity - or parental leave apply. Taking examinations during maternity- or parental leave is possible, despite leave of absence. However, examinations are not mandatory during the leave period.