

General Exam Regulations of the UAS BFI Vienna

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1. Applicability

- 1.1. The General Exam Regulations determine and substantiate the principles and guidelines to ascertain academic achievements and competence-oriented assessment of learning results in all degree programmes and the International Programme of the UAS.
- 1.2. The Exam Regulations correspondingly apply to the programmes for continuing education pursuant to § 9 FHG (Universities of Applied Sciences Act) as amended.
- 1.3. The Exam Regulations of the UAS BFI Vienna are based on the Universities of Applied Sciences Act (Federal Law Gazette 1993/340) as amended, and the current Guidelines and Regulations of the UAS BFI Vienna as applicable to the Exam Regulations.
- 1.4. For degree programmes which are run jointly with other universities, the Academic Council (in agreement with the provider) can implement regulations differing from the present regulations as long as the basics of the General Exam Regulations are observed.
- 1.5. The regulations for bachelor/master seminars, theses, and exams are laid down in separate guidelines.
- 1.6. The present Exam Regulations will come into effect as of winter semester 2021/22.

2. Responsibilities

- 2.1. The Exam Regulations and any amendments to them will be passed by the UAS Academic Council in agreement with the provider.
- 2.2. Pursuant to § 10 (3) 8 FHG (FHG= Universities of Applied Sciences Act), the Academic Council has to take care of regular quality assurance of exams. This includes the evaluation of the exam regulation in all UAS activity areas.
- 2.3. The programme directors are in charge of implementing the exam regulations pursuant to § 10 (5) FHG unless other elements are responsible, for legal reasons or due to other UAS regulations.
- 2.4. As regards the International Programme, the Head of the International Office is in charge of implementing the Exam Regulations; for the postgraduate programmes (according to § 9 FHG) it is the Head of the Executive Education Center.

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

- 3.1. The subject of competence-oriented exams are the learning results acquired by students in teaching/learning processes and shown through knowledge, skills, and competencies.
- 3.2. The learning objectives (= the learning results aimed for) of modules and courses are to be structured into levels of increasing complexity according to a learning taxonomy

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generally recognised in the European Higher Education Area, as detailed in the Didactics for Higher Education Draft.¹

- 3.3. Procedures and methods used for assessment and quality assurance have to be devised in a way that safeguards a competence-oriented assessment of learning results, which is also differentiated according to learning objective levels.
- 3.4. Continuous assessment refers to students' active contributions to teaching/learning processes, which are demonstrated, for instance, through completing exercises and assignments, participations in discussions, questions raised, completing project work, and participating in groupwork.
- 3.5. The procedures and methods used for continuous assessment and exams have to ensure objective, valid and reliable assessment.

4. General exam modalities

- 4.1. The General Exam Modalities (according to §13 FHG as amended) apply.
- 4.2. Exams are module-related or course-related.
- 4.3. Exams must be held in the course language.
- 4.4. In full-time and career-parallel degree programme forms, different exam modalities may be used. Within the same degree programme form, however, all groups within a course must use the same exam modalities. Exam modalities are set by the programme director, according to §10 (5) 4 FHG.
- 4.5. The respective exam modalities (contents, methods, grading and assessment criteria and resit options must be communicated to the students at the start of a course in an appropriate manner, and must also be made available in writing.
- 4.6. Permitted aids also need to be communicated at least 14 days before an exam date, and have to be spelt out clearly on the exam papers.
- 4.7. Changing the communicated exam modalities is only permitted in justified cases and after explicit approval of the respective degree programme director. The changes have to be communicated at least 14 days before the exam in writing.
- 4.8. In integrated courses (ILV), practical courses (UE), practical courses with low assessment load (UE*), project seminars (PS)/seminars (SE), deviating from the grading scheme communicated at the start is possible during the course; this requires the approval of the degree programme director.
- 4.9. In lectures, mandatory attendance can be waived. Attendance rules have to be set by the degree programme director.
- 4.10. In courses with continuous assessment, mere physical attendance does not merit assessment points. Those assessment points are only granted for active course participation in teaching/learning activities.

¹ For designing learning objectives see: UAS BFI Vienna (2021) [Richtlinie zur Formulierung von Lernzielen](#), as well as UAS BFI Vienna (2018) [Hochschuldidaktisches Konzept](#).

5. Assessment and grading; viewing of exams

- 5.1. The course assessment must be completed two weeks after the last relevant performance. If an exam is graded a fail, students need to be able to see their marked exams at least 14 days before the resit.
- 5.2. If this deadline is not observed, the next resit can be postponed by the student. An alternative exam date needs to be arranged by the student with the degree programme director.
- 5.3. Assessments and exams have to be oriented towards, focussed on, and differentiated according to course types and learning objective levels.

Orientation: Learning objective levels and course types²

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

5.4. Grading modalities by course type

5.4.1. Lecture (VO)

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

5.4.2. Integrated course (ILV)

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

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

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

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

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

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

5.4.3. Seminar / project seminar (SE, PS)

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

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

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

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

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

The deadline for the final part of the continuous performance constitutes the first exam date. If the deadline is before the final teaching unit, then this constitutes the first exam date.

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

If the second deadline/exam date also results in a fail, a board exam (or board assessment of adequate compensatory work) must take place (at least 14 days after the previous result has been communicated). This assessment makes up the full 100 points/100%.

5.4.5. Traineeship (PR)

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

5.5. Grading scheme

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

For a pass in a course, more than 50.0 points are required. In English as a Foreign Language courses, and in the compulsory elective languages (French, Russian, and Spanish respectively) more than 60.0 may be required (if this is communicated at the start of the course at the latest).

The following grading key applies:

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

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

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

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

6. Exam types, forms and methods

6.1. The selection of exam modalities suitable to assess learning results depends on the learning objectives of the given module or course.

6.2. The following exam formats are provided in the General Exam Regulations:

- a) continuous assessment (of several part assignments) during a course
- b) final exam at the end of a course

6.3. Continuous assessment and final exams can be done in writing or orally.

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- 6.4. Exams can be held on-site or online/remotely.³
- 6.5. Students are entitled to another exam format if they are disabled in a way that makes it impossible for them to take the exam in the required manner/mode (according to §13 (2) FHG). The alternative method must not impair exam contents or exam requirements.

7. Exam period, exam dates, and resits⁴

7.1. General regulations

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

7.2. Final exams

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

³ Online exams and remote digital exams are regulated in the "[Change of Exam Regulations for the UAS Degree Programmes of the University of Applied Sciences BFI Vienna](#)" ("COVID Exam Regulations") as amended.

⁴ Exams in courses which are related to bachelor's theses are exempt from this regulation. These exams are dealt with in the "[Bachelor Exams Guideline](#)".

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- 7.2.3. For courses with a final exam, the main exam (and preferably also the resits if possible) need to be communicated ideally at the start of the course, and two weeks before the exam at the latest.
- 7.2.4. The main exams for written final exams (in lectures and integrated courses) are to take place in the final regular course unit if possible. Oral exams have to be held soon after the courses in which the exam-relevant contents have been conveyed.
- 7.2.5. A resit date can take place at least two weeks after the results of the previous exam have been communicated to the students. The resits can also take place in course-free periods.
- 7.2.6. The main exam and the resits have to be offered in the same exam mode (written/oral, multi-choice, open questions etc.). In justified cases, the exam mode may still be changed for resits by the degree programme director. Any changes in the exam mode, the method, the assessment criteria and the grading scales have to be communicated in a timely manner and at least two weeks before the resit. At the students' request, students' opinions must be heard too before any change .
- 7.2.7. Two weeks after the exam at the latest, written final exams have to be handed over to the degree programme coordinator after marking and grading, for filing purposes. In case of a remote exam, the exams need to be archived electronically.
- 7.2.8. If the second exam attempt is graded a fail, this leads to a board exam after a minimum of 14 days after the grade has been communicated.

7.3. Grading continuous assessment

- 7.3.1. Continuous assessment and its modalities (contents, dates/deadlines, assessment criteria and grading scales) have to be made available at the start of the course both orally and in writing. Continuous assessment that is linked to attendance always takes place in regular course units of the respective course.
- 7.3.2. For continuous assessment, resits need not be offered. If there are to be resits, however, this also needs to be stated clearly at the start of the course.
- 7.3.3. If, for proven relevant personal, professional or health reasons, attendance-linked continuous assessment has not been possible, the student needs to apply for and be granted the possibility of compensatory work within two weeks after continuous assessment assignments should have been submitted for. This compensatory work can take the form of written work. The scope of this compensatory work has to correspond to the missed workload. The nature of this compensatory work must be defined by the course lecturer, the Head of the International Programme, or the Head of the Executive Education Center respectively two weeks after approval at the latest, and the compensatory work must be produced by the student within four weeks.
- 7.3.4. Continuous assessment work by students and its assessment/grade must be documented in a methodically appropriate way by the lecturer. This documentation of learning behaviour must be promptly made available to students, and archived for least six months.
- 7.3.5. Continuous assessment has to be graded two weeks after the last part performance has been produced.

7.4. Board exams

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

8. Exam registration and deregistration

- 8.1 For exam attempts in courses with final exams, one main exam date and two resit dates will be offered. Out of these three, a maximum of two options can be taken.
- 8.2 Registration for main exam dates and resit dates is required.⁵ It is possible to register 21 days before the exam at the earliest, and seven days at the latest. Deregistration can also only take place in this time period. Should the exam date be postponed, registrations received will remain valid.

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

- 8.3 If the exam for which a student has registered is then not taken, this will count as a lost exam attempt.⁶

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

⁵ Registration and deregistration for main exams and resits will only become binding from summer semester 2022 on (at the earliest). In winter semester 2021/22 a trial phase will be carried out with one cohort in one selected degree programme.

⁶ See footnote 5. This regulation will also come into effect only as of summer semester 2022 at the earliest.

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

9. Recognition of prior learning

- 9.1. For the recognition of prior learning, the regulations according to § 12 FHG apply. These regulations do not apply to the recognition of courses completed during an exchange semester.
- 9.2. Formally acquired skills and competencies can be recognised if these result from prior university studies, and they can also be recognised for bachelor courses if skills have been acquired at secondary education level or corresponding levels of the European Qualification Framework (EQF) or of the National Qualification Framework (NQF). In addition, a recognition of skills acquired in non-formal settings (e.g. from job-relevant continuing education) or informally acquired skills (e.g. acquired on the job) is possible.
- 9.3. Students need to apply for the recognition of prior learning within the first two weeks of the respective semester. Applications for recognition of skills acquired during an exchange semester are exempt from this stipulation; these can also be submitted at a later point in the semester in which the corresponding course takes place. Applications have to relate to a course held and offered in the current semester.
- 9.4. Recognition of prior learning essentially rests with the degree programme director, according to § 12 FHG; students need to apply for it individually by completing a form.
- 9.5. Students also need to complete one form per course. As a rule, the decision on the application needs to be taken within two weeks after receipt of the form(s).
- 9.6. Competencies which have already been considered as an admission requirement cannot be recognised a second time during studies (no double recognition of competencies). Partial recognition is not possible, either.
- 9.7. The equivalent nature of formally acquired skills and competencies (i.e. equivalent to the competencies profile) needs to be stated regarding contents, competence level, and scope of the course recognised. If the competencies are equivalent, the passed exams have to be recognized. A knowledge test is not required in this case.
- 9.8. The equivalent nature of non-formally or informally acquired skills and competencies (i.e. equivalent to the competencies profile) needs to be stated regarding contents, competence level, and scope of the course recognised.

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

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If necessary, a knowledge test can be administered, which has to be organised by the head of the respective subject.

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

10. Use of unauthorised aids

- 10.1. If unauthorised aids are used (e.g. cheat/crib sheets, cribbing from other students, using unauthorised calculators or computers, using mobile phones for the exams, texting during exams), the exam will be invalid. The exam attempt, however, does count towards the total number of permitted exam attempts, according to §20 FHG. Should any unauthorised aids be detected during the exam, the exam is immediately terminated without prior notice.
- 10.2. Students need to be informed in writing about permitted aids at least 14 days before the exam. These also have to be listed clearly on the exam papers.
- 10.3. Exam invigilators/examiners have to ensure that only permitted aids are used by students.
- 10.4. Plagiarism is defined as copying texts, contents, or ideas and passing them off as one's own. This particularly refers to the appropriation and use of text passages, theories, hypotheses, findings, or data in direct quotes, paraphrases or translations without quoting sources and authors.⁷ This definition also refers to visual and verbal texts of various kinds (e.g., images, tables, transcripts or paraphrases of podcasts).
- 10.5. In addition, according to §20 FHG, it is not acceptable to obtain assessments through fabricated or invented research results (e.g., fabrication of surveys, statistics, and observations) or through manipulating or forging data (falsification of the research process).⁸
- 10.6. If an exam is declared invalid because of the use of unauthorised aids, because of plagiarism, or because of the fabrication and falsification of data, this is registered in the student's records. The examiner reports the infringement against any of the rules listed above to the degree programme director, who informs the student of the consequences.

⁷ This definition of plagiarism is, incidentally, the English paraphrase of the English definition retrieved from: OEAWI – Österreichische Agentur für wissenschaftliche Integrität/Austrian Agency for Research Integrity (2015) Richtlinien der Österreichischen Agentur für wissenschaftliche Integrität zur Guten Wissenschaftlichen Praxis /Best Practice Guide for Research Integrity and Ethics, p. 14. Online German and English versions: https://oeawi.at/wp-content/uploads/2018/09/OeAWI_Brosch%C3%BCre_Web_2019.pdf (10 March 2021/25 August 2021).

⁸ In the same article as above, p.21.

- 10.7. A single infringement against the rules mentioned above leads to a formal reprimand of the student; the exam attempt counts towards the total number of permitted exam attempts. Continuous and repeated infringements can lead to the student's expulsion from his/her studies at the UAS, according to the education contract.

11. Recognition of ECTS for student representatives

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

12. Repeat year and interruption of studies

- 12.1. According to §18 (4) FHG, students are permitted to repeat an academic year once after a failed board exam. The student needs to formally apply in writing for a repeat year within 30 days after having been informed of having failed. According to §18 (5) FHG, the degree programme director states which exams and courses need to be taken again.
- 12.2. The interruption of studies is permitted according to §14 FHG. During this interruption, no exams can be taken. Again, it is the student who needs to apply for interruption of studies.