

## Policies for Master Studies

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Disclaimer:

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

## **I. General Terms**

### **I.1 Scope of these Policies**

These policies are the general regulations (Rahmenprüfungsordnung). They apply to all study programs leading to a Master of Science or Master of Arts degree. In addition to these general policies, all Master programs have individual program-specific regulations. The program-specific regulations are included in each study program handbook. Every Master program has a study program handbook for each of its cohorts.

The modules of each Master program are listed in the respective program handbook. The program handbook contains module data sheets that include module descriptions, aims, intended learning outcomes, functions, components, ECTS credit points, and pre-requisites.

In cases of conflict, the general Policies for Master Studies apply. Exceptions are possible for joint programs offered in cooperation with partner institutions.

### **I.2 Changing these Policies**

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

### **I.3 Qualification Aims**

In the Master program, students deepen and expand the skills and knowledge they have acquired in the Bachelor program.

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.

## **I.4 Standard Study Period and Graduation Requirements**

Constructor University offers academic Master programs and executive (i.e., professional) Master programs. Master programs consist of a predefined set of modules. Upon successful completion of a Master program (i.e., after meeting all necessary graduation requirements), students are awarded a Master of Arts (M.A.) or a Master of Science (M.Sc.) degree. A student may complete the requirements for a Master program at any time during the academic year.

The regular study period for the Master degree is four semesters (Fachsemester) with a total of 120 ECTS credit points. The list of Master programs offered by Constructor University and the degrees awarded is published on the university website.

## **I.5 Definitions**

### ***1.5.1 Study Program Chair (SPC)***

An SPC is assigned to each 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 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 Instructor of Record (IoR). If the Module Coordinator is an external lecturer with time constraints or other limitations of capacity, the SPC can serve as Module coordinator or delegate the responsibility to another faculty member.

### ***1.5.3 Instructor of Record (IoR)***

The Instructor of Record teaches the module or module component and is responsible for developing its content (syllabus), assignments, and grades. 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.

### ***1.5.4 Academic Advisor***

Upon enrollment, every student is assigned to a faculty member for academic advising. Students may change their Academic Advisor.

### ***1.5.5 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. 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.

## **I.6 Modules and ECTS Credit Points**

All Master programs 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 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 Master module. The Master thesis/seminar module, which covers 30 ECTS credit points is exempt from this norm. Further exception regulations are defined in the individual program-specific handbooks.

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 work load and ECTS credit points and can each be individually transferrable.

## **I.7 Registration and Syllabi**

### ***1.7.1 Registration***

Every semester, students must register for the modules relevant for their Master program. Registrar Services publishes the deadlines for registration each semester. The university reserves the right to cancel a module if less than 5 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.

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 module(s).

The Instructor of Record (IoR) may exempt students from the pre- or co-requisite requirement.

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 drop/add deadline is published each semester in the Academic Calendar. For certain modules, different deadlines may apply.

### ***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.

## **II. Assessment Types**

The Study programs covers 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 study program format. 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 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. It may be marked as part of the requirement to qualify for or participate in the final assessment. Formative assessments can be part of a module achievement, of bonus points and 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 or study program. It contributes to the module mark.

Summative assessment types include written assessments, oral assessments, practical assessments, project assessments, portfolio assessments as well as for 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 learner.

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 Instructor of Record. It may comprise a combination of multiple-choice questions, text-based answers, structural drawings, graphs or similar formats. 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 (e.g. for written examination).



**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.

## II.2 Oral Assessments

An oral examination requires students to provide verbal responses or engaging 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 in the relevant field, 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.

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 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 mostly in digital form which may include presentations, assignments, reports, essays, research papers, 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.

### **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 Instructor of Record 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. In such cases, the Instructor of Record assigns an incomplete grade. If Portfolio

assessments are failed, they may only be repeated once.

## **II.6 Master Thesis**

In order to graduate, students have to submit a Master thesis of 30 ECTS credit points. The thesis is written under the guidance of a Constructor University faculty member (thesis supervisor). The thesis and the thesis supervisor must be registered at the beginning of the semester at the add/drop deadline.

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 complete 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 Instructor of Record of a module and/or module component is responsible for conducting the respective assessments.

As a rule, modules at the Master level finish with a single module examination. In exceptional justified cases, more than one assessment per module is possible as long as learning objectives, methods and the assessment types are adequately aligned.

Details of the module examination are defined in the module description and in the mandatory study and examination plans of the respective Master study programs. In exceptional cases, it is possible to define module achievements (“Prüfungsvorleistungen”) as a condition to be admitted to the module examination. Module achievements must be defined in the module description. In case module achievements are graded, these grades are only counted towards fulfilment of the module achievement but do not affect the module grade.

Module achievements are set and scheduled by the Instructor of Record in the Syllabus. Students who fail to complete the module achievements during the semester are offered an opportunity to enhance the module achievement, generally before the first regular examination is due. Students who fail to complete module achievements by the end of the semester must repeat the corresponding module and/or modules component.

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. 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 two examinations on any given day. Students who would have more than two examinations on a single day may ask to be officially excused from all but two examinations.

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.6. - 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.7).

### **III.3 Incomplete Modules and/or Module Components**

In exceptional cases, students may request a temporary incomplete grade for any module for which they are currently registered. This is indicated by an “incomplete” on the initial grade report. An “incomplete” is assigned in cases where a student receives permission from the IoR to submit assignments after the end of the examination period. The IoR may communicate a grade penalty for late submission if applicable. They are set and defined by the IoR in the Syllabus.

An incomplete “incomplete” will also be assigned if a student is officially excused for an assessment or has withdrawn from it (see III.5 Withdrawal Option). The modalities for completion of the module in these cases are regulated in Section III.6. Excuse from Academic Obligations.

The student must fulfill the missing requirements within the given deadline for submitting incomplete module assignments published in the Academic Calendar, whereupon the IoR will convert the “incomplete” to a grade.

If the missing requirement is not fulfilled by the deadline, the instructor will assign the lowest possible grade for this assignment and issue the grade for the module accordingly.

### **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 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 a module 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 attempt of 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 120 ECTS credit points of the intended degree are included in the calculation of the cumulative GPA weighted by ECTS credit points.

In general, the deadline for submitting final grades for the fall semester is the middle of February, for the spring semester the middle of September, or a workday close to these dates. The exact dates are 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 a 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 a module or module component is failed three times (first attempt plus two repetitions), it cannot be repeated and is ultimately failed. If a mandatory module or module component cannot be repeated, the Master degree of the study program will not be granted. Unless the student continues in a different major, 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 degree program. 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 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 two examiners. 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.



### **III.5 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 Instructor(s) of Record 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.6 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.7 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 and subsequently by the Dean.

### **III.8 Pass Option**

Students 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.9 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.9.1 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 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 study program.

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.9.2 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 study program 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.

### ***III.9.3 Language Modules***

In general, study programs taught in English contain mandatory elective German language modules. Students who meet the required German proficiency level (e.g. native-speakers) need to select humanities modules offered at Constructor University. Program-specific regulations are defined in the respective program handbook. Students must take a placement test before registering for the appropriate language proficiency level. They may, at their own risk, take language modules half a level higher than the one in which they have been placed according to the placement test. 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. Full Levels are tested via telc certificate examinations (Start Deutsch 1/telc Deutsch A1 certificate). These exams are only offered once per semester.

### ***III.9.5 Audit***

Students may register for modules as auditors with the exception of practical courses and / or excursions. It is at the discretion of the Instructor of Record 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.9.6 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. Degree Certificates**

Upon graduation and after completing the formal checkout, every student will receive the following final documents:

### **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. The diploma carries the seal of Constructor University and is signed by the President of the university and the Dean responsible for graduate studies.

### **IV.2 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 program of study.

### **IV.3 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, the Master thesis title, the date of the conferral of the degree, and, if applicable further special achievements. The transcript 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 faculty member from each focus area
- one member of research and teaching staff
- one undergraduate student
- one graduate student

### **V.2 Graduation Ceremony**

A student who wants to receive his/her diploma during graduation ceremony must fulfill all graduation requirements including the submission of his/her Master thesis at least four weeks before the ceremony.

A student who wants to participate in the graduation ceremony before having completed all graduation requirements does a so-called “walkthrough”. In order to be eligible for a walkthrough, the student 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 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 the parental leave is possible, despite leave of absence. However, examinations are not mandatory during the leave period.