



CODE / DESIGN / ENTREPRENEURSHIP
UNIVERSITY OF APPLIED SCIENCES
BERLIN

Framework Study and Examination Regulations

of CODE University of Applied Sciences

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List of Abbreviations

CODE	CODE University of Applied Sciences
SER	Framework Study and Examination Regulations
BerIHG	Berlin Higher Education Act (<i>Berliner Hochschulgesetz</i>)
ECTS	European Credit Transfer and Accumulation System

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SECTION I: GENERAL INFORMATION

§ 1 Scope of Application

- (1) The Framework Study and Examination Regulations (hereinafter referred to as SER) apply to all degree programs at the university and regulate the general objectives, contents, structure, and course of study including the individual examination procedures at CODE University of Applied Sciences (hereinafter referred to as CODE or university).
- (2) In addition to the SER, program-specific Study and Examination Regulations apply which define the structure, examinations, and qualification goals of the respective degree programs in more detail.

§ 2 Commencement of Studies, Enrollment, and Exmatriculation

- (1) Unless otherwise stipulated in the program-specific Study and Examination Regulations, students may commence their studies in the Fall Semester.
- (2) The enrollment/registration takes place when the study contract has been signed by the student and the relevant documentation has been received in accordance with the Berlin Higher Education Act (BerlHG). In addition, students are required to submit a written declaration to the Examination Office prior to enrollment if they have definitively failed a university examination for the degree they are seeking in a program of the same name/similar type at a university regulated by the *Hochschulrahmengesetz* (Framework Act for Higher Education) or by one of the state higher education laws applicable in the Federal Republic of Germany. Students are also obliged to declare in writing if they are in pending examination proceedings at another university.
- (3) If more suitable applications are received than the number of places available in the desired degree program, the university will decide on the selection process in accordance with the General Regulations for Admissions and Enrollment.
- (4) Students at the university are exmatriculated at the end of the semester in which the final assessment was successfully completed, at which point the study relationship

with the university is terminated. The same applies if students have definitively failed to complete a course or examination required for the continuation of their studies. Students who have not completed any examinations over a period of two years without being granted a leave of absence or have not submitted a declaration to the Examination Office in writing within two months of the expiry of the standard period of study may be exmatriculated. This does not apply to students who are absent during an approved leave of absence. Exmatriculation in accordance with this paragraph (4) also constitutes a compelling reason for terminating the study contract. With the exmatriculation and termination of the study contract, the study relationship with the university ceases at the end of the respective semester.

- (5) Exmatriculation can also take place via application. Exmatriculation with the right to return without a new admissions procedure (interruption of studies) is also possible. An application to this effect must be submitted to the Examination Office stating the reasons. If new Study and Examination Regulations have come into force during the period of exmatriculation, students must resume their studies as regulated by the new regulations. Under certain circumstances, academic achievements already made will no longer be recognized. Exmatriculation in accordance with this paragraph (5) also constitutes a compelling reason for terminating the study contract.

§ 3 Leave of Absence

- (1) Students may apply to be exempted from their studies for compelling reasons (leave of absence). The application must be submitted in written form to the Examination Office no later than two weeks before the start of the semester for which the leave of absence is requested. The application must be submitted with appropriate proof of the reason for the leave of absence.
- (2) Generally, students may not be granted a leave of absence for more than two consecutive semesters and for a total of no more than half of the standard period of study for the respective degree program. Leaves of absence are granted for full semesters only. During the leave of absence, students are exempt from attending courses and taking examinations; all other rights and obligations remain unaffected. Reassessments applicable to past semesters may be taken during the leave of absence. Absence in accordance with the statutory regulations on parental leave and

a prohibition of employment as specified by the *Mutterschutzgesetz* (Maternity Protection Act) will not be counted towards the period specified in this paragraph.

- (3) Compelling reasons for a leave of absence include (but are not limited to):
1. Completion of basic military service or civilian service;
 2. Illness and/or illness of children or relatives who require care (upon presentation of a medical certificate stating that, due to the severity of the illness, it will not be possible to continue studies in the semester for which the leave of absence is requested);
 3. Pregnancy (upon presentation of a medical certificate stating that, due to the expected date of birth, it will not be possible to continue studies in the semester for which the leave of absence is requested);
 4. Childcare, when parental leave is granted;
 5. Study abroad at foreign universities or study visits to other domestic universities;
 6. Internships.
- (4) To apply for a leave of absence, the following information is required:
1. Full name and enrollment number;
 2. Address;
 3. Explanation of the compelling reason and the corresponding evidence;
 4. Handwritten signature.
- (5) If the application for a leave of absence is not granted, the student must be given an opportunity to respond.

§ 4 Student Advising

- (1) The goal of the university is to provide students with the smoothest possible course of study. The university administration is responsible for advising students and aims to support them in their personal and professional development. The university's advising concept includes five areas: personal mentoring, academic advising, general advising, career counseling, and psychological counseling.
- (2) Academic advising is provided by lecturers at the university and focuses on the selection of elective modules and the linking of projects with appropriate modules. Students can request advice on the course of their studies proactively or on the

recommendation of their mentor. The respective Study Program Coordinator is responsible for arranging consulting times.

- (3) General advising is provided by the university administration and is aimed at all organizational issues relating to studies (administrative processes, certificates, student IDs, etc.) and life in Germany (for international students).
- (4) Career counseling is provided by the personal mentor(s). Mentors are supported by the university to provide targeted information about internal and external offers to help students with their career plans.
- (5) Psychological counseling is carried out by a trained psychologist and offers students the opportunity to receive professional support anonymously in particularly difficult personal situations. If necessary, the psychologist can refer students to professional external support programs.
- (6) Irrespective of the support services offered in accordance with § 4 paragraphs 1 – 6, students are obliged to acquire information independently and on time concerning their rights and obligations, particularly regarding the type and scope of examinations, examination content, and examination dates.

§ 5 Competency Profile

The competency levels achieved by students (see § 14) together with the modules passed and respective grades result in an individual competency profile that presents a comprehensive summary of the competencies students possess upon completion of the degree program.

SECTION II: STUDIES

§ 6 Standard Period of Study, Structure, and Language of Study

- (1) The standard period of study for the respective degree programs is specified in the program-specific Study and Examination Regulations. The standard period of study can be shortened if credit is given for prior periods of study or other study and examination achievements (see § 20). Additional time taken or deadlines missed in

compliance with the *Mutterschutzgesetz* (Maternity Protection Act) and in accordance with statutory provisions on parental leave (see § 19) are not the responsibility of the student and are not counted towards the standard period of study. The same applies to extended absences due to periods of illness or disability. Taking in to account the needs of students with children, students are not penalized for missing deadlines if their child becomes demonstrably ill and requires care.

- (2) The degree programs at the university are divided into semesters. Any further optional division into study periods is detailed in the regulations for each program. The semesters are structured by modules. The modules cover the course content and include areas for personal development and self-directed learning. The program-specific Study and Examination Regulations regulate the mandatory, elective, and compulsory elective modules in more detail. Mandatory modules ensure that the content of the study program is coherent. These are modules that are obligatory for students. Mandatory modules impart the knowledge and skills that are required of all students at the end of their respective degree program. Elective modules enable students to design their studies according to their subject-related and/or professional interests and inclinations. Students can select these modules from a range of elective modules in accordance with the regulations of the respective degree program (see Appendix 1 of the program-specific Study and Examination Regulations). The university is not obliged to make the entire range of elective modules available on a regular basis. The Board of Examiners (§ 9) may recognize individual student achievements as elective modules upon application.
- (3) The study program-specific Study and Examination Regulations stipulate the scope of the modules (§ 7).
- (4) The study and examination languages at CODE are English and German.

§ 7 ECTS and Credit Points

- (1) To ensure international comparability, recognition of study and examination achievements, and student mobility, degree programs at CODE are assessed according to the prevailing system (currently the European Credit Transfer and Accumulation System or ECTS).

- (2) Credit points measure successfully completed examinations and provide information about the amount of work performed. Each module is assigned credit points according to its workload, whereby one credit point according to this SER corresponds to one ECTS credit point. Credit points are awarded as soon as a module has been passed. The total student workload for one credit point as well as the number of credit points to be awarded per module are regulated in the respective program-specific Study and Examination Regulations. Unless otherwise stipulated in the program-specific Study and Examination Regulations, 30 credit points and a total workload of 900 hours are expected per semester.
- (3) The completion of a module is regarded as proof that the required qualification objectives have been achieved.

§ 8 Forms of Teaching and Learning

The forms of teaching and learning in each module are selected by the respective module coordinator. The overarching concept of project-based learning is taken into consideration. Within the framework of the module description, the responsible lecturers are given the freedom to choose the didactic and academic design of the module. The following forms of teaching and learning are most common and can also be combined in each module:

1. Lecture (*Vorlesung*): Lectures provide a coherent presentation of the subject matter as well as facts and methods. In this format, lecturers present and develop the subject matter with the active participation of the students. Small activities or questions from the participants can be integrated into the lecture as desired.
2. Seminar: In seminars, students actively engage with facts, findings, and problems in a presentation- and discussion-friendly format. Topics and focal points on the agenda will be determined in consultation with the participants. Student participation can involve presentations, papers, and moderated discussion contributions.
3. Course (*Kurs*): Practical skills and/or theoretical knowledge are trained in courses. The teacher sets the agenda of topics and specifies learning objectives. Participants practice skills and engage with theoretical knowledge. Students may work individually or in groups.

4. Consulting (*Beratung*): In consulting sessions, the expertise of the faculty is made available on a regular basis to students, particularly in the context of project work. The learning objectives of a given module are taught with a project-specific focus in individual or group meetings. The lecturer may assign tasks or objectives with various goals depending on the subject matter.
5. Project Work (*Projektarbeit*): Project work is an important component of the overarching learning concept, whereby students develop or apply various subject-related competencies in the context of an individual or group project. With regular guidance from faculty, students' progress is monitored and supported.
6. Case Study (*Fallstudie*): Theoretical foundations are taught and strengthened using practical examples. Case studies can be utilized in the context of different forms of teaching and learning to develop specific competencies. In this context, students can work individually or in groups.

SECTION III: BOARD OF EXAMINERS AND ASSESSORS

§ 9 Board of Examiners

- (1) The Board of Examiners is elected by the Senate for a term of two years (§ 17 (1) no. 9 Basic Regulations). Members can be reelected.
- (2) Professors constitute the majority of the Board of Examiners. The Academic Senate elects one full-time professor as chairperson for the duration of their appointment to the committee. Another full-time professor acts as deputy chairperson. The chairperson is responsible for implementing resolutions. Individual tasks can be delegated to members of the Board of Examiners or the Examination Office.
- (3) In addition to the chairperson and deputy chairperson, the Board of Examiners consists of:
 1. one elected professor or lecturer from each degree program, if that degree program is not yet represented in the role of chairperson or deputy chairperson;
 2. an elected student representative. Differing from paragraph 1, the student representative shall be elected for a term of one year.

Representatives of the Presidium may attend meetings of the Board of Examiners in an advisory capacity.

- (4) The Board of Examiners is responsible for all matters relating to examination regulations at CODE. The Board of Examiners coordinates the organization of the examinations and ensures that the examinations are carried out properly. In particular, the Board of Examiners decides on:
1. the definitive failure of examinations and, in cases of doubt, the grading of examinations;
 2. the appointment of assessors;
 3. the acknowledgment of missed deadlines and/or withdrawals pursuant to § 15,
 4. the consequences of violations of the general and program-specific Study and Examination Regulations and on appeal procedures in study and examination matters.
- (5) The Board of Examiners serves as a contact point for students and faculty regarding the application of the SER and the program-specific Study and Examination Regulations. In justified individual cases, the members of the Board of Examiners have the right to attend examinations.
- (6) The Board of Examiners may delegate all tasks, in particular the appointment of assessors, to the chairperson. This delegation also applies to the deputy chairperson (as described in paragraph 1). Notwithstanding this, the chairperson has the authority to make urgent decisions within the context of day-to-day operations. Such decisions must be presented to the Board of Examiners at the following meeting.
- (7) The Board of Examiners does not meet publicly. The members are bound by confidentiality. The Board of Examiners may adopt its own rules of procedure.

§ 10 Assessors and Examination Assistants

- (1) An examination can only be performed by a person who possesses at least the same qualification as the examination or an equivalent qualification.
- (2) Examinations can be performed by faculty, in particular full-time professors and lecturers, as well as other freelance teaching staff of the university.
- (3) In addition, § 32 (4) BerlHG stipulates that persons experienced in professional practice and training may be appointed as assessors even if they are not teaching. It is therein assumed that the requirements of paragraph 1 are fulfilled and that

corresponding evidence regarding their qualifications and professional practice and education is available to the Examination Office.

- (4) Assessors pursuant to paragraphs 1–3 shall be appointed by the Board of Examiners. The assessors will determine the contents of the examination.
- (5) Qualified examination assistants record an examination protocol in which the main subject matter and outcome of the oral examinations are recorded. Examination assistants must have qualifications greater than or equal to the qualifications determined by the examinations (e. g. bachelor's degree).

SECTION IV: TYPES AND METHODS OF STUDY AND EXAMINATION

§ 11 Examination Performance and Academic Performance

- (1) Through examinations, students are expected to demonstrate that they can identify and solve problems in a specified timeframe with given (limited) tools using common methods of the respective subject area. Final module examinations are carried out in the form of oral, written, or practical examinations, or other examinations that can be assessed according to comparable standards, such as presentations or project work. The examinations are completed throughout the course of studies and are scheduled after completion of the respective module. In exceptional cases, the module examination can consist of several partial examinations which are related to each other in terms of content.
- (2) Students must be given at least one opportunity per semester to take examinations in the modules offered in the respective semester. A module examination is successfully completed if it has been assessed as “passed” (§ 14).
- (3) In addition to the examination performance, the lecturer may require active participation in courses and may specify that students must be present for at least a proportion of the academic events. This minimum proportion is defined on a module-specific basis in the respective module descriptions. If the attendance requirement is not met, lecturers may request additional work to be performed to make

up for periods of absence. Such assignments serve exclusively to ensure that the learning objectives of the missed academic events are achieved. Alternative assignments may include, in particular, written elaborations on the material missed in class. If such alternative assignment requirements are met, the student is deemed to have fulfilled the attendance requirement and is permitted to take the module examination. If the alternative assignment requirements are not met, the student is not permitted to take the module examination.

- (4) Academic performance in the context of a module is ungraded: either the requirements for examination are met (“success”) or not met (“without success”). Successful academic performance is achieved if students actively participate in the courses and attend them regularly. The provisions of paragraph 3 sentences 1–4 apply to academic performance.

§ 12 Examination Formats/Performance Evaluations

- (1) Oral and practical examinations include oral interviews, presentations, and practical work. In these examinations, students should demonstrate that they recognize the connections within the subject area of the examination and understand specific questions within this context. The ability to develop and implement concepts is shown through project work and practical assignments. Students should demonstrate that they can define goals for a larger project and develop interdisciplinary solutions and concepts in terms of content and design. In an oral examination, students may also discuss work they have done (e. g. design concepts, program code, etc.) Students can present their thought process and development process and defend them in a technical discussion. Oral examinations are a minimum of 15 minutes in duration per student and can be extended to a maximum of 35 minutes. At the beginning of the semester, instructors determine the duration and format of examinations for each module and communicate the examination duration and format within the first two weeks of the lecture period both orally in the respective courses and in writing through the university’s electronic communication media (intranet and Slack). For group examinations, the duration of a single exam is multiplied by the number of students being assessed to calculate the total duration. Oral examinations are generally conducted as continuous assessments by a single examiner, either individually or in groups, with the examiner preparing a protocol (minutes) of the examination. The

examiner or the examination board may appoint a second examiner for any examination. Final possible examination attempts must be conducted by at least two authorized examiners. Possible oral examination formats may include: lecture/presentation, (panel) discussion, conducting interviews (role-playing, simulations, or other forms of presentation), or practical assignments:

1. In a lecture/presentation, students must demonstrate either individually or as part of a group that they are able to work on a research question or practical topic with a limited amount of time and develop it into a compact, structured presentation that facilitates understanding for an audience. Students should also show that they can independently define goals and develop interdisciplinary solutions and concepts for a larger task. If this is in the context of a group examination, each individual student's contribution must be clearly recognizable and assessable.
 2. In a (panel) discussion or interview, students take on the role of experts or advocates of interest groups to present and compare their views in front of an audience.
 3. In conducting or role-playing interviews or other business scenarios, students demonstrate that they can apply learned content and competencies in different contexts.
 4. In a practical assignment, students must plan and implement solutions to a defined set of problems within a theoretical framework. In a practical/artistic activity, the student independently completes specific practical or artistic tasks with certain requirements. Theoretical competencies and their concrete, practical implementation can be demonstrated.
- (2) Written assessments must comply with the accepted standards of academic work in terms of content and form. Written assessments, apart from in-person written examinations and the thesis, must be submitted in electronic form by the deadline specified by the lecturers and in the manner announced by the Examination Office; late submissions will be marked as "failed". If the lecturer does not announce an earlier submission deadline, the submission deadline for written assessments in the respective semester that is announced centrally by the Examination Office shall apply. Written assessments (except for in-person written examinations) must also contain a declaration in which the student confirms that their assessment was done independently and without the use of any unauthorized resources; a signature is not

required. At the beginning of the semester, instructors determine the examination format and its requirements for each module and communicate the examination format and its requirements within the first two weeks of the lecture period both orally in the respective courses and in writing via the university's electronic communication media (intranet and Slack). Possible written assessment formats include written elaboration, project report/project portfolio, electronic face-to-face examination, or written examination.

1. In a written elaboration, students should demonstrate that they can work independently on scientific questions in a limited amount of time using appropriate aids, acquired knowledge and skills, common methodology in the subject matter or interdisciplinary approaches (depending on the question and field). Examples of relevant formats include term papers, essays, practical or project documentation, or contributions to case studies. The assignment must be designed in such a way that it can normally be completed in four weeks, and the formal requirements, depth of content, and scope must be made clear to the students who will be examined. These requirements, as well as the depth and scope of the written work, are communicated within the first two weeks of the lecture period both orally in the respective courses and in writing via the university's electronic communication media (intranet and Slack).
2. In a project portfolio, students record and reflect on the most important aspects of self-directed learning experiences and academic events in a journal format. This examination format is an important part of the reflection on and evaluation of self-directed learning. The individual performances of students are combined into a project portfolio and evaluated as such. The requirements for this report are determined by the respective instructors and communicated within the first two weeks of the lecture period both orally in the relevant courses and in writing via the university's electronic communication media (intranet and Slack).
3. Digital presence-based examinations are those in which students make use of computer-based tools. These examinations are conducted in a paperless manner and normally take place under the supervision of teaching or examination staff. Digital presence-based examinations are limited to a duration of at least 60 minutes and at most 240 minutes, and this period may be divided into partial examinations. The module-specific duration of the examination is communicated within the first two weeks of the lecture period both orally in the

- respective courses and in writing via the university's electronic communication media (intranet and Slack).
4. In an in-person written examination, students should demonstrate that they can work on and solve problems using standard methodology from the respective field in a limited time and with limited aids. The examinations should also establish whether students have necessary foundational knowledge. In-person written examinations can be a minimum of 60 minutes and a maximum of 240 minutes; the total exam length can be divided into partial examinations. The module-specific duration of the written examination is announced within the first two weeks of the lecture period, and the approval of any permitted aids is communicated no later than the week before the examination, both orally in the respective courses and in writing via the university's electronic communication media (intranet and Slack). Lecturers are responsible for defining the exact format and level of difficulty.
- (3) The examination formats (written, oral/practical) can be combined. Combined examinations are usually based on a uniform task and consist of at least two different formats (e. g. a written essay combined with an oral examination on the essay content).
 - (4) If the module description provides for several alternative examination formats, the examiner determines the module-specific duration and format of the examination and communicates the examination duration and format within the first two weeks of the lecture period, both orally in the respective courses and in writing via the university's electronic communication media (intranet and Slack).
 - (5) According to § 32 (8) BerlHG, examinations can also be conducted in digital form. The following applies to how such examinations are conducted.
 1. For digital oral examinations, the following applies:
 - (i) Prior to the examination, it must be ensured that the identity of the student can be established by means of identification. Acceptable forms of identification are national identity cards, passports, driver's licenses, and student ID cards.
 - (ii) The examinee's fitness to take the examination must be determined by the examiner at the beginning of the examination.

- (iii) It must be ensured that interruption-free communication and interaction between the student and the assessor is possible. In addition, it should be ensured that the time delay between student and assessor is as short as possible. The student and the assessor(s) must be able to see and hear each other at all times during the entire examination. Turning off the video camera or muting the microphone is not permitted.
 - (iv) At the beginning of the examination, each student must declare that no unauthorized aids will be used in the examination.
 - (v) Recording the video examination, as well as transmitting image and audio data to third parties, is generally prohibited for all participants. Recording may take place with the consent of all participants in exceptional, justified cases.
2. For digital written assessments, the following applies:
- (i) Written assessments according to § 12 (2) nos. 1 and 2 do not require a separate regulation for digital formats.
 - (ii) Written assessments according to § 12 (2) no. 3 can, if required, be provided by equivalent oral examination performances according to § 12 (1) and (5) in digital form or as written assessments according to § 12 (2) nos. 1 and 2. It is possible to combine written or oral examination formats digitally.
 - (iii) The administration of in-person written examinations in digital form with video supervision is not permitted.
- (6) The Board of Examiners or the respective assessor shall determine the details for conducting digital examinations, taking into account the above-mentioned regulations as well as technical and data protection requirements.

§ 13 Thesis and Capstone Project

- (1) The thesis should demonstrate that students are able to work independently on a problem in their field using scientific methods within a given timeframe.
- (2) The thesis must be registered with the Examination Office. The registration can only be submitted if all other examination achievements required for the successful completion of the degree program have been passed. Notwithstanding the provisions of

sentence 2, the written part of the thesis may also be submitted in cases where only the successful completion of the Capstone Project—to the extent that it is an obligatory part of the degree program—is still outstanding.

- (3) The written part of the thesis must be done individually. When submitting the written part of the thesis, the student must declare in writing that it was written independently and that no tools or resources other than those allowed were used. This declaration must be personally signed by the student. The written part of the thesis must not have been submitted in whole or in part as part of another assessment. If no separate regulations are listed in the program-specific Study and Examination Regulations, the working period for the written part of the thesis is a total of ten weeks from the date at which the topic was defined. Guidelines for the scope of the thesis can be found on the university's intranet (Wiki). If necessary, to ensure equal examination conditions or for reasons beyond the control of the student, the working period can be extended to a maximum of six months; this decision is made by the Board of Examiners on the basis of a statement by the supervisor.
- (4) The written part of the thesis, together with the declaration according to § 3 (5), must be submitted to the Examination Office by the deadline as a single written and signed copy and in digital format (e. g. PDF format in an accessible, readable version; an image format without text recognition is not permitted). If the student does not submit the thesis by the deadline, they will be assessed as “failed”.
- (5) The thesis can be repeated once if it has been assessed as “failed”.
- (6) The Capstone Project will be supervised by a faculty member in the relevant subject area. It will also be graded by the supervisor. The procedure for registration is published on the university intranet (Wiki) and is available for all students to view.
- (7) Additional guidelines regarding the thesis, colloquium, and capstone project are defined in the study program-specific Study and Examination Regulations.

§ 14 Grading of Examination Performance

- (1) Module examinations are typically graded by the respective lecturer(s) of the module. In the case of repeat examinations (e. g. reassessments), students are not entitled to an examination or assessment by the lecturer of the respective module. In exceptional,

justified cases, the Board of Examiners may appoint other assessors to replace them in accordance with § 32 BerlHG.

- (2) At CODE, there are modules that are graded and ungraded (see the program-specific Study and Examination Regulations). The program-specific Study and Examination Regulations may stipulate that no module examination is required in certain modules.
- (3) Module examinations are to be graded and the results published to students within eight weeks of the examination date.
- (4) Examination decisions must be justified in writing by the assessors. Verbal explanations are not sufficient.
- (5) In graded modules, the best possible result (100% of the points to be achieved) is 1.0. The worst possible result with which a graded module can be passed is 4.0 (60% of the points to be achieved). Intermediate values can be used for a more nuanced grade.
- (6) Graded modules are also assessed with competency levels 0, 1, 2 or 3 in addition to the grade awarded. The competency level is given a qualitative description in the competency profile (see § 5).
- (7) The fact that at least 80% of the points must be achieved to reach level 1 in a module evaluation stems from the university's mastery learning approach. This approach assumes that avoiding larger gaps in knowledge and competence leads to a more successful learning experience overall.

Percentage	Grade	Level ¹
100% - 96%	1.0	Level 3
95% - 92%	1.3	Level 2
91% - 88%	1.7	Level 2
87% - 84%	2.0	Level 1
83% - 80%	2.3	Level 1
79% - 76%	2.7	Level 0
75% - 72%	3.0	Level 0
71% - 68%	3.3	Level 0
67% - 64%	3.7	Level 0
63% - 60%	4.0	Level 0
< 60 %	5.0	Failed

Table 1: Grades and Ratings

- (8) In exceptional cases, if a module grade consists of several partial grades, the arithmetic mean of the grades (as a percentage) of the individual partial examinations is calculated. When determining the average, only the first decimal place after the decimal point is considered; all further digits are deleted without rounding. For example, with an average of 1.79, the grade is 1.7. If the module grade consists of several partial grades, the examiners may decide whether compensation for individual failed partial achievements is possible.
- (9) The overall grade for the final examination is calculated as a weighted average of the grades of the graded modules. The weighting is based on the number of ECTS credit points, with the modules Thesis and Capstone Project weighted three times.
- (10) In addition to the overall grade calculated as described above, a relative grade in accordance with the standards of the European Credit Transfer and Accumulation System (ECTS grade) is also recorded in the Diploma Supplement. Entitlement to an ECTS grade exists only after the corresponding data is available. As a rule, the award

¹ A description of levels can be found in the university intranet.

of an ECTS grade requires that at least 25 students of a degree program successfully complete their studies in a given semester.

§ 15 Passing Examinations, Possibilities for Repetition and Compensation

- (1) With the exception of the thesis and Capstone Project, module examinations that have been passed may be repeated twice. This rule may be suspended for modules that have been permanently removed from the degree program offerings. If a higher grade is achieved in the reassessment, the new result replaces the result of the previously passed examination. A lower grade is not possible. A reassessment for grade improvement (e. g. "level-up") must be registered for no later than the submission of the Bachelor Thesis.
- (2) Students may repeat failed module examinations on three occasions if they fail in the first instance. If a module examination is failed a total of four times, the module in question is deemed to have been definitively failed. Notwithstanding the provisions of sentence 1, failed Capstone Projects and the thesis may be repeated twice and are deemed to have been definitively failed if they have not been passed after three attempts.
- (3) In addition, proof of academic achievement is not provided if students:
 1. miss an examination without a compelling reason, or
 2. withdraw from an examination after the commencement of the examination without serious cause, or
 3. do not complete an examination within the prescribed time; the same applies if the written part of the thesis or other written assignments or project documentation are not completed within the prescribed time and/or are not submitted to the Examination Office on time, or
 4. interfere with the proper conduct of an examination and are thereby excluded from continuing.
- (4) If participation in an examination is not possible due to illness or for any other compelling reason, students must immediately notify the Board of Examiners in writing on the reasons for their absence and provide evidence. In the event of illness, a medical certificate stating that the student is unable to take part in the examination

must be submitted. The Board of Examiners must make the decision on whether to accept or reject their reasoning according to paragraph 3 in a timely manner, at the latest one month after the reasons have been submitted in writing. The student will be notified in writing whether their reasoning is accepted or rejected. If the reason for their absence is accepted, the examination attempt or the registration for the module examination is deemed not to have taken place.

§ 16 Examination Registration

- (1) The Board of Examiners determines the formalities for registering for examinations. The currently applicable procedure is made public at the university. It is published on the university's intranet (Wiki) and can be viewed by all students.
- (2) With a valid withdrawal before a module examination (§ 15 (4)), the examination attempt or registration for the examination in accordance with § 15 (4) is deemed not to have taken place.

§ 17 Academic Misconduct

- (1) An examination is considered "failed" if students attempt to improve their performance through inappropriate actions or conduct such as cheating (e. g. using unauthorized resources or breaching the rules of academic work). Assisting in cheating or deceptive practices can also result in punishment. The assessor (or examination assistant) informs the Board of Examiners of any academic dishonesty.
- (2) If students interfere with the proper conduct of an examination, the assessor (or the examination assistant) may also remove the student concerned from the examination in question. The reasons for the removal must be recorded and the Board of Examiners must be informed.
- (3) In the event of a breach of regulations, the Board of Examiners may disqualify students from further examinations.
- (4) Decisions pursuant to paragraphs 2 and 3 shall be accompanied by instructions on how to appeal the decision. Students may submit a written appeal to the Board of Examiners against decisions pursuant to paragraphs 2 and 3 within one month of

being notified of the decision. The Board of Examiners shall decide on the appeal via written notice and include information on legal remedies. Students must be given the opportunity to comment (in the form of a hearing).

§ 18 Special Arrangements for Disadvantaged Students

- (1) If students credibly demonstrate that they are unable to take all or part of the examinations in the prescribed form or within the applicable deadlines due to illness or disability, the Board of Examiners will consider allowing special examination arrangements for the student.
- (2) The presentation of appropriate evidence may be required to establish the credibility of an illness or disability. Such evidence may include a medical certificate.

§ 19 Protective Provisions

- (1) Circumstances which would trigger the use of protective provisions under the *Mutterschutzgesetz* (Maternity Protection Act), the *Bundeseltern- und Elternzeitgesetz* (Federal Parental Allowance and Parental Leave Act) or the *Pflegezeitgesetz* (Nursing Leave Act) must be reported to the Board of Examiners in a timely manner in writing with proof of such circumstances. The Board of Examiners shall decide on appropriate measures.
- (2) The Board of Examiners may prohibit participation in courses that involve significantly higher than average risks to mothers and/or children. The Board of Examiners shall also determine—taking in to account the relevant safeguards—whether and to what extent pregnant or breastfeeding students may otherwise acquire the knowledge and skills taught in courses in which they are not permitted to participate. There is no legal entitlement to the provision of a special range of courses for pregnant or breastfeeding students.

§ 20 Recognition and Crediting Periods of Study, Academic Achievements and Examination Results

- (1) Academic achievements completed at a German or foreign university are credited in accordance with § 23a (1) sentence 1 BerlHG if equivalence is demonstrated. In the interest of students and to promote their mobility, CODE follows a generous practice of recognition. The "Convention on the Recognition of Qualifications in Higher Education in the European Region" (Lisbon Convention) applies accordingly.
- (2) In addition, the recognition of study and examination achievements at foreign universities requires that students submit the necessary supporting documents with a certified translation of the original documents. Documents in English do not need a certified translation.
- (3) When starting or continuing a degree or when changing degree programs, achievements from a previous course of study should be recognized so long as the acquired competencies do not differ significantly compared to the corresponding CODE module or study program. A substantial difference exists particularly in cases where recognizing the prior academic achievement would jeopardize the student's long-term academic success, i.e., because the prior learning did not cover essential competencies. The fundamental criteria for recognition are the requirements and qualification objectives of the subsequent degree program. The burden of proof that there is no equivalence in the acquired competencies lies with the Board of Examiners.
- (4) It is not possible to receive credit for the same prior learning achievement in multiple modules (including examinations or partial examinations). In the event of a divisible achievement, one prior learning could be credited towards different modules.
- (5) Students with a higher education entrance qualification can apply for credit for knowledge and skills acquired outside of a university setting. Non-academic prior learnings are to be recognized in accordance with § 23a (1) sentence 2 BerlHG if the student can credibly prove that they possess the given competencies. A maximum of 50% of total credits required for graduation may be earned through recognition of non-academic prior learnings. Equivalence in terms of content and level is assessed on a case-by-case basis by the university.

- (6) The Board of Examiners is responsible for the crediting and recognition of prior learnings.
- (7) If the requirements according to paragraphs 1 and 2 are met, the student is entitled to credit/recognition. However, the applicant has a duty to cooperate and must submit the supporting documentation required for recognition. In the absence of sufficient information, the recognition may be denied. The reasons for refusal to grant credit and recognition will be justified in writing.
- (8) CODE shall specify the nature and extent of recognition of prior learnings in the individual graduation documents.
- (9) Additional guidelines regarding the calculation and recognition of prior learning achievements are defined in the study program-specific Study and Examination Regulations.

SECTION V: GRADUATION

§ 21 Completion of the Degree

- (1) The degree is successfully completed when students have achieved the number of credits defined in the program-specific Study and Examination Regulations through mandatory (including the thesis) and elective modules.
- (2) The degree is not successfully completed if a student has a definitive failing grade for a mandatory module. The same applies if the thesis or Capstone Project has been definitively failed.
- (3) If a student definitively fails to pass a compulsory elective module, this does not necessarily mean that the student fails to complete the degree. The degree is only deemed not successfully completed if all compulsory elective modules have been definitively failed.
- (4) If the degree has not been successfully completed, the chairperson of the Board of Examiners will inform students in writing and provide information on legal remedies.

§ 22 Degree Certificate and Diploma Supplement

- (1) Students will receive a certificate with their result after successfully completing the degree.
- (2) The degree certificate contains a list of the modules for which credit points were earned, the module grades (if applicable), and the overall grade of the degree.
- (3) The degree certificate is signed by the president of the university and the chairperson of the Board of Examiners. The certificate bears the seal of CODE University of Applied Sciences.
- (4) Students will also be issued a certificate in English in accordance with paragraphs 2 and 3.
- (5) To promote international comparability of the program and degree, all graduates are issued a diploma supplement in German and English.

§ 23 Additional Graduation Documents

All graduates of the university receive a detailed description of the competencies they have acquired during their studies in the form of an individual competency profile (see § 5) and a summary of their projects in the form of a project portfolio.

SECTION VI: FINAL PROVISIONS

§ 24 Invalidity of the Final Examination and Withdrawal of the Degree

- (1) If students were academically dishonest during an examination and this fact only becomes known after the degree has been granted, the Board of Examiners may retrospectively correct the grade for the examination in which the students were dishonest and declare the examination failed in whole or in part.
- (2) If the prerequisites for admission to an examination were not fulfilled, but students took the examination without academically dishonest intentions, and if this fact only

becomes known after the degree has been granted, this error will be corrected by passing the examination.

- (3) If the admission to an examination was deliberately wrongfully obtained, the Board of Examiners shall decide on legal consequences. The right to be heard must be guaranteed.
- (4) If the requirements of paragraph 1 apply, the degree shall be withdrawn and, if necessary, replaced by a new one.

§ 25 Appeal Proceedings/Inspection of Examination Records

- (1) If students wish to appeal against study/examination decisions that affect them (e. g. definitively failed examinations) and these decisions were accompanied by instructions on legal remedies, they must declare this intent to the Board of Examiners within one month of the study/examination decision being known (§ 9 (4) and (5), § 21 (3)).
- (2) In addition, students may inspect their written examinations, the corresponding reports of the assessors and their examination records within one year of completing the examination.
- (3) The chair of the Board of Examiners shall determine the time and place of the inspection of examination records and may delegate this task to assessors.

§ 26 Obligation to Cooperate

Regardless of their other obligations under the study contract, students are obliged to inform the university immediately if their personal contact information changes (in particular: name, address, or bank account details). The same applies if the student loses their student ID card.

§ 27 Discrimination Clause

The university has taken care to use inclusive language when writing this text. All genders are addressed or made visible equally. For ease of reading in the German version,

only the feminine form has been used in some instances. The status, function, and information within this SER applies to all equally.

§ 28 Transitional Provisions

- (1) Corresponding amendments and additions to the Study and Examination Regulations shall be specified in the study program-specific Study and Examination Regulations.
- (2) A distinction is made in the study program-specific SER between students that began before the fall semester 2021 and those who began in or after the fall semester 2021.
- (3) Students enrolled before the fall semester 2021 shall continue to study on the new version of the respective degree program-specific study and examination regulations applicable to them.
- (4) New study program-specific SER shall be adopted for students enrolled from the fall semester 2021.
- (5) Students may apply to transfer to the latest version of the program-specific study and examination regulations. The application must be submitted to the examination board and approved by it. A transfer to the latest version of the program-specific study and examination regulations takes effect at the beginning of the following semester. A retroactive transfer is not permitted. Academic achievements already completed may no longer be recognized, for example, if a module is no longer included in the latest version of the program-specific study and examination regulations.

§ 29 Date of Effect

This General Study and Examination Regulation enters into force on 12 April 2025, following its adoption by the Academic Senate on 11 April 2025, and approval by the supervisory Senate Administration of the State of Berlin on 4 March 2025.

SECTION VII: APPENDICES

- (1) Certificate German (example)
- (2) Certificate English (example)
- (3) Transcript of Records German (example)
- (4) Transcript of Records English (example)
- (5) Diploma Supplement German (example)
- (6) Diploma Supplement English (example)

This English-language translation is provided for informational purposes only. The original German version is binding.