

Commentary on the WU Examination Regulations valid as of October 1, 2024

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The following comments on the Examination Regulations of WU Vienna are intended to specify the regulations with a view to their practical implementation and to illustrate the regulations with examples. This commentary is intended to provide guidance and a basis for making decisions when dealing with the many different questions that may arise in connection with the conduct of courses.

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Pursuant to § 25 (1) item 10a in conjunction with § 51 (2) item 25 of the Universities Act 2002 (*Universitätsgesetz* 2002), Federal Law Gazette (*Bundesgesetzblatt*, BGBl.) I no. 120/2002, last amended by the federal act promulgated in Federal Law Gazette I no. 50/2024, the following regulation is passed:

§ 1 Definitions

(1) The curricula for programs at WU Vienna University of Economics and Business consist of the curriculum program structures and these Examination Regulations.

This means that these Examination Regulations are binding for all courses and examinations held at WU.

(2) Within the scope of application of these Examination Regulations, the following definitions shall apply:

1. Course examinations (*Lehrveranstaltungsprüfung*, LVP) are examinations held at the end of lecture-oriented courses to assess knowledge and skills taught in a particular course. In LVP-type courses, student performance is evaluated exclusively on the basis of a final course examination. Attendance is not required in the classes held in preparation for the course examination. Passing grades are "excellent" (1), "good" (2), "satisfactory" (3), and "sufficient" (4); the failing grade is "fail" (5).

The overall grade is based on the final examination as the only performance component. At least three exam dates must be offered per semester (→ § 2 [2]). The students' levels of active participation in class must not affect the grades in any way.

It is possible to award bonus points during the regular class units that were announced before the start of the semester (not during break-out sessions, etc.), e.g. based on clicker questions. These achievements are optional for the students and do not constitute formal examination work (e.g., cheating to achieve bonus points does not result in any consequences under WU's study regulations). Bonus points may only be awarded to a very limited extent. The maximum number of bonus points that can be achieved is such that students who narrowly missed a better grade in the exam can still achieve the better grade based on their bonus points. Example for a given course:

Grading key:

Excellent ("sehr gut"): 89–100 points

Good ("gut"): 76–88 points

Satisfactory ("befriedigend"): 63–75 points

Sufficient ("genügend"): 50–62 points

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Fail ("nicht genügend"): 0–49 points

→ No more than a maximum of six bonus points should be awarded, to allow students to improve from a "solid" grade.

The awarding of bonus points must be communicated in the syllabus before the start of the semester, including a notice that these bonus points are voluntary and that the final examination accounts for 100% of the overall grade.

The bonus point arrangements must be the same for all courses in a given module, regardless of whether the points are awarded during the regular semester or as part of study acceleration programs.

Bonus points remain valid for the four exam weeks following the completion of the course. If students earn bonus points again in a later semester, these replace the previous bonus points and are again valid for the following four exam weeks. Bonus point records must be deleted after one year.

2. Courses with continuous assessment of student performance (*prüfungsimmanent*, PI) are courses in which attendance is mandatory and student performance is evaluated on the basis of at least three performance components. Passing grades are "excellent" (1), "good" (2), "satisfactory" (3), and "sufficient" (4); the failing grade is "fail" (5).

PI-type courses are courses with a strong interactive component. For example, students learn by solving problems, through discussions, and by dealing with specific topics and problems based on academic approaches.

It is recommended to set a student attendance requirement of least 80% of the scheduled class meetings. Requiring 100% attendance can be problematic, as there are justifiable grounds (e.g. illness, confirmed by a physician) for absences from class.

A performance component is an individual task or piece of student work that can (meaningfully) be graded on its own. Typical performance components include homework assignments, quizzes, seminar papers, presentations, essays, tests, or classroom participation.

The individual performance components for the cumulative grade can be weighted based on the amount of student workload involved or the importance of the performance component for achieving the intended learning objectives. In a PI course, students should be subject to continuous evaluation, meaning that in this setting, setting the weight of one particular component very high, e.g. at 70%, contradicts the format's intended effect. A passing grade for a PI course, therefore, should not depend on one individual performance component. (In the event that a passing grade does depend on the successful completion of one component, please note that it will be necessary to provide an opportunity to repeat it §2 [4].)

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3. Lectures with interactive elements (*Vorlesungsübung*, VUE) are courses with lower attendance requirements; student performance is evaluated on the basis of at least two performance components. Passing grades are "excellent" (1), "good" (2), "satisfactory" (3), and "sufficient" (4); the failing grade is "fail" (5).

VUE courses are a combination of the LVP and PI formats and include interactive components and lectures.

The recommended attendance requirement is between 50 and 70% of the scheduled class units. The specific attendance requirement must be communicated to students in advance in the syllabus.

Here, too, performance components are individual tasks or pieces of student work that can (meaningfully) be graded on their own, e.g. written midterm or final examinations or homework assignments. When weighting the different performance components for the cumulative grade, the focus can be on one specific performance component, but one individual performance component should generally not account for more than 80% of the overall grade.

4. Research seminars (*Forschungsseminar*, FS) are coaching-type courses with an increased level of independent work required of students. The number of face-to-face contact hours in class can be reduced with approval from the Vice-Rector for Academic Programs and Student Affairs, and required levels of student attendance can also be reduced. Student performance is evaluated on the basis of at least two performance components. Passing grades are "excellent" (1), "good" (2), "satisfactory" (3), and "sufficient" (4); the failing grade is "fail" (5).

In research seminars, students carry out independent project work as part of a research- and experience-based learning experience. These projects can either be academic research projects or application-oriented practical projects, e.g. projects in collaboration with company representatives. Research seminars offer a high degree of flexibility, allowing instructors to provide the best possible support in the learning process.

Instructors can reduce the student attendance requirement and the contact hours in class. A reduction in the student attendance requirement and scheduled contact hours is possible because a significant part of the teachers' and students' workload is done outside the classroom.

Whether or not a reduction is sensible depends, among other factors, on the course design and the students' prior knowledge; for this reason, the decision is left to the course instructor. However, the student attendance requirement should still be at least 50%. The Rector's Council requires that any reduction in scheduled contact hours may not exceed one third of the scheduled contact hours (e.g. for a course with 2 semester credit hours that would be at least 15 contact hours as announced for the course). A reduction in face-to-face contact hours has no effect on the share of weekly credit hours credited.

Typical performance components include, e.g., seminar papers, project reports, project presentations, essays, or proposals.

5. Subject examinations (*Fachprüfung*, FP) are examinations held to assess knowledge and skills acquired in at least two preparatory courses.

FP serve to assess students' mastery of skills and knowledge gained from a number of courses; students can also learn these skills and knowledge through independent study.

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a) Subject examinations can be held in writing (written subject examination/*Fachprüfung schriftlich*, FPS) or orally (oral subject examination/*Fachprüfung mündlich*, FPM). If a subject requires both a written and an oral subject examination, the successful completion of the written subject examination is the prerequisite for admission to the oral subject examination. Passing grades on subject exams are "excellent" (1), "good" (2), "satisfactory" (3), and "sufficient" (4); the failing grade is "fail" (5).

Subject examinations are graded solely based on the exam, and no points can be collected apart from the written or oral exam.

Students are not required to attend the preparatory courses for subject examinations (*fachprüfungsvorbereitende Veranstaltung*, FPV) and no performance components may be required of them. Attendance of the FPV is not a prerequisite for registering for the FP, unlike for module examinations (MP).

At least three FP examination dates per semester must be offered (→ § 2 [2]).

b) Details of subject examinations are specified in the relevant curricula.

The curriculum specifies which courses are combined into a subject examination and whether the subject examination is written and/or oral.

6. Module examinations (*Modulprüfung*, MP) are examinations held to assess knowledge and skills acquired in several courses.

MP exams serve as an integrated assessment of students' mastery of the skills and knowledge gained from a number of courses; at least partial attendance of the preparatory courses is required to gain these skills and knowledge.

a) Module examinations consist of preparatory courses with reduced attendance requirements and a written or oral exam. Successful participation in the preparation courses is a prerequisite for taking the module exam. Passing grades on module exams are "excellent" (1), "good" (2), "satisfactory" (3), and "sufficient" (4); the failing grade is "fail" (5).

Module examinations are held either in written or in oral form; the grade is based solely on the examination, and no points can be awarded aside from those earned on the written or oral examination.

To be eligible to register for an MP, students must have attended the corresponding preparatory courses for module examinations (*modulprüfungsvorbereitende Veranstaltung*, MPV) and fulfilled the attendance requirements specified for each course (guideline: between 50 and 70% of the scheduled class units).

Depending on the course design, students can be encouraged to participate actively in class, but the MPV courses aren't graded individually; it is only indicated whether the student attended. Once students have attended all preparatory courses for a module examination, they can sign up for the module examination in question. The MP is graded and the students receive the total ECTS credits (analogous to FP).

At least three MP examination dates per semester must be offered (→ § 2 [2]).

b) The details of module examinations are specified in the relevant curricula.

The curriculum specifies which courses are combined into a module examination and whether the module examination is written or oral.

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7. Workshop-type courses (*Arbeitsgemeinschaft, AG*) are courses with required attendance in which topics are worked on cooperatively. Performance components can be required, and courses are graded on a pass/fail basis.

In a workshop-type course, students and course instructors work on course content together during the classes. Attendance and active participation in the course form the basis of the grade. Therefore, these courses are not graded based on the regular, performance-based grade scale with grades ranging from 1 ("excellent") to 5 ("fail"). Instead, workshop-type courses are only graded on a pass ("*Mit Erfolg teilgenommen*") or fail ("*Ohne Erfolg teilgenommen*") basis. Workshop-type courses must always be graded, even though they are extracurricular courses.

The recommended minimum student attendance requirement is at least 80% of the announced classes.

8. Revision courses (*Repetitorien, RE*) are extracurricular courses intended to help students improve their grasp of materials taught in courses or included on examinations in regular degree programs. These courses have no attendance requirements and are not graded.

A revision course is an extracurricular course in which students can deepen the material covered in the courses or exams of the various degree programs or go over course and exam contents again. As extracurricular activities, revision courses are completed by students on a voluntary basis, so there is no attendance requirement, no obligation to do any coursework, and no grading.

9. Within the meaning of the 1952 act on the conferral of a doctoral degree under the auspices of the President of the Federal Republic of Austria (*Bundesgesetz vom 5. März 1952 über die Verleihung des Doktorates unter den Auspizien des Bundespräsidenten*), subjects are considered to be thematic units the contents and methodology of which are normally imparted through a number of thematically related courses and examinations.

Please note: Subject = weighted overall grade of the courses listed in the curriculum (§ 9 [2]); only subjects appear on the graduation certificate

If a course is graded as "*Mit Erfolg teilgenommen*" ("successfully completed," for AG workshop-type courses), it is not included in the overall subject grade and the subject grade is calculated based on the other courses completed. However, if a subject consists mainly of AG-type courses (more than 50% of the ECTS credits or more than half of the courses in the subject), the entire subject is graded as "*Mit Erfolg teilgenommen*" so as not to distort the relevance of the subject grade on the graduation certificate.

§ 2 Examination dates

(1) Examination dates shall mean periods of time during which students shall have the possibility to take exams.

(2) Examination dates shall be scheduled in a manner which allows students to complete their studies within the time frame specified in the curricula. In any event, examination dates shall be scheduled and announced at the beginning, in the middle, and at the end of each semester. Examinations may also be held during university holidays and breaks.

The regulation that at least three examination dates must be offered per semester applies to LVP, MP, and FP, which are "examinations" within the meaning of these Examination Regulations. This corresponds to the legal requirements pursuant to the Universities Act 2002. This regulation does not apply to performance components (including tests) in PI, VUE, and FS courses, as these are considered

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"courses" within the meaning of these Examination Regulations.

(3) Subject to the frequency of examinations, the Vice-Rector for Academic Programs and Student Affairs shall be entitled to permit direct, one-on-one scheduling of examination dates between students and examiners.

(4) One alternative date must be offered for each performance component in a course upon which successful completion of the course depends. A student is eligible to repeat the component on this alternative date if either of the following applies:

Irrespective of the reasons for setting an alternative date, an alternative date may only be offered once to a student. This also applies to lectures with interactive elements (VUE), in cases where the other one of the two possible reasons for setting an alternative date or a repetition option applies to the alternative date.

A final grade depends on one performance component when it is impossible to pass the course based only on the remaining components, even if these receive the highest possible grade. At which point in the total weighting a grade becomes dependent on an individual performance component also depends on the grading key for the final grade (see examples).

An individual component can be a deciding factor even if it is not heavily weighted, if, for example, students have to score a minimum no. of points in this particular component to pass the course as a whole. In such cases, it is not possible to receive a positive grade without this particular component.

In the students' interest and to avoid conflicts, it is not recommended to weight performance components just under the respective limit (e.g. at 48%) to avoid having to offer an opportunity to repeat the component.

In the interest of supporting students in their academic progress, an alternative date or an alternative coursework activity must be offered within a reasonable period of time, i.e., in the same semester. Alternative dates may also be scheduled during university holidays and breaks.

If the respective performance component is not dependent on a specific date (e.g. a seminar paper), it is sufficient to postpone the submission deadline in agreement with the student. If an alternative date is not feasible (e.g. in the case of a missed presentation), an alternative activity can be offered (e.g. a homework assignment can be submitted as a substitute for a missed group assignment).

Only one date/opportunity to repeat a performance component must be offered; if the student misses

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it again, it is not necessary to offer a further opportunity.

It is left to the instructor's discretion whether or not to offer an opportunity to repeat a missed performance component if passing the course does not depend on the respective component. It is recommended to review each individual case and consider offering an alternative date or alternative performance option.

1. The student missed the performance component for important reasons within the meaning of § 3 (7)

Important reasons are events upon which the student has no influence, e.g. accidents, illness, the funeral of a close relative, or court appointments.

The student is required to provide proof of the important reason unprompted, e.g. by presenting a court summons. Medical certificates can only be accepted if they have been issued by a physician with appropriate qualifications in the appropriate field of medicine.

Vacation travel or job-related hindrances do not constitute important reasons.

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2. The student received a failing grade on the respective performance component in a lecture with interactive elements (VUE) and achieved at least 10% of the maximum achievable points for this component

Lectures with interactive elements are the only course type where students who have failed a decisive performance component can still repeat the component in question as part of the same course. In all other course types, this is left to the discretion of the instructors.

This additional reason for an alternative date, which represents an opportunity to repeat the performance component, is intended to give students who have taken the exam and failed it for whatever reasons a second chance so they do not have to repeat the entire course the following semester. The 10% limit is intended to signalize that students are expected to make a serious effort on the exam, without contradicting the intended effect of this regulation.

Once a student repeats an exam, the first attempt is no longer valid, and only the result of the second exam attempt is to be counted towards the total grade. Whether the positive exam result was achieved on the first or second attempt shall not have any effect on the grade.

However, only one alternative date shall be provided. This means that in cases where a student missed the first date for an important reason (§ 2 [4]), no further alternative date is offered. Instead, in such cases, the alternative date for the missed performance component coincides with the date for the second examination attempt (fail grade, score > 10%).

§ 3 Registration for examinations

(1) Students shall be entitled to register for examinations during a registration period of at least one week. The registration shall be accepted if the student furnishes proof that they meet the registration requirements specified in the curriculum.

(2) Students shall be entitled to make the following requests when registering:

1. Choice of examiner

2. Examination by a method other than the method of examination specified in the program structure

Pursuant to § 59 (1) item 12 of the Universities Act, students have the right to be examined according to an alternative method if they can provide proof that they have a disability that makes it impossible for them to take the exam in the prescribed manner, and if the alternative method used does not limit the contents and standards of the exam in question.

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(3) Requests made by students with regard to the examiner shall be taken into account, if possible. In the case of a second repeat examination, requests for a specific examiner from the WU faculty shall be complied with in any case. The request for approval of an alternative examination method shall be complied with if the student furnishes proof of a disability which makes the student unable to take the examination in the method prescribed, and if the contents and requirements of the examination are not impaired by the alternative method.

(4) If a request for an alternative examination method or a request for an examination by a panel of examiners in the third or subsequent repeat examination is not complied with, the representative for study regulations and academic legislation shall issue an official notification (*Bescheid*) denying the request if the student files a written application, stating reasons, for the issuance of an official notification. The regulations for examinations by a panel of examiners shall not apply to courses. Translator's note: PI, VUE, FS, and AG course types

Examinations by a panel are only possible for course examinations, subject examinations, and module examinations.

(5) Students shall be informed of the allocation of examiners or subject coordinators and of the examination dates no later than three weeks before the examination is held. It is possible to appoint a substitute in the event that an examiner is incapacitated or otherwise unable to hold the exam.

(6) Students shall be entitled to electronically cancel their registration for course examinations during the entire registration period. If students do not cancel their registration within said period, they shall be banned from registering for and taking the examination concerned for a period of ten weeks of the date of the examination which was not taken in spite of the registration. This ban shall not count towards the number of times the student is permitted to attempt the examination.

The no-show rule applies only to LVP.

(7) On important grounds, the Vice-Rector for Academic Programs and Student Affairs shall lift the ban. The important grounds making the student unable to attend the examination (e.g. accident or illness, confirmed by a medical certificate) shall be evidenced in writing and

For information on what constitutes important reasons, please see § 2 (4).

For LVP-, FP-, and MP-type examinations, no separate repeat dates need to be offered, as these exams are already offered three times per semester, giving students who missed an exam for

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submitted before commencement of the next registration period.

important reasons sufficient opportunities to register for an alternative date.

(8) In the case of subject and module exams, students shall be entitled to cancel their registration in writing by notifying the Vice-Rector for Academic Programs and Student Affairs no later than one week before the date of the examination.

(9) If a student fails to attend the first class meeting of a course, the course instructor is entitled to cancel the student's registration for the course. Course instructors may subsequently add other students to the course at their discretion.

It is recommended to drop students from the course list who do not attend the first class of a course without presenting an excuse. It is not permitted to fail a student for not appearing to the first class. Instructors should inform students by email that they are being dropped from the course. Dropped students can complete courses within the same module in the same semester (if courses are available) and are not blocked. This applies to all course types with required attendance, independent of the required level of student attendance. (For information on subsequently registering and dropping students, please see the [course administration](#) page.)

§ 4 Examination panels

(1) The Vice-Rector for Academic Programs and Student Affairs shall appoint examination panels for examinations by a panel pursuant to § 32 of the By-Laws of WU Vienna University of Economics and Business in conjunction with § 77 (3) of the Universities Act 2002.

From the second repetition of a failed exam, the examination must be held by a panel of examiners upon the student's application. The third and fourth repetitions of an exam must be held by a panel in any event.

(2) A panel shall consist of at least three WU faculty members from the subject in which the examination is to be taken or a related subject. At least one member of the panel must have a *venia docendi* (habilitation) in the subject in which the examination is to be taken, the remaining members must have at least completed a diploma program or a master's degree. The Vice-Rector for Academic Programs and Student Affairs shall appoint one member of the panel as the chairperson.

(3) The examination panel shall deliberate and vote on the result of an examination by the panel in a non-public meeting. Resolutions by the panel shall be passed by a majority of votes; the

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chairperson shall have the same voting right as the other members of the panel but shall vote last.

(4) If the examination panel does not reach an agreement on the grade to be awarded in the examination, the grades suggested by the members shall be added up, the result of the addition divided by the number of members, and the result rounded to a whole number. If the value is higher than .5, the result must be rounded up.

(5) The Vice-Rector for Academic Programs and Student Affairs shall chair the panel of examiners in the last permissible repeat examination of the last examination of the degree program. Any request by the student to include an examiner teaching at another Austrian university shall be complied with, subject to feasibility.

§ 5 Conduct of examinations

(1) Examinations shall serve to give students the opportunity to demonstrate the knowledge and skills they have acquired. Content and scope of the subjects taught in the respective courses are to be taken into account.

(2) Once a student has accepted receipt of the examination questions, the examination shall count as an examination attempt.

As soon as a student has accepted receipt of the examination questions at an LVP, MP, or FP-type examination, the examination shall count as an examination attempt and be included in the total number of permissible attempts (see [5]).

(3) The details of the examination report required to issue certificates shall be forwarded to the Vice-Rector for Academic Programs and Student Affairs without delay.

(4) The student shall be informed of the result of an oral examination immediately after the examination. If the student has failed the examination, reasons for the failure shall be stated.

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(5) If a student leaves the examination room without apparent reason or fails to hand in their examination papers, the examination shall not be graded and shall be marked as null and void. In this case, the examination shall count as an examination attempt. § 79 (1) of the Universities Act 2002 (*Universitätsgesetz*) applies analogously.

(6) The Vice-Rector for Academic Programs and Student Affairs shall be entitled to specify details regarding the administration of examinations in a directive. In the event of examinations held in an electronic format on WU premises where students have to complete the exam on their own personal electronic devices, the examiner is entitled to mandate appropriate technical and organizational measures to ensure that the students complete their exams independently.

(7) If the curriculum provides for a choice between examinations, the student's choice shall be deemed final at the time of the fifth examination attempt. If the student receives a failing grade on this attempt, he or she will be unenrolled from all degree programs that require the examination in question.

(8) If a student uses unauthorized aids in exams or when completing performance components of courses, or if a student

Visible reasons for leaving the room are if a student signals that they need to use the toilet or indicates that they are physically unable to continue with the examination. If a student leaves the room without notifying the examination staff, the examination paper is marked "NI" (null and void) and the attempt is counted. § 79 (1) of the Universities Act regulates legal protection with respect to examinations.

Regarding the first sentence, see the [Directive on the Conduct of Examinations and Dealing with Cheating and Fraud](#).

The second sentence refers to "bring your own device" (BYOD) exams (on-campus exams where students use their own laptops) and is intended to prevent cheating. The regulation also applies to substitute devices handed out by WU, if such devices are provided.

Data processing is necessary for the performance of a task assigned to WU by law (art. 6 [1] item e of the GDPR). The data processing serves the objective of ensuring equal opportunities pursuant to examination law and independent student performance, which is an objective in the public interest.

There is no obligation to use technical measures. The person responsible for the examination is free to take such measures at their own discretion (e.g. depending on the number of students). Students must be informed of the specific measures that are planned before the start of the semester, in accordance with § 76 (2) Universities Act 2002.

When choosing a digital supervision method, the least restrictive measure for achieving the objective must be selected. The students' personality rights may not be restricted more than is necessary for the legitimate purposes of exam supervision. For example, this could mean making real-time screen recordings where the students' on-screen activities are not saved and deleted immediately after the end of the exam. In the case of digital exam supervision, access to the data is limited to the persons supervising the exam.

The detection of an unauthorized aid results in the consequences provided for cheating, regardless of whether the student intended to use it for cheating

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attempts to cheat, the exam or the entire course shall not be graded, marked with an appropriate note, and be counted as a lost examination attempt. All participating students shall be excluded from re-registering for and attempting to take all exams and/or courses in the subject concerned for a period of four months.

or not. For example, consequences will be taken if a type of calculator is found that is not authorized for the exam in question; ignorance of the rules that apply is not an excuse that protects students against the consequences, nor is it necessary that students actually use the unauthorized aids they are found to carry.

In cases where no unauthorized aids are involved, even attempts at cheating are punishable, but only if the student in question had the intention of cheating in the exam. If, for example, a student has other applications or browser tabs running during an online exam or BYOD exam, or if students are seen talking to themselves during the exam, they only face consequences if their intention to cheat for achieving a (better) grade is proven.

(9) Within two weeks after the exam or course has been marked with a note pursuant to item 8 above, the student may file a request for the cheating attempt to be confirmed, the number of remaining examination attempts to be recalculated, and the four-month exclusion to be put in effect.

§ 6 Written online exams

(1) It is not permitted to make visual, audio, and screen recordings of online exams. For a course examination (LVP), subject examination (FP), module examination (MP), and for course performance components that are decisive for a passing grade, the examiner may decide to use real-time electronic exam supervision and video, audio, and screen recording of the written online exam to ensure that students complete their exams independently within the meaning of § 76a (2) of the Universities Act 2002, in addition to the other examination regulations that apply.

The provisions of § 6 ensure that the identity of the students is established and that they work on the exam independently without outside help. They also aim at preventing cheating during written electronic exams, either through unauthorized assistance by persons who are in the same room with the examinee or through unauthorized chats, open documents, or applications running on the examinee's computer.

Data processing is necessary for the performance of a task assigned to WU by law (art. 6 [1] item e of the GDPR). The data processing serves the objective of ensuring equal opportunities pursuant to examination law and independent student performance during exams, which is an objective in the public interest.

For reasons of privacy protection, it is not permitted to ask the students to pan the camera to show their room or apartment. It is also not allowed to request control of the examinee's end user device beyond screen recording, and it is not permitted to use software that scans the examinee's computer. The use of software for attention tracking and for tracking eye, head, and body movements is prohibited as well. The students' personality rights may not be restricted

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more than is necessary for the legitimate purposes of exam supervision.

Students must be informed of any visual, audio, and screen recording measures to be carried out during a given exam before the start of the semester, in accordance with § 76 (2) of the Universities Act 2002.

(2) Automated analyses of these recordings are not permitted. Only the personnel entrusted with exam supervision and the support and system administration staff have access to the recordings. The recordings must be deleted when the grades are announced.

The right to inspect the exam recordings is limited to persons who supervise the exam, grade it, or are responsible for ensuring the smooth conduct of the exams with regard to the technical aspects involved. Only in justified cases where examinees are suspected of cheating, the authorization to inspect the exam recordings will be extended to those persons who are entrusted with conducting the legal proceedings in cases of cheating.

(3) If the exam supervision staff suspects that there has been an instance of cheating, the staff of the office responsible for study regulations shall also be granted access to the exam recordings for the purpose of investigating the facts of the case. By derogation from item 2 above, in cases where students are suspected of cheating, the recordings shall only be deleted once the proceedings for investigating the suspected instance of cheating have been concluded.

Exam recordings must not be stored for longer periods of time than necessary. Typically, the data must be deleted upon announcement of the grades. Only in cases where students are suspected of attempting to cheat during the exam, the recordings have to be stored as evidence until the cheating proceedings are completed.

(4) Upon request, the student shall be granted access to the exam recordings, provided that they have not yet been deleted pursuant to item 2 above.

Upon prior notification of the examiner, examinees must be granted access to the recordings. Except in cases of suspected cheating, the exam recordings must be deleted at the latest when the grades are announced, so it is only possible to access the recordings up to that time. Access to the recordings does not have to be granted if it is requested spontaneously and without prior notice or if other examination participants are present at the same time.

(5) The Vice-Rector for Academic Programs and Student Affairs is entitled to issue a directive containing more detailed provisions on the conduct of online examinations, in particular with regard to establishing the identity of the students, procedures for dealing with technical problems, and the rules regarding access to the exam recordings.

See [Directive on Distance Learning and Online Exams](#)

§ 7 Assessment of master's theses and dissertations

(1) Apart from grading a master's thesis, the thesis supervisor shall write an appraisal of the thesis and submit it to the Vice-Rector for Academic Programs and Student Affairs together with the grade. § 33 (4) of the By-Laws shall also apply to such appraisals.

§ 33 (5) (previously 4) of the By-Laws of WU Vienna reads as follows: The supervisor shall grade the master's thesis within two months of submission and prepare an appraisal on the master's thesis. If the master's thesis is not graded within that period, the Vice-Rector for Academic Programs and Student Affairs shall assign the thesis to another person pursuant to (1) or (2) for grading, upon the student's application.

The appraisal must be drawn up using the IT application provided for this purpose.

(2) Apart from grading a dissertation, both examiners shall write an appraisal of the thesis and submit it to the Vice-Rector for Academic Programs and Student Affairs together with the grade. § 34 (2) to (4) of the By-Laws shall also apply to such appraisals.

As long as the dissertation has not been submitted, the Vice-Rector for Academic Programs and Student Affairs may appoint different people to grade the thesis than the examiners that were originally appointed. Examiners have a total of four months' time from the submission date to evaluate the thesis and write their appraisal.

(3) For each dissertation, an abstract shall be written in German and English and incorporated into the thesis. If the text of the thesis is neither in German nor in English, the abstract shall be written in the language of the thesis and in German. After the thesis has been assessed, the student shall submit the abstract in electronic form to the WU University Library.

§ 8 Bachelor's thesis

(1) Members of the academic staff shall be entitled to supervise and assess bachelor's theses if they have completed at least a doctoral/PhD program. Other staff who have completed a doctoral/PhD program, in particular adjunct professors, professors emeriti/ae, and retired full professors shall be entitled to supervise and assess bachelor's theses subject to the approval of the head of the academic unit dealing with the subject in which the bachelor's thesis is written. Students are entitled to select their supervisors, as far as possible.

The assessment of the bachelor's thesis must be prepared using the IT application provided for this purpose.

(2) The Vice-Rector for Academic Programs and Student Affairs is entitled to ask a person or persons with a *venia docendi* (habilitation) or equivalent academic qualification from a recognized

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university in Austria or abroad, or from an equivalent post-secondary educational institution in Austria or abroad, to supervise and assess bachelor's theses.

(3) If a bachelor's thesis receives a failing grade (5), the student shall choose a new topic in consultation with the academic director of the respective bachelor's degree program.

§ 9 Grading subjects

(1) Examinations consisting of several subjects or parts shall be assessed as passed only if each subject or part has been assessed as passed.

(2) If a subject consists of several partial examinations, the subject shall be assessed as follows:

1. The grade of each partial examination being part of the subject shall be multiplied by the number of ECTS credits of the respective course
2. The values calculated in accordance with item 1 shall be added up
3. The result of the addition shall be divided by the total number of ECTS credits of the courses
4. If required, the result of the division shall be rounded to a whole-number grade; a result in which the decimal is higher than .5 shall be rounded to the next higher whole number

§ 10 Grading courses

(1) Before the start of each semester, course instructors shall indicate in the course syllabi the prerequisites for each course, the types of performance components required, and how these performance components are weighted in the calculation of the final grade (in percent), and the assessment criteria, including any authorized aids. The level of attendance specified in the syllabus shall be required for the successful completion of the respective course, but it shall not count as a performance component.

In grading courses, only the criteria specified in advance in the [syllabus](#) can be applied.

Permissible aids *must* be specified in the syllabus, and unauthorized aids *can* be mentioned in the syllabus. It is also possible to inform the students of the unauthorized aids in a different way, for example during the first class meeting or by email.

Examples:

a) Permissible aids during the exam:

- A pocket calculator may be used, but only if it does not have any additional functions for differential calculus, integral calculus, or matrix calculus. Pocket calculators with functions for solving linear systems of equations and pocket calculators with a text memory function are prohibited.
- A dictionary, if German is not your native language.

or

b) Unauthorized aids during open-book exams:

- As a rule, all aids that do not affect the independent character of the students' work are permitted. This means, for example, that the use of AI-based software for text generation such as ChatGPT is not permitted.

Pursuant to § 76 of the Universities Act, the information on the format/dates/methods/grading of the course may no longer be changed after the start of the semester, unless there are compelling reasons for doing so as defined by the Rector's Council:

- Unforeseeable events that make it impossible to hold the course or exam as planned (e.g. a pandemic, fire on campus)
- Illness/similar reasons beyond the control of the course instructor
- Change of course instructor

In the event that a change becomes necessary for a compelling reason, the students who have signed up for the course must be informed of the changes via email, including a note informing them that they can drop the course due to these change(s) without losing a course attempt (even if they have

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already completed individual performance components).

Repeated performance components of the same type (e.g. written reviews at the start of each class) can be weighted as one component for the final grade, e.g. 60% seminar paper, 30% weekly homework assignments, 10% class participation. As the grading key is necessary to determine whether an individual component is required to achieve an overall positive grade, it must also be published in the course syllabus.

As the exact calculation for the overall grade can vary between courses, it is recommended to indicate in the syllabus whether for example all points are simply added together to calculate the final grade or if each component is graded separately and the final grade is calculated based on these individual grades.

Attendance requirements must be announced in the syllabus under "attendance requirements," either as the required percentage of classes attended or as the number of classes for which a student can be absent. It is recommended to also include information on voluntary extra credit activities students can perform to compensate for absences. In the comments in the syllabus, you can also specify individual class meetings that are compulsory for all students attending the course (under "Unit details").

Attendance must be documented in a transparent way (e.g. in an attendance list) to have documented evidence available in case of disputes.

Absences must not have any effect on the student's final grade, as long as the student has fulfilled the general attendance requirement. Points may not be subtracted for absences or for the non-fulfillment of any alternative option offered.

Absences can, however, have an indirect effect, e.g. if points are awarded for active student participation in each class. If a student is absent from a class, they have missed an opportunity to receive points for the performance component "classroom participation."

It is also recommended to inform students in the first class of the course about the attendance requirements and the consequences of missing performance components.

(2) In lectures with interactive elements and research seminars, a passing grade can depend on one individual performance component.

In these cases, please note that it will be necessary to provide an opportunity to repeat the component if missed for an important reason (→ § 2 [4]).

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(3) If a student fails to complete a performance component, subject to the provisions in § 2 (4), this performance component shall be taken into account and given zero points. If a student completes and is graded on a performance component but does not fulfill the attendance requirement specified in the syllabus, he or she shall receive a failing grade (5).

Important reasons for an absence can only be considered for performance components (§ 2 [4]) but not with regard to the attendance requirement. Absences do not have negative effects, unless the course in question has a 100% attendance requirement.

If the minimum attendance requirement is not met, course instructors can define alternative options for fulfilling the attendance requirement, analogous to alternative options that allow students to make up for missed performance components (§ 2 [4]). This option is voluntary and at the discretion of the course instructor. Especially in the case of excused absences, it is recommended to offer such an alternative option. If in place, however, this type of rule must be communicated clearly to students in advance in the syllabus and apply to all students equally. Alternative options may not affect the overall grade; they are treated the same as attendance requirements and can only be a prerequisite for a positive grade, not an influencing factor.

For examples on how missed performance components should be dealt with when grading a course, please see the annex.

(4) Students who receive a failing grade shall have to repeat the entire course. Any completed performance components shall not be carried over to the next semester. In case a student does not complete any of the required performance components, their registration for the course may be canceled and the course shall not be graded.

A grade may only be awarded based on completed student work. This means that students can only be graded after completing a mandatory piece of work that is required for the course, otherwise they have to be deregistered from the course. To be graded, students must complete a performance component; simple attendance or the opportunity to collect points for class participation do not count as performance components.

Conversely, it is not permissible to keep a student from continuing to attend a course because they have failed or not completed a required performance component. In other words, it is not allowed to sequence performance components within a course. Points may also not be subtracted for failure to fulfill a performance component or for failing a component.

(5) Each individual performance component of a course shall be graded immediately, at the latest within four weeks. The final grades for the entire course shall be awarded within four weeks of the last class unit or completion of the last performance component.

This is required by the Universities Act.

Annex

Example 1 – PI (continuous assessment course):

Sample grading key:

100% - 90%	= excellent
89% - 75%	= good
74% - 60%	= satisfactory
59% - 50%	= sufficient
≤ 49%	= fail

<i>Performance component</i>	<i>Weight</i>	<i>Performance component grade</i>	
Class participation (1st perf. comp.)	20 points (20%)	18 points (90%)	Excellent
Homework (2nd perf. comp.)	40 points (40%)	34 points (85%)	Good
Final exam (3rd perf. comp.)	40 points (40%)	- (0)	Excused for important reason
Total	100 points (100%)	52 points (52%)	Satisfactory

→ It is not required to offer an alternative for the missed third performance component, regardless of whether or not the student had an excuse, but it is possible in individual cases and at the instructor's discretion.

Example 2 – FS (research seminar):

Sample grading key:

150 - 135 points	= excellent
134 - 115 points	= good
114 - 90 points	= satisfactory
89 - 75 points	= sufficient
< 75 points	= fail

<i>Performance component</i>	<i>Weight</i>	<i>Performance component grade</i>	
Class participation (1st perf. comp.)	30 points / 20%	28 points	
Homework (2nd perf. comp.)	45 points / 30%	38 points	
Seminar paper (3rd perf. comp.)	75 points / 50% (required for a passing grade)	- (0)	Missed deadline
Total	150 points / 100%	66 points	Fail

→ If the student can document an important reason for missing the deadline, the submission deadline must be extended.

Example 3 – PI (continuous assessment course):

Sample grading key:

100% - 90%	= excellent
89% - 80%	= good
79% - 70%	= satisfactory
69% - 60%	= sufficient

<59% = fail

<i>Performance component</i>	<i>Weight</i>	<i>Performance component grade</i>	<i>Weighted grade</i>
Homework (1st perf. comp.)	60 points (30%)	48 points (80%)	Good
Midterm test (2nd perf. comp.)	40 points (20%)	30 points (75%)	Satisfactory
Class participation (3rd perf. comp.)	20 points (10%)	14 points (70%)	Satisfactory
Final exam (4th perf. comp.)	80 points (40%)	17 points (21%)	Fail
Total	200 points (100%)	109 points (54.5%)	Fail

→ As this is a PI course, it is not necessary to offer the option of repeating a performance component, regardless of the grounds.

Example 4 – VUE (lecture with interactive elements):

Sample grading key:

100% - 90% = excellent
 89% - 80% = good
 79% - 70% = satisfactory
 69% - 60% = sufficient
 <59% = fail

<i>Performance component</i>	<i>Weight</i>	<i>Performance component grade</i>	<i>Weighted grade</i>
Midterm test (1st perf. comp.)	45 points (25%)	34 points (75.5%)	Satisfactory
Final exam (2nd perf. comp.)	135 points (75%)	68 points (50.3%)	Fail
Total	180 points (100%)	102 points (57%)	Fail

→ As this is a VUE course, the student must be given the option of repeating the 2nd performance component. Students who are absent for the 2nd performance component for important reasons must also be offered an opportunity to repeat it.

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