

**- UNOFFICIAL VERSION -**

**General Examination Regulations**

**for the  
Bachelor's Degree**

***[Rahmenprüfungsordnung-Bachelor / RPO-B]***

**at the  
University of Siegen**

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This public notice consolidates the current valid regulations as established in:

- *Rahmenprüfungsordnung (RPO-B) für das Bachelorstudium an der Universität Siegen* dated 1 August 2018 (*Amtliche Mitteilung 35/2018*),
- *Ordnung zur Änderung der Rahmenprüfungsordnung (RPO-B) für das Bachelorstudium an der Universität Siegen* dated 26 August 2020 (*Amtliche Mitteilung 72/2020*),
- *the Zweite Ordnung zur Änderung der Rahmenprüfungsordnung (RPO-B) für das Bachelorstudium an der Universität Siegen* dated 24 Jun 2022 (*Amtliche Mitteilung 44/2022*), and the
- *Dritte Ordnung zur Änderung der Rahmenprüfungsordnung (RPO-B) für das Bachelorstudium an der Universität Siegen* dated 25 July 2023 (*Amtliche Mitteilung 51/2023*).

Note: This unofficial version is only provided for informational purposes. Only the German-language regulations as formally published in an *Amtliche Mitteilung* from the University of Siegen are legally binding.

## General Regulations

- § 1 Scope
  - § 2 General Objectives and Guidelines for the Bachelor's Degree
  - § 3 Bachelor's Degree
  - § 4 Admission Requirements and Barriers to Enrollment
  - § 5 Standard Term of Study and Credit Point Requirements
  - § 6 Modularization of the Academic Program
  - § 7 Structure of the Bachelor's Degree (Non-Teacher Education)
  - § 8 Examination Board
  - § 9 Examiners
  - § 10 Coursework
  - § 11 Examinations
  - § 11a Online Examinations
  - § 11b Authentication
  - § 11c Technical Disruptions
  - § 12 Repetition of Coursework and Examinations
  - § 12a Corona-Related Options for Requesting a Retaking of Examinations
  - § 13 Requirements and Permission to Submit a Bachelor's Thesis
  - § 14 Bachelor's Thesis
  - § 15 Acceptance and Grading of the Bachelor's Thesis
  - § 16 Repetition of the Bachelor's Thesis
  - § 17 Acceptance of Transfer Credits
  - § 18 Unexcused Absence, Withdrawal, Cheating
  - § 18a Cheating on Examinations Conducted Electronically
  - § 19 Familial Obligations, Protective Regulations, Academic Leave
  - § 20 Compensation for Disadvantages for Students with Disabilities or Chronic Illnesses
  - § 21 Grades, Calculation of Grades
  - § 22 Completion of the Course of Studies
  - § 23 Bachelor's Degree Certificate and Bachelor's Diploma
  - § 24 Diploma Supplement and Transcript of Records
  - § 25 Access to Examination Records
  - § 26 Invalidity of Examination Results and Revocation of the Bachelor's Degree
- ## Special Regulations for Teacher Education [*Lehramt*]
- § 27 Bachelor's Degree (Teacher Education)
  - § 28 Admission Requirements and Barriers to Enrollment (Teacher Education)
  - § 29 Practical Elements (Teacher Education)
  - § 30 Structure of the Academic Program (Teacher Education)
  - § 31 Examination Board (Teacher Education)
  - § 32 Requirements and Permission to Submit a Bachelor's Thesis (Teacher Education)

§ 33 Bachelor's Thesis (Teacher Education)

§ 34 Grades, Calculation of Grades (Teacher Education)

§ 35 Bachelor's Degree Certificate and Bachelor's Diploma (Teacher Education)

§ 36 Diploma Supplement and Transcript of Records (Teacher Education)

Entry into Effect

§ 37 Entry into Effect and Publication

Annex 1: Sample Departmental Examination

Regulations (FPO-B)

Annex 2: Sample Bachelor's Degree Program (Non-Teacher Education)

Annex 3: Majors Compatible with Teacher Education

## General Regulations

### § 1<sup>1</sup>

#### Scope

- (1) These General Examination Regulations [*Rahmenprüfungsordnung-Bachelor*, hereinafter RPO-B] apply in respect of the bachelor's degree at the University of Siegen. They govern the fundamental structure of studies leading to a bachelor's degree and contain formal requirements for the composition of the Departmental Examination Regulations [*Fachprüfungsordnung-Bachelor*, hereinafter FPO-B] and the Module Descriptions [*Modulbeschreibungen*, MBS]. Based on this RPO-B, discipline-specific regulations are to be established in the FPO-B of each individual degree program and the module description are to be created. In particular, each respective FPO-B establishes concrete regulations on the:
1. goals for the university studies,
  2. academic title to be awarded,
  3. scope of studies (standard term of study, number of credit points),
  4. number of modules (module titles, module numbers),
  5. participation requirements and nominal workload for the modules,
  6. sequence of courses,
  7. content and qualification goals for the modules,
  8. instructional formats for the modules,
  9. coursework and examinations within the modules,
  10. duration and form of coursework and examinations, and the
  11. composition of the examination board.

Insofar as a degree program includes a module from another academic discipline, cross-reference must be provided to the corresponding module description in the FPO for that other discipline. If the respective rules of the two relevant FPOs are in conflict, then the relevant departments will need to agree on the examination modalities and record the terms of their agreement in the relevant module description.

- (2) For degree programs that require an internship, a set of internship regulations should be created with supplemental regulations regarding internships.
- (3) For degree programs offered in cooperation with another German or foreign higher education institution, the FPO-B can include regulations in derogation from those stipulated in these RPO-B.
- (4) § 1 to § 26 contain general regulations. § 27 to § 36 contain special regulations (supplemental, limiting, or broadening) for the bachelor's degree in teacher education [*Lehramt*]. § 37 specifies when these regulations enter into effect.

### § 2

#### General Objectives and Guidelines for the Bachelor's Degree

- (1) Bachelor's degree programs convey scientific fundamentals, methodological competency, and vocational qualifications corresponding to the profile of the higher educational institution and the degree program. This ensures that bachelor's degree programs provide a broad academic qualification. Upon successful completion, the bachelor's degree program constitutes a professional qualification.
- (2) The qualification goals are an academic or artistic level of skill befitting the desired degree and the ability to engage in an occupation or in personal development requiring such a qualification.
- (3) Degree program-specific goals are contained in the FPO-B.

### § 3

#### **Bachelor's Degree**

After successful completion of the course of study, the university awards the academic degree of "Bachelor of Arts" (B.A.), "Bachelor of Science" (B.Sc.), or "Bachelor of Laws" (LL.B.). The FPO-B regulates which specific title denoted in Sentence 1 is conveyed upon successful completion of the course of studies. If the course of studies encompasses multiple degree components (cf. § 7(1)), then the academic title will be awarded based on the major subject; if there are two equally valid major subjects, then the title will be awarded in the discipline for which the bachelor's thesis was composed.

### § 4

#### **Admission Requirements and Barriers to Enrollment**

- (1) Admission to the bachelor's degree program is open to applicants who hold the *allgemeine Hochschulreife* or the *fachgebundene Hochschulreife*; the *allgemeine Hochschulreife* allows candidates to study any course of studies, while the *fachgebundene Hochschulreife* is restricted to a course of study in the degree programs listed on the candidate's school leaving certificate [*Zeugnis*].
- (2) Admission to university studies toward a bachelor's degree is also open to applicants who have earned qualifications through vocational training pursuant to § 49(4) of the *Hochschulgesetz* (HG) in conjunction with the "*Verordnung über den Hochschulzugang für in der beruflichen Bildung Qualifizierte*" (*Berufsbildungshochschulzugangsverordnung – BBHZVO*) dated 7 October 2016 as amended, as well as the University of Siegen's own "*Ordnung zum Hochschulzugang für in der beruflichen Bildung Qualifizierte gemäß § 49 Absatz 4 HG*" dated 15 August 2017 (*Amtliche Mitteilung 89/2017*) as amended.
- (3) The FPO-B can stipulate that applicants who do not fulfill all admission requirements pursuant to § 49(1–5, 7) HG may also be granted admission to studies toward a bachelor's degree if they can provide evidence of outstanding technical aptitude of relevance to the course of studies or special artistic and/or creative skills along with a general education background in line with the requirements of the higher educational institution (§ 49(11) HG). Particulars are regulated in the University of Siegen's own "*Ordnung für die Feststellung einer den Anforderungen der Hochschule entsprechenden Allgemeinbildung und einer studiengangbezogenen besonderen fachlichen Eignung*" dated 16 August 2006 (*Amtliche Mitteilung 37/2006*) as amended.
- (4) The FPO-B can stipulate that enrollment be barred to a candidate who has finally failed an examination in a degree program of notably similar content to the desired degree program and where the examination regulations define the examination in question as essential for the desired degree program (§ 50(1)(2) HG).
- (5) The FPO-B can stipulate special admission requirements in accordance with § 49(7-8) HG.

### § 5

#### **Standard Term of Study and Credit Point Requirements**

- (1) Successful completion of studies for a bachelor's degree requires 180, 210, or 240 credit points (CP), as determined by the stipulations in these regulations as well as the regulations of the relevant FPO-B.
- (2) For full time students, the standard term of study for degree programs concluding with a bachelor's degree is at least six and at most eight semesters, including the bachelor's thesis. The standard term of study is defined in the relevant FPO-B. The following standard terms of study generally apply, depending on how many credit points need to be earned and the model of studies (full-time or part-time):

CP	Standard term of study (in semesters)	
	<i>Full-time student</i>	<i>Part-time student</i>
180	6	12
210	7	14
240	8	16

Shorter and longer standard terms of study are possible on a case-by-case basis, where justified by the structure of the course of study (for example a dual degree program).

- (3) The FPO-B define whether a given bachelor's degree program is available to part-time students or exclusively on a full-time basis.

## § 6

### Modularization of the Academic Program

- (1) The academic program is structured modularly and works with a credit point system. Modules are self-contained units of study that are limited in topic and time frame, and which can encompass a range of teaching and learning forms (such as lectures, exercises, internships, eLearning, individual or group projects, etc.).
- (2) Credit points are awarded for successful completion of a module. Credit points are calculated based on the projected required workload for the students. On average, students are expected to perform 1,800 hours of work per academic year. Each credit point is based on representing 30 hours of work, either in the classroom or self-guided. In general, 60 credit points are awarded per academic year. The credit points for any given module should be divisible by three. Polyvalent modules must be awarded the same number of credit points across the different fields of study, and usually total nine credit points. 'Polyvalent' refers to modules offered across different degree programs that are identical in terms of module length, frequency offered, workload, credit points, qualification goals, content, work assignments (incl. form, length, scope), lectures, forms of instruction and learning, prerequisites for participation, and conditions for awarding of credit points. The prerequisites for successful completion of the module and the awarding of the credit points are defined in the FPO-B.
- (3) Admission to a course or module can be made dependent on specific prerequisites, and in particular successful completion of another course or module(s). Details are regulated by the relevant FPO-B.

## § 7

### Structure of Studies toward the Bachelor's Degree (Non-Teacher Education)

- (1) Studies toward a bachelor's degree (non-teacher education) encompass a degree program (single major degree program/interdisciplinary degree program) or a combination degree program built around multiple degree components (Annex 2). A combination degree program with two degree components comprises an expanded major subject [*erweitertes Kernfach*] and a minor subject [*Ergänzungsfach*], or two major subjects [*Kernfächer*]. A combination degree program with three degree components is comprised of one major subject and two minor subjects.
- (2) The FPO-B establish which models are offered for a given degree program/degree component.

- (3) Each bachelor's degree program should offer electives totaling at least 27 credit points. The FPO-B establish the technical and/or interdisciplinary modules from which students of a given degree program may choose. Electives must be identified explicitly in the FPO-B.

## § 8-1

### Examination Board

- (1) Within the faculties, general and/or technical examination boards are formed to handle the responsibilities defined in these RPO-B and in the FPO-B. The precise composition of those boards is determined within the individual FPO-B. For degree programs involving multiple faculties, the faculties can form interfaculty examination boards. An examination board can be supported in the execution of its duties by an office of examinations. Details are regulated by the relevant FPO-B.
- (2) The examination boards are comprised of:
- a) members of the teaching faculty,
  - b) members of the academic staff, and
  - c) members of the student body,
- and at least half of the votes must be held by members of the faculty. The FPO-B can allow for the selection of deputies in the event that appointed members are unable to attend.
- (3) An examination board may also draw upon additional members with specialized technical knowledge as needed.
- (4) The number and terms of office for the members of the examination board are determined in the respective FPO-B. The faculty council for the faculty to which the degree program belongs elects members of the examination board(s) specified in the FPO-B from a pool of candidates proposed by its respective member groups and for a term of office as specified in the FPO-B. For degree programs involving multiple faculties, the relevant faculty councils elect members of the examination board in accordance with the regulations laid out in the FPO-B.
- (5) If no new member has been elected at the end of the term of office of an incumbent member, then that incumbent member shall continue in office. If a member resigns their duties early, then a replacement member shall be elected through a special election. Any member appointed through such a special election shall serve out remainder of the departed member's term of office. Re-election is permissible.
- (6) The examination boards elect a chairperson and deputy chairperson from among their teaching faculty members.
- (7) The examination boards organize examinations in their sphere of responsibility and ensure compliance with the provisions of these RPO-B and the relevant FPO-B. In particular, they are responsible for ruling on appeals against decisions made in relation to the exam procedures. Beyond this, the examination boards make decisions about the transfer of credit for coursework and examinations. The examination boards can entrust the execution of these duties to the chairperson, insofar as these duties are not already explicitly delegated to the chair by these regulations or the FPO-B; this option is not available for deciding on appeals.
- (8) The FPO-B can stipulate a reporting mandate by the examination board to the respective faculties.
- (9) Insofar as a general examination board and technical examination board are to be formed for degree components, the technical examination board is responsible for the following discipline-specific tasks:
1. Decisions on questions regarding admission and placement,
  2. Decisions on equivalency and transfer of previously completed semesters as well as coursework and examinations,



3. Appointment of examiners pursuant to § 9(2),
4. Proposal of an assessor for the bachelor's thesis, insofar as the examination candidate has not already proposed one, in accordance with § 14(7),
5. Approval of additional languages in accordance with § 14(6), and
6. Handling of appeals to decisions made by the committee.

The technical examination board can delegate these duties to the chairperson, insofar as these duties are not already explicitly delegated to the chair by these regulations or the FPO-B; this option is not available for deciding on appeals.

- (10) The members of the examination board have the right to attend examinations as they are being conducted. Excepted from this rule are student members who are obligated to take the same examination on the same examination date.
- (11) Meetings of the examination boards are convened by the respective chairperson. Meetings of examination boards are not open to the public. The members of the examination boards and their deputies are legally obligated to confidentiality. Members who are not government employees [*im öffentlichen Dienst*] must be sworn to confidentiality by the chairperson of the examination board.
- (12) The examination board has a quorum if the number of members present pursuant to para. 2 (a) is at least equal to the number of members present from the categories indicated in para. 2 (b) and (c) and at least half of its voting members are present.
- (13) The examination board decides by simple majority. In the event of a tie, the chairperson's vote is decisive.
- (14) In matters related to the assessment, endorsement, and transfer of coursework and examinations as well as the establishment of examination tasks, student members of the examination board serve solely in a consulting role.
- (15) Examination boards are considered government agencies for their fields in the sense of the Administrative Procedures Act [*Verwaltungsverfahrensgesetz*].

## **§ 9**

### **Examiners**

- (1) University examinations, in compliance with § 65(1) HG, may only be held by instructors at the institution of higher education and, where appropriate and necessary to ensure the testing objectives, by persons with experience in the relevant field and in education. Examinations may only be graded by persons who, at minimum, already hold the same or an equivalent qualification to the qualification being conveyed by the examination itself. Examiners are not subject to external direction in their examination activities.
- (2) Insofar as the FPO-B does not contain any derogating regulations, the role of examiner must be performed by the instructors for the respective course or module, presuming that they satisfy the conditions of eligibility listed in para. 1. Alternatively, the chairperson of the responsible examination board can also appoint other eligible persons (as previously defined in para. 1) to serve as examiner. Where required for situations explicitly denoted in these examination regulations or the FPO-B, the chairperson of the responsible examination board will name a second and third examiner.
- (3) The FPO-B can restrict eligibility for potential examiners.

## **§ 10<sup>1.2</sup>**

### **Coursework**

- (1) Modules can stipulate that students must complete coursework as part of courses. Coursework refers to all forms of learning, presentation of instructional materials, and other checks of knowledge and competency that are necessary to complete the module, but which do not factor into the official

grade.

Coursework is intended, in particular, to help students self-assess the success of their studies, practice methods of academic learning, explore various text and presentation formats, independently broaden knowledge and competencies acquired through seminars, and create material for additional seminar discussions and/or more in-depth exploration of personal interests within the module, where appropriate.

Coursework can take on a wide range of forms, including:

1. written tests,
2. short presentations,
3. short written texts,
4. oral tests,
5. samples of work or portfolios, or
6. a combination of methods of rendering as enumerated in these regulations and the FPO-B.

The FPO-B can also include other options for rendering coursework. For multiple choice tests, §11(8) applies. **For coursework based on electronic communication or in electronic form, §11(a-c) and §18(a) apply.**

- (2) The form and scope of coursework to be rendered must be denoted in the module description. Insofar as multiple possible methods for rendering coursework are defined, the instructor of the course must announce the form and scope of coursework in an appropriate form no later than four weeks after the start of the course.
- (3) Insofar as the successful completion of coursework is necessary for admission to an examination, this must be regulated in the FPO-B.
- (4) Failed coursework can be repeated without limit. Coursework can be graded or ungraded. Where graded, those grades do not count toward the respective module grade.
- (5) Students must register for coursework credit, typically using the campus management system. Exceptions to this rule are determined and announced by the competent examination board. Registration to receive credit for coursework must be made before a specified deadline. Students must register for coursework for each course individually. Students are responsible for informing themselves about all dates and deadlines for coursework (such as from the office of examinations or the campus management system).
- (6) Grades for coursework should be released no later than six weeks after provision or the official due date, insofar as no other deadline is stipulated by the FPO-B.

## **§ 11<sup>2</sup>**

### **Examinations**

- (1) Modules typically conclude with an examination oriented toward the qualification objectives defined for the module. Examinations are graded. These grades count toward the final grade. Paragraph 3 remains unaffected. Examination grades are classified as administrative decisions within the meaning of the Administrative Procedures Act [*Verwaltungsverfahrensgesetz*].
- (2) Examinations can be comprised of multiple test elements, which together represent a cumulative examination credit. The individual test elements, including their respective weighting, must be listed in the module description.
- (3) In derogation of Paragraph 1, the FPO-B can dictate that examinations related to modules intended for the first two semesters of a degree program's curriculum (orientation modules) are not graded, or that any grades associated with such modules do not count toward the final grade. Orientation modules must be denoted as such in the FPO-B.

- (4) Students need to register for examinations, typically via the campus management system. Exceptions to this rule are determined and announced by the competent examination board. Students need to register to take an examination before the specified deadline. Separate registration must be made for each individual examination. Students are responsible for informing themselves about all appointments and deadlines for examinations (such as from the office of examinations or the campus management system). Examination candidates can withdraw from the examination up to one week before the start of the examination using the campus management system or by contacting the competent examination board. For examination dates that have not been organized and announced via the campus management system or the examination board, but rather directly by the examiner, it is possible to withdraw at any time prior to the start of the examination or the negotiated delivery date, provided that the FPO-B does not contain regulations specifying otherwise.
- (5) Examinations are only open to persons who are:
1. officially enrolled at the University of Siegen in accordance with § 48 HG or who have been admitted as cross-registered students within the meaning of § 52 HG, and
  2. who have, where applicable, completed the prerequisites for admission to the examination as stipulated in the FPO-B.

Admission to examinations is generally handled by the examination registration function of the campus management system. Exceptions are announced by the competent examination board. The competent examination board decides on any disputed cases involving admission to examinations. Any candidate who does not fulfill the prerequisites set out in Sentence 1 shall not be admitted.

- (6) The following forms of examination, among others, are permissible:
1. written examinations and multiple-choice written examinations (cf. para. 8) lasting from 45 minutes to a maximum of four hours, or
  2. oral examinations lasting 15 to 60 minutes per candidate, or
  3. term paper, or
  4. some combination of options stipulated in these regulations and the FPO-B.

The FPO-B can also include other forms of examination or stipulate **a scope in derogation from No. 1 and No. 2**. In this case, the scope of the examination should be regulated in the FPO-B.

- (7) The format and scope of the examination to be taken are defined in the module description. Insofar as several possible methods for completing examinations are denoted, the instructor of the course must announce the format and scope of the examination in an appropriate form no later than four weeks after the start of the course.
- (8) Examinations can be conducted in a multiple-choice format if the examiner has personally set the examination. If students will be taking the exam for whom a failed examination cannot be retaken or otherwise remedied (cf. § 12(6)), then the examination should be set jointly by two persons eligible to set an examination. If the examination was not jointly set by two eligible examiners in this way, then the second examiner has a certain amount of discretion for interpretation in their grading. He or she is not bound to the existing grading scheme.
- (9) Oral examinations must be conducted jointly by several examiners or by one examiner in the presence of an observer qualified in the subject. The FPO-B can include specific regulations about the qualifications required of any such observer. A protocol must be created for the oral examination, to be signed by all examiners and/or the qualified observer.
- (10) Students from the same degree program should be allowed to attend the oral examination as observers, excepting where the examination candidate objects to this. Observers of this kind are not authorized to attend the examiners' consultation or the announcement of the examination results to the examination candidate.

- (11) In certain appropriate situations and at the discretion of the examiner, examinations can be conducted either orally in groups or as part of a group project, presuming the individual contribution of each examination candidate can be clearly identified and graded.
- (12) As a rule, examinations must be conducted in the same language as the course itself. Any derogation of this must be announced by the respective instructors no later than four weeks after the beginning of the course.
- (13) Failed examinations can be repeated with certain restrictions (cf. § 12). In specially justified cases, the FPO-B can stipulate otherwise. Sentences 1 and 2 do not apply for examinations in orientation modules.
- (14) Examination grades should be released no later than six weeks after the examination is completed or the official due date, insofar as no other deadline is stipulated by the FPO-B.

### § 11a<sup>2</sup>

#### Online Examinations

- (1) To facilitate online examinations, personal data required for conducting the online examination in an orderly manner, and in particular for the purposes of authentication (§ 11b) or addressing suspicions of cheating (§ 18a), may be processed pursuant to § 3 and § 64(1) HG NRW in conjunction with these examination regulations.
- (2) "Online examinations" are examinations within the meaning of § 11 using electronic means of communications or in electronic form.
- (3) Online examinations may be conducted where
  1. the examination is to be performed orally, or
  2. no proctoring of the examination candidates is required during the examination, or
  3. the examination is conducted on the premises of the University of Siegen with proctors.

For oral online examinations, the examination candidate must, where requested, be offered the opportunity to take the examination on the premises of the University of Siegen.

- (4) An examination may be conducted using electronic communications tools where
  1. the examination is written by hand, or performed practically, or composed electronically within the examination candidate's sphere of control, and then after completion is transmitted for grading exclusively via electronic means to the examiner or office of examinations, or
  2. oral examinations are conducted using video communication.

Examinations using electronic communications tools can be in written form (such as term papers or open book exams), oral form (such as oral examinations and presentations), practical form (such as lab experiments), or combinations of the aforementioned forms. The examiner decides whether an examination may be conducted using electronic communication tools.

- (5) An examination may take place in electronic form if it is solely conducted digitally, whereby the examination candidate inputs answers directly on an appropriate data processing device (such as computer, tablet, or smartphone) and where those answers are then immediately stored within the custody of the examining agency.
- (6) The examination candidates should, prior to the online examination itself, be offered the opportunity to test the technical environment. Examination candidates bear responsibility for ensuring that they have the proper technical equipment, including a stable internet connection.

## § 11b<sup>\*2</sup>

### Authentication

- (1) The following procedures are permissible for the purposes of verifying the identity of an exam candidate at the start of an online examination or to establish an unambiguous link an examination to the relevant candidate:
  1. For oral online examinations: Comparison of a valid identification document and the face of the examination candidate by the examiner at the beginning of the audio/video conference. Student ID cards and/or national identity documents are considered valid identification for these purposes. Non-relevant portions of the ID document (such as ID number) may be covered and/or taped over during the authentication process. For group examinations, authentication can, by request, be performed separately from the other examination candidates;
  2. For all other online examinations: Other suitable identification or authentication processes can be stipulated, and in particular the requirement that the examination be submitted by the examination candidate for grading using their university email address (\*@student.uni-siegen.de), or that they must be undertaken using the log-in function on platforms (such as x-moodle or ECON EAssessment) provided by the University of Siegen.
- (2) Examination candidates who fail to authenticate their identity are excluded from the online examination. Online examinations submitted from non-university email addresses may be barred from grading.
- (3) It is not permissible to permanently store personal data used for identification and authentication purposes. Where it is necessary to store any such data temporarily for technical reasons, such data must then be deleted without delay.

## § 11c<sup>\*2</sup>

### Technical Disruptions

If a technical disruption arises during the online examination that is not the fault of the examination candidate,

1. then the online examination shall be continued if the disruption is a minor issue (such as a temporary loss of image and/or audio; intermittent poor image or audio quality; temporary slowness in transfer of data packets for the completed tasks) and where their duration or scope does not justifiably give rise to suspicions of cheating; or
2. where the disruption is significant in nature (such as sustained or repeated loss of image and/or audio; ongoing poor image or audio quality), the examination must be stopped and repeated.

A description of the situation must be noted in the examiner's report.

## § 12

### Repetition of Coursework and Examinations

- (1) Coursework and examinations cannot be retaken once they have been successfully passed. In derogation from Sentence 1, the FPO-B can include options for retaking examinations to improve grades.
- (2) Coursework and examinations, if graded, are considered passed if they receive a grade of 'Acceptable' [*ausreichend*] or better or, where not graded (examinations for orientation modules and coursework), if they are graded as 'Pass' [*bestanden*]. If an examination comprises multiple test elements, then the examination is considered passed once all test elements are completed and the comprehensive examination credit has been passed (cf. § 21(7)).

- (3) Coursework and examinations, if they are graded at all, are considered to be failed if a grade of 'Failing' [*mangelhaft*] is awarded or, if they are not graded (examinations during the orientation modules and coursework), if they are graded as 'Failed' [*nicht bestanden*]. If an examination comprises multiple testing elements, then the examination is considered failed once the comprehensive examination credit is graded as failed (cf. § 21(8)). In this case, all test elements of the examination must be repeated.
- (4) The FPO-B can stipulate that a failed [*nicht bestanden*] examination may be remedied through a supplementary oral examination.
- (5) Examinations which have been failed or which are otherwise considered failing can typically be repeated up to two times. In specially justified cases, the FPO-B can include derogations of this rule. Failed coursework can be repeated without limit. The FPO-B can stipulate time limits and deadlines for the repetition of examinations. At least two weeks must transpire between the initial announcement of results after the first attempt and any re-taking of the exam. This deadline can be shortened by request of the student. The FPO-B can stipulate that repeat examinations be held in a different format from the original examination.
- (6) Repeat examinations for which a failure to pass would be final and not eligible for remedy must be graded by at least two examiners.
- (7) If an examination is graded as finally failed, or is otherwise deemed to be finally failing, then the chairperson of the examination board must notify the candidate of this in writing. This official correspondence must be accompanied by information detailing the appeals process against the ruling.
- (8) If the failed module is an elective, then the FPO-B must provide information on the extent to which the student can complete alternative modules.

### § 12a<sup>3</sup>

#### **Corona-Related Options for Requesting a Retaking of Examinations**

- (1) Students who failed an examination credit or comprehensive examination credit at least one time during the so-called "Corona semesters" (specifically: summer semester 2020 and winter semester 2021/2022 when instruction and examinations were primarily conducted digitally) and who then ultimately and finally failed to pass this examination can request and must be granted the opportunity to retake the examination. Application must be made in writing to the competent examination board within one month after notification of the final failure to pass. Students who have already received notification of their final failure to pass when these regulations enter into effect must submit their application within one month of entry into effect of these regulations. The examination must be retaken at the earliest possible examination date, which must fall at least two months after the expiration of the application deadline pursuant to Sentence 2 or 3. Otherwise the right to retake the test will lapse.
- (2) Students who failed an examination or comprehensive examination credit during the period specified in Paragraph 1 Sentence 1 and who register for their last regular examination attempt for this examination during summer semester 2023, winter semester 2023/24, or summer semester 2024 — and who fail the aforementioned final examination attempt — may request and shall exceptionally be granted an additional opportunity to retake the examination. Such an application must be made in writing to the competent examination board within one month after notification of the final failure.
- (3) Paragraphs 1 and 2 do not apply for the bachelor's thesis.

### § 13

#### **Requirements and Permission to Submit a Bachelor's Thesis**

- (1) Permission to submit a bachelor's thesis is open to students at the University of Siegen who are either enrolled in the degree program in question or who have been admitted as cross-registered students pursuant to § 52(2) HG. The FPO-B can include degree program-specific qualification requirements.



- (2) An application for permission to submit a bachelor's thesis must be submitted in written or electronic form to the competent examination board, as stipulated in the FPO-B. The application should be accompanied by documentation confirming that the eligibility requirements as defined in para. 1 and, where applicable, in the FPO-B have been satisfied. The FPO-B can stipulate that additional documents must be included with the application.
- (3) Notification that permission to submit a bachelor's thesis has been granted will be issued either as written correspondence or via the campus management system.

## § 14\*1

### Bachelor's Thesis

- (1) The bachelor's thesis is intended to demonstrate that the candidate is capable of working independently on a problem within a predefined period and using scientific or applied artistic methods and that they can then present the results of that work in an appropriate form.

*The following changes to § 14(2) came into effect on 1 October 2019.*

- (2) **The bachelor's thesis is worth 9 or 12 credit points toward the bachelor's degree.** The FPO-B governs the working time and credit points for the bachelor's thesis. For degree programs combining different academic disciplines [*Kombinationsstudiengänge*], students can select the degree component for which they wish to prepare a bachelor's thesis, insofar as the relevant FPO-Bs do not include any derogating regulations. Topic, task, and scope of the bachelor's thesis must be limited in such a manner that the candidate can complete it within the specified period. The topic may only be changed once, and only within a certain period of time as established in the FPO-B once the allowed working time has begun. In this case, a new topic will be provided. Any elapsed working time will not be added onto the new allowable working time. The FPO-B can require an oral examination or oral defense in addition to the bachelor's thesis, with the results counting toward the grade for the bachelor's thesis.
- (3) If there is a compelling reason, the deadline for submission of the bachelor's thesis can be extended up to one-half of the working time allowed by the stipulations of the FPO-B. In the cases of §§ 19 and 20, the examination board is authorized to extend the deadline for submission of the bachelor's thesis to as much as double the originally intended working time. This time indicated in Sentence 1 is counted toward the working time. In general, documentation must be provided to the competent examination board no later than one week before the end of the working time. Illness must be documented without delay through a medical certificate. The option to withdraw pursuant to § 18(1) remains unaffected.
- (4) The chairperson of the competent examination board shall appoint a lead assessor and second assessor, as well as a third assessor where needed.
- (5) The lead, second, and third assessors must be qualified to conduct examinations as regulated in § 9(1). The FPO-B can stipulate that additional prerequisites must be fulfilled to qualify for appointment as a lead, second, or third assessor.
- (6) As a rule, the bachelor's thesis must be composed in German or English. The FPO-B can stipulate that the bachelor's thesis is to be submitted in a different language. The competent examination board can also allow further languages, by request of the candidate and with consent from the lead assessor.
- (7) The FPO-B can include supplemental bachelor's thesis regulations, including for the examination process and on its formal structure and subject matter. This includes in specific:
  1. the right on the part of the examination candidate to propose assessors for the bachelor's thesis,
  2. the process for assignment of the topic and the language of the bachelor's thesis,
  3. the formal requirements for the preparation of the bachelor's thesis,
  4. the securing of personal copyright for the bachelor's thesis, and
  5. withdrawal from the bachelor's thesis prior to the start of the allowed working time.

## § 15

### Acceptance and Grading of the Bachelor's Thesis

- (1) The bachelor's thesis must be submitted within the prescribed time and in the format and with the number of copies stipulated in the FPO-B to the competent examination board or some other office of the committee's choosing. The submission date must be officially noted. If the thesis is to be submitted by post, then the time of delivery to the postal service (postmark) is considered definitive. Any thesis not submitted within the prescribed time will be graded as 'Failing' [*mangelhaft*].
- (2) Unless the FPO-B stipulates anything to the contrary, the bachelor's thesis shall be evaluated by a lead assessor and a second assessor (cf. § 14(4)) in accordance with the stipulations of § 21. The FPO-B can regulate the organization of the examiner's report and/or grade.
- (3) The examiner's report and/or grade should be returned no later than eight weeks after receipt of the thesis by the chairperson of the competent examination board. If the grades are different, then the grade for the bachelor's thesis will be calculated as the arithmetic mean of the two grades (cf. § 21(2)). The grade for the bachelor's thesis is classified as an administrative decision in the sense of the Administrative Procedures Act [*Verwaltungsverfahrensgesetz*] and is disclosed to the examination candidate, in writing or electronically via the campus management system, no later than ten weeks after the submission of the thesis.

## § 16

### Repetition of the Bachelor's Thesis

- (1) A bachelor's thesis graded as 'Failing' [*mangelhaft*] may be repeated once.
- (2) If the bachelor's thesis is graded as "Failed" [*nicht bestanden*] or "Finally Failed" [*endgültig nicht bestanden*], or is otherwise deemed to be finally failed, then the chairperson of the examination board must notify the candidate of this in writing. This official correspondence must be accompanied by information detailing the appeals process against the ruling.

## § 17

### Acceptance of Transfer Credits

- (1) Examinations and coursework from degree programs at other public or officially accredited universities, at public or officially accredited vocational academies, or from degree programs at foreign public or officially accredited universities, are accepted upon request if the acquired skills are deemed equivalent to those that would have been acquired through study at the University of Siegen.
- (2) Decisions on acceptance of transfer credits pursuant to Paragraphs 1-7 will be made by the competent examination board. The student submitting the request is responsible for providing the information needed to assess the transfer credits in question. The burden of proof for rejecting transfer credits on the basis of insufficient fulfillment of the prerequisites for acceptance of such credits (within the meaning of Paragraph 1) falls to the competent examination board. If the case is disputed, then the facts will be presented to the competent representatives of the department. Insofar as essential differences are identified and documented in the sense of the Lisbon Convention, then the decision to not accept the transfer credits must be justified in writing.
- (3) Decisions on requests within the meaning of Paragraph 1 shall be made within a two-month deadline.
- (4) Students whose transfer credits have been accepted based on the stipulations in Paragraph 1 can and, where requested by the student, must be assigned a *Fachsemester*, calculated based on sentence 2 and 3. This *Fachsemester* reflects the number of accepted credit transfer points in relation to the overall number of credit points required to graduate in the degree programs in question, multiplied by the standard term of study for the degree program in semesters. The *Fachsemester* is rounded up if the first decimal place is five or above, and rounded down otherwise, albeit never below at least one *Fachsemester*.
- (5) In situations where agreements and/or treaties (*Äquivalenzabkommen*) exist between the Federal



Republic of Germany and other states regarding equivalency in the university field and where those agreements benefit foreign students in derogation of the terms in Paragraph 1, then the rules of the equivalence treaty take precedent.

- (6) By request, other knowledge and qualifications, as evidenced through appropriate documentation, can be credited toward the degree program where said knowledge and qualifications are equivalent in terms of content and level to the coursework and examinations they are to replace.
- (7) If credit is to be transferred for examinations, the grades—insofar as the grading schemes in question are comparable—are also transferred and taken into account in the calculation of the final grade. If no grade is provided, or if the grading systems are not comparable, but sufficient evidence is present to allow for a grade to be inferred, then a grade will be assigned using the grading scale defined in § 21(1) and handled as indicated in Sentence 1. If no such evidence is present, then—where applicable—the examination record will be appended with a ‘Pass’ [*bestanden*]. The acceptance of transfer credits is noted in the Transcript of Records.

## § 18<sup>2</sup>

### Unexcused Absence, Withdrawal, Cheating

- (1) Coursework or examinations are considered ‘Failing’ [*mangelhaft*] or ‘Failed’ [*nicht bestanden*] if the examination candidate is absent without compelling reason from an examination date or other fixed appointment, or if the candidate withdraws without compelling reason after the coursework or examination has begun. The same holds if a written coursework or examination is not submitted within the appointed deadline.
- (2) The following are considered ‘compelling reasons’: illness-related inability to take the examination; claiming of leave based on §§ 3, 4, 6, and 8 of the German Maternity Leave Act [*Mutterschutzgesetz*] (cf. § 19(1-2)); or, in urgent cases, care for a spouse, registered civil partner, direct relative, or direct in-law who has been officially declared invalid and/or in need of care (cf. § 19(3)). For the purposes of adherence to deadlines, reasons for an unexcused absence in relation to coursework or examinations, and adherence to working times for the bachelor’s thesis or coursework or examinations, an illness suffered by a child for whom the candidate is the primary carer is categorized as being equivalent to an illness suffered by the candidate themselves.
- (3) In the case of a compelling reason being asserted as grounds for a withdrawal or unexcused absence, that reason must be submitted in writing to the competent examination board without delay, and no later than three working days (based on receipt at examination board or postmark) for review of the credibility of the claim. In cases of an illness suffered by the candidate, a medical certificate attesting to their unfitness to participate in the examination must be submitted. The candidate will be notified if the certificate is accepted. If the examination board does not accept the certificate, then the coursework or examination will be assigned a grade of ‘Failing’ [*mangelhaft*].
- (4) If a submission deadline is missed for a compelling reason, then an application can be submitted to the competent examination board to extend the deadline by up to half of the original scheduled working time. In the situations described in §§ 19 and 20, the examination board is authorized to extend the deadline for submission of the bachelor’s thesis up to double the length of the originally scheduled working time. The option to withdraw pursuant to Paragraph 1 remains unaffected.
- (5) If a candidate attempts to influence the results of coursework or an examination by means of cheating, such as the use or carrying of unauthorized aids or through plagiarism or impermissible joint work on one or more tasks, they will be given a grade of ‘Failing’ [*mangelhaft*] for that coursework or examination. The examiner or observer is responsible for investigating suspicions of cheating on oral coursework or examinations; for written coursework or examinations, this is the responsibility of the respective examiner or proctor. Any investigative findings must be entered into the official record. For a bachelor’s thesis, these findings are made by the assessor. A decision on whether cheating occurred will be made by the competent examination board following an official hearing with the concerned party.

- (5a) Coursework and examinations from an examination candidate who causes a disruption during the orderly conduction of an examination by making available information from that examination, in part or whole, to other examination candidates while in the process of participating in that examination/completing the coursework, can be assigned a grade of 'Failing' [*mangelhaft*].
- (6) If the examination candidate attempts to change the results of coursework or examinations by influencing the testing organ or the persons empowered by that organ to conduct the examination, then the coursework or examination can be declared 'Failing' [*mangelhaft*].
- (7) Candidates found to have engaged in multiple or otherwise grievous attempts at cheating can also be expelled.
- (8) A candidate who disturbs the orderly process of the examination can, typically after due warning, be disqualified by the examiner or proctor from further participation in the examination; in this case the coursework or examination will be graded as 'Failing' [*mangelhaft*]. Before such a decision is made, the concerned party will be granted the opportunity to provide an explanation. The hearing and reasons for the disqualification must be added to the official record. If the candidate is disqualified from coursework or an examination, then the candidate can appeal this decision to the competent examination board.
- (9) Findings of culpability must be provided to the concerned party by the competent examination board without delay, in writing and with justifying explanation.

### § 18a\*2

#### Cheating on Examinations Conducted Electronically

- (1) If indications of cheating are detected during an oral examination using electronic communication tools, the examiner may at any time during the examination require the examination candidate to clarify the testing situation by following the proctor's instructions to turn the camera slowly around the entire working area and examination space (360°), positioned as requested and/or focusing on specific objects. Should there be reasonable grounds for suspicion of cheating, then the examination candidate is obligated to share the screen of their electronic device with the proctor so that the proctor can view what is shown there. If the examination candidate fails to follow these instructions, then this behavior will be evaluated as attempted cheating. The facts of the case, and especially the reasons for justifiable suspicion of cheating, are to be recorded in as much detail as possible in the examination records. Following the suspicion of cheating, the examination can either be continued or ended. A decision on whether attempted cheating has occurred will be made by the examination board following an official hearing with the concerned party.
- (2) If the measures required to clarify cases of suspected cheating in the sense of para. 1 are extensive, then an extension for that same amount of time is to be granted to the candidate.

### § 19\*2

#### Familial Obligations, Protective Regulations, Academic Leave

- (1) By request, a candidate can request that maternity leave periods, as established in the Maternity Leave Act, be accounted for in deadlines. Maternity leave provisions supersede any time frames stipulated in these Examination Regulations or the FPO-B; the calculation of the deadline should not include the period of maternity leave.
- (2) In the same way, parental leave periods under the Parental Allowance and Parental Leave Act (*Bundeselterngeld- und Elternzeitgesetz / BEEG*) as amended must be taken into consideration. The candidate must notify the examination board of the period(s) during which they wish to take parental leave at least four weeks prior to the date on which they wish to enter parental leave.
- (3) By request, absence periods related to short-term or long-term care of spouses, registered civil partners, immediate relatives, or in-laws with an officially acknowledged need for long term care are to be excluded from the deadlines (*compensation for hardship*).

An application must be made as soon as possible after the relevant situation arises.

- (4) Proof and documentation must be included with the application(s).

## § 20

### Hardship Compensation for Disadvantages or Chronic Illnesses

If an examination candidate can present a compelling argument, including appropriate documentation, that the candidate is suffering from a chronic illness or disability within the meaning of § 2(1) of the Social Security Code [Sozialgesetzbuch] IX that prevents the candidate from applying their intellectual abilities for the assignment and thus they cannot complete the coursework or examination in part or in whole within the appointed deadlines, then the competent examination board can authorize an extension of the allotted time for the coursework or examination or of the deadlines for submission of coursework or examinations, or can order the submission of equivalent coursework or examination in a format compatible with the candidate's situation.

## § 21

### Grades, Calculation of Grades

- (1) Grades for examinations and graded coursework are awarded by the respective examiners or instructors and announced via the campus management system. The following classifications shall be used in grading:

- 1 = Excellent = an outstanding performance;  
2 = Good = a performance significantly better than the average;  
3 = Satisfactory = a performance that meets the average standard;  
4 = Sufficient = a performance with some deficiencies which nevertheless, on the whole, is sufficient;  
5 = Failing = a performance with too many deficiencies to satisfy the requirements.

For a differentiated evaluation of result, individual grades can be lowered or raised by increments of 0.3. However, the grades 0.7, 4.3, 4.7 and 5.3 are not permissible. Notwithstanding sentence 4, the FPO-B may stipulate that interim grades of 4.3 and 4.7 are permissible. Sentences 2 to 5 also apply in respect of the bachelor's thesis.

- (2) If the grades from two assessors are different, then the grade for the bachelor's thesis or examination will be calculated as the arithmetic mean of the two grades. If one of the two grades is 'Failing' [*mangelhaft*] or the two scores are more than two full grades apart from one another, then the performance is to be graded by a third examiner or assessor. In this case, and where the FPO-B does not stipulate otherwise, the grade will be composed of the arithmetic mean of the three awarded grades. Any such grade formulated using the arithmetic mean must achieve at least a grade of 'Sufficient' [*ausreichend*]. Otherwise, the bachelor's thesis or examination shall be considered failed. The entry for the bachelor's thesis on the academic transcript will follow the regulations of Paragraph 6.
- (3) Insofar as the grade for a comprehensive examination credit (cf. § 11(2)) is formed from multiple individual grades, then the grade shall be drawn from the arithmetic mean of the grades from the individual examination elements in accordance with the weighting indicated in the module description.
- (4) Insofar as the FPO-B does not contain derogating provisions, the final grade for the bachelor's degree program will be formulated from the arithmetic mean of the individual grades, weighted according to the credit points upon which the module is based. For combination degree programs, Sentence 1 applies for the formulation of a subject-specific grade for each degree component.
- (5) Insofar as the FPO-B does not contain any derogating provision, grades formulated from multiple individual grades will be rounded to the first decimal place. This rounding process will only account for the first two digits after the decimal; all additional decimals are struck without

rounding. The number 5 is to be rounded down.

- (6) If a grade is formulated from an arithmetic mean pursuant to Paragraph 4, then the final calculated grade will be graded according to the following scale:

up to	1.5		excellent;	
from	1.5	to	2.5	good;
from	2.5	to	3.5	satisfactory;
from	3.5	to	4.0	sufficient;
above	4.0		failing.	

- (7) The bachelor's thesis, an examination, or graded coursework is considered passed if the work is graded as 'Sufficient' [*ausreichend*] or better. Ungraded coursework is considered passed if it has been graded as 'Pass' [*bestanden*] or better. If an examination comprises multiple testing elements, then the examination is considered passed once all testing elements are completed and the comprehensive examination credit has been passed (cf. § 12(2)).
- (8) Coursework and examinations, where graded, are considered failed if a grade of 'Failing' [*mangelhaft*] is awarded or, where not graded (examinations for orientation modules and coursework), if they are graded as 'Failed' [*nicht bestanden*]. If an examination is comprised of multiple testing elements, then the examination is considered failed once the comprehensive examination credit is graded as failed (cf. § 12(3)).

## § 22

### Completion of the Course of Studies

- (1) Studies toward the bachelor's degree are successfully completed when all academic assignments (coursework and examinations) have been completed in accordance with the FPO-B and the internship regulations for the degree program and the credit point totals for the degree program as dictated in the FPO-B have been attained.
- (2) A candidate has finally failed his or her studies toward the bachelor's degree if an examination or bachelor's thesis needed for the bachelor's degree is finally failed.
- (3) If a degree candidate fails to complete his or her studies toward the bachelor's degree, the candidate can request a Transcript of Records for all already passed academic credits, including examinations and any acquired ECTS credit points.

## § 23

### Bachelor's Degree Certificate and Diploma

- (1) A student who has successfully completed the bachelor's degree program will receive an official degree certificate indicating their grades from the degree program, including the final grades [*Fachnote*] for the degree program / degree components, the topic and grade for the bachelor's thesis, and the final grade. The degree certificate indicates the date on which the last official assignment or examination was completed. It is also signed by the chairperson of the competent examination board.
- (2) Alongside the degree certificate, the student will also receive a bachelor's diploma, dated the day of conferral. This formally documents the awarding of the university degree in accordance with § 3.
- (3) The bachelor's diploma is signed by the dean of the faculty from which the largest portion of the credit points were earned, or by the chairperson of the competent examination board.
- (4) The bachelor's degree certificate and diploma are sealed with the official seal of the competent faculty pursuant to para. 3.

## § 24

### **Diploma Supplement and Transcript of Records**

- (1) Alongside the bachelor's degree certificate, each graduate also receives a Diploma Supplement and Transcript of Records.
- (2) The Diploma Supplement describes in particular the essential academic material covered by the degree, including the sequence of courses and the competencies acquired as part of the degree. The Diploma Supplement also includes information about the institution of higher education and the German higher education system.
- (3) The Transcript of Records details the individual course sequence, the duration of study in the major discipline and, where applicable, the selected specialist profile, all successfully completed modules, as well as all coursework and examinations completed over the course of studies (including the bachelor's thesis), including grades. In particular, it also contains all individual module grades. Beyond this, an overview based on the respective final grades is to be provided in compliance with the ECTS guidelines as amended. It shows which percentage of students from the respective graduating class completed the program within the standard term of study and the final grades they achieved.
- (4) The Diploma Supplement and Transcript of Records are signed by the chairperson of the examination board and bear the seal of the faculty pursuant to § 23(3).

## § 25

### **Access to Examination Records**

- (1) After completion of individual examinations or the bachelor's thesis, the candidate is to be granted access to their own examinations, the examiners' written reviews, as well as records of oral examinations. The application process for this access will be established by the competent examination board. § 29 of the Administrative Procedure Act [*Verwaltungsverfahrensgesetz*] for the Federal State of North Rhine-Westphalia remains unaffected by this.
- (2) Returning written work to the students satisfies the right for access pursuant to Paragraph 1.

## § 26

### **Invalidity of Examination Results and Revocation of the Bachelor's Degree**

- (1) If, without any intention to deceive on the part of the candidate, the requirements for admission to an examination were not actually fulfilled, and this fact comes to light only after publication of the results of that examination, this error will be considered remedied by the fact of the candidate's passing of said examination. If the examination candidate behaved in a premeditated way to unjustly achieve admission, then the competent examination board will decide on the legal consequences in consideration of the law on administrative proceedings [*Verwaltungsverfahrensgesetz*] for the state of North Rhine-Westphalia.
- (2) If a candidate cheated during an examination, and this cheating comes to light only after the announcement of the results or distribution of the certification, the examination board can retrospectively correct the grade for the examination in question and declare the candidate to have failed that examination, either wholly or in part. The incorrect certificate will be confiscated and, where necessary, a new one will be issued.
- (3) The bachelor's degree will be revoked if it is subsequently found that it was acquired by cheating or if essential requirements for the awarding were erroneously considered to have been met. Decisions on revocation will be made by the competent examination board.
- (4) Prior to a decision, the concerned party will be granted the opportunity to present explanations.
- (5) The statute of limitations for decisions pursuant to Paragraph 1(a), Paragraph 2 and Paragraph 3 totals five years from the date upon which the degree was conferred. The period between initiation and completion of an administrative proceeding to review the revocation of the academic degree is separate from the five-year statute of limitations stated in Sentence 1.

Beyond this, § 48(1, 3) of the Administrative Procedure Act [*Verwaltungsverfahrensgesetz*] for the Federal State of North Rhine-Westphalia shall apply.

### Special Regulations for Teacher Education [*Lehramt*]

#### § 27

#### Bachelor's Degree (Teacher Education [*Lehramt*])

- (1) For successful completion of the bachelor's degree in teacher education [*Lehramt*], the university awards the academic degree of "Bachelor of Arts" (B.A.) or "Bachelor of Science" (B.Sc.).
- (2) The type of degree reflects whichever field of study is most prominent in the degree program. 'Prominent' here is defined by the share of credit points within the overall scope of studies. The type of degree is thus determined by whichever group of subjects represents the largest share of credit points in the academic program.

#### § 28<sup>1.2</sup>

#### Admission Requirements and Barriers to Enrollment (Teacher Education)

Supplemental to § 4(1-2), access to a bachelor's degree program in teacher education is subject to the following admission requirements:

- (1) In principle, documented knowledge of two foreign languages, typically as part of the university entrance qualification, is required for admission to a bachelor's degree program in teacher education. Applicants who are native speakers in a language other than German and who completed their university entrance qualifications in German need only demonstrate knowledge of one additional language. Teacher education students who cannot demonstrate knowledge of two foreign languages are expected to acquire knowledge of a second foreign language as part of their studies toward a bachelor's degree. Knowledge of a foreign language can be documented through certificates of successful completion of consecutive university courses in foreign language totaling 6 total hours per week per semester or other proof of achievement of A2 level of the Common European Framework of Reference for Languages in the relevant language. In derogation from sentence 1, the teacher education program for vocational schools with a professional specialization require knowledge of one foreign language.
- (2) For teacher education for secondary and comprehensive schools (*Gymnasien* and *Gesamtschulen*, or *GymGe*), some fields of instruction additionally require language skills as indicated in the following table. Evidence of such skills is a fundamental requirement for admission to the bachelor's thesis (§ 13 and 32). It is recommended that whenever possible, additional foreign language skills be acquired prior to the start of studies toward a bachelor's degree.

Study / Instruction Subject	Foreign Language Skills for GymGe
History	Latin at the level of Minor Latin Examination [ <i>Kleines Latinum</i> ]
Philosophy / Practical Philosophy	Latin at the level of Minor Latin Examination [ <i>Kleines Latinums</i> ] or Knowledge of Greek [ <i>Graecum</i> ]
Protestant Religion	<i>Graecum</i> and Latin at level of Minor Latin Examination [ <i>Kleines Latinum</i> ] or <i>Graceum</i> and <i>Hebraicum</i>
Catholic Religion	Latin at the level of Minor Latin Examination [ <i>Kleines Latinum</i> ], Hebrew, and Greek

The foreign language skills cited in this paragraph can also be covered by the mandatory foreign language skills covered in Para. 1. Insofar as the skills in Latin and Greek are not documented in the certificate for the general university entry qualification [*Allgemeine Hochschulreife*], then a supplementary exam in addition to the *Abitur* needs to be completed in accordance with the circular issued by the Cultural Ministry for the State of North Rhine-Westphalia on 2 April 1985 and updated on 17 July 2006 (*Verwaltungsvorschrift zu § 22 Absatz 3 der Verordnung über die Abiturprüfung für Nichtschüler*) – Az.: III A 2.36- 57/0 Nr. 217/85 – “*Ordnung der Erweiterungsprüfungen zum Abiturzeugnis in Griechisch, Lateinisch, Hebräisch (Graecum/Latinum/Hebraicum)*“ – BASS 19 – 33 No. 3. In derogation of Sentence 5, knowledge at the level of the Minor Latin Examination [*Kleines Latinum*], where not documented in the certificate of general university entry qualification or a secondary examination to the *Abitur* certificate, can also be demonstrated through a certification of Latin skills at the level of the Minor Latin Examination.

- (3) Enrollment in teacher education degree programs / degree components is barred to candidates who have finally failed an examination required in the FPO-B for a degree program or degree component with significant content overlap to the degree program or degree component for which enrollment is being sought. ‘Significant content overlap’ here refers in specific to the combination of identical school form with the same area of specialization or area of teaching.
- (4) § 4(3) does not apply for the bachelor’s degree components in teacher education.

## § 29<sup>1,2</sup>

### Practical Elements (Teacher Education)

- (1) The bachelor’s degree in teacher education requires the completion of several practical training phases. These include:
  1. an aptitude/orientational internship, lasting at least 25 days and covering 4 credit points, typically undertaken during the first academic year at the same type of school that is the focus of the degree program. It is to be completed where possible within five weeks and accompanied at a pedagogical level by at least 2 credit points; and
  2. an occupational internship of at least four weeks and covering 5 credit points, typically to be completed outside a school environment and coordinated by the instructors in the educational sciences for 1 credit point, with additional support from the non-teacher education or the educational sciences departments.
- (2) The aptitude/orientational internship is intended to encourage a critical/analytical approach to practical school instruction, reflection on one’s own aptitude for the teaching profession, and the development of a profession-oriented perspective for ongoing studies.
- (3) The occupational internship is intended to provide students with concrete professional perspectives, generally outside the school environment.
- (4) A portfolio documenting these various practical elements is to be maintained.
- (5) The specifics are set out in the *Ordnung für die Praxisphasen im Bachelorstudium für das Lehramt an Grundschulen, Grundschulen mit integrierter Förderpädagogik, Haupt-, Real-, Sekundar- und Gesamtschulen, Haupt-, Real-, Sekundar- und Gesamtschulen mit integrierter Förderpädagogik, Gymnasien und Gesamtschulen sowie Berufskollegs der Universität Siegen*, dated 19 March 2021 (*Amtliche Mitteilung 17/2021*), as well as the departmental examination regulations for the educational sciences as amended.
- (6) Admission to the North Rhine-Westphalia preparatory service for teacher education for vocational colleges requires additional documentation of at least 12 months of work with a clear connection to the subject (pursuant to the *Verordnung über den Zugang zum nordrhein-westfälischen Vorbereitungsdienst für Lehrämter an Schulen und Voraussetzungen bundesweiter Mobilität (Lehramtszugangsverordnung– LZV)* as amended. Further details are regulated in the *Richtlinien für die fachpraktische Tätigkeit in den Studiengängen Lehramt an Berufskollegs an der Universität*



Siegen as amended.

## § 30<sup>\*1</sup>

### Structure of the Academic Program (Teacher Education)

- (1) Studies towards the bachelor's degree in teacher education comprise several degree components (combination degree program [*Kombinationsstudiengang*]). The teacher education program can only be undertaken as a full-time course of study. The standard term of study for the bachelor's degree in teacher education is six semesters, including the bachelor's thesis.
- (2) The bachelor's degree in teacher education for elementary schools without integrated special needs programs [*Lehramt an Grundschulen ohne Integrierte Förderpädagogik*] is structured as follows:

Of the 180 credit points (CP) required for the bachelor's degree, these are divided into:

1. 36 CP in field of study I: Basic language education,
2. 36 CP in field of study II: Basic mathematics education,
3. 36 CP in studies for field of study III and/or the teaching subject,
4. 39 CP for studies in pedagogy,
5. 12 CP for practical elements for the bachelor's degree (aptitude/orientational internship, occupational internship), as well as related coursework at the university,
6. 12 CP in advanced studies for fields of study I, II, and III or the teaching subject, and
7. 9 LP for the bachelor's thesis.

Over the course of studying for the bachelor's and master's degrees, candidates must acquire at least 15 specialized didactic credit points per field of study and teaching subject; at least 3 of those specialized didactic credit points must come during the master's degree program.

Over the course of studying for the bachelor's and master's degrees, at least 5 credit points per field of study or teaching subject must be acquired in the field of inclusive teaching philosophy, and at least 4 credit points in pedagogy on special topics related to the inclusion of students with special educational needs.

- (3) The bachelor's degree in teacher education for elementary schools (with integrated special needs programs) is structured as follows:

Of the 180 CP required for the bachelor's degree, these are divided into:

1. 36 CP in field of study I: Basic language education,
2. 36 CP in field of study II: Basic mathematics education,
3. 36 CP in studies for field of study III and/or the teaching subject,
4. 51 CP for studies in pedagogy with integrated special needs education,
5. 12 CP for practical elements for the bachelor's degree (aptitude/orientational internship, occupational internship), as well as related coursework at the university, and
6. 9 LP for the bachelor's thesis.

Of these 180 CP, 19 CP are dedicated to the special needs topic of "Emotional and Social Development" (ESE), while 23 are to be dedicated to the special needs topic of "Learning" (LE).

Over the course of studying for the bachelor's and master's degrees, candidates must acquire at least 15 specialized didactic credit points per field of study and teaching subject; at least 3 of those specialized didactic credit points must come during the master's degree program.

Over the course of studying for the bachelor's and master's degrees, at least 5 credit points per field of study or teaching subject must be acquired in the field of inclusive teaching philosophy, and at least 4 credit points in pedagogy on special topics related to the inclusion of students with special educational needs.



- (4) The bachelor's degree in teacher education for secondary and comprehensive schools (*Haupt-, Real-, Sekundar- und Gesamtschulen*, hereinafter *HRSGe*) without integrated special needs programs is structured as follows:

Of the 180 CP required for the bachelor's degree, these are divided into:

1. 54 CP for studies in the primary specialty,
2. 54 CP for studies in the secondary specialty,
3. 51 CP for studies in pedagogy,
4. 12 CP for practical elements for the bachelor's degree (aptitude/orientational internship, occupational internship), as well as related coursework at the university, and
5. 9 LP for the bachelor's thesis.

During the bachelor's and master's degree programs, degree candidates must acquire at least 20 specialized didactic credit points per teaching subject; at least 4 of those specialized didactic credit points must come during the master's degree program.

During the bachelor's and master's degree programs, at least 5 credit points per teaching subject must be acquired in the field of inclusive teaching philosophy, and at least 4 credit points in pedagogy on special topics related to the inclusion of students with special educational needs.

- (5) The bachelor's degree in teacher education for secondary and comprehensive schools (*HRSGe*) with integrated special needs programs is structured as follows:

Of the 180 CP required for the bachelor's degree, these are divided into:

1. 54 CP for studies in the primary specialty,
2. 54 CP for studies in the secondary specialty,
3. 51 CP for studies in pedagogy with integrated special needs education,
4. 12 CP for practical elements for the bachelor's degree (aptitude/orientational internship, occupational internship), as well as related coursework at the university, and
5. 9 LP for the bachelor's thesis.

Of these 180 CP, 22 CP are dedicated to the special needs topic of "Emotional and Social Development" (ESE), while 20 are to be dedicated to the special needs topic of "Learning" (LE).

Over the course of studying for the bachelor's and master's degrees, candidates must acquire at least 20 specialized didactic credit points per teaching subject; at least 4 of those specialized didactic credit points must come during the master's degree program.

Over the course of studying for the bachelor's and master's degrees, at least 5 credit points per teaching subject must be acquired in the field of inclusive teaching philosophy, and at least 4 credit points in pedagogy on special topics related to the inclusion of students with special educational needs.

- (6) The bachelor's degree in teacher education for secondary and comprehensive schools (*Gymnasien and Gesamtschulen*, hereinafter *GymGe*) is structured as follows:

Of the 180 CP required for the bachelor's degree, these are divided into:

1. 72 CP for studies in the primary specialty,
2. 72 CP for studies in the secondary specialty,
3. 15 CP for studies in pedagogy,
4. 12 CP for practical elements for the bachelor's degree (aptitude/orientational internship, occupational internship), as well as related coursework at the university, and
5. 9 LP for the bachelor's thesis.

Over the course of studying for the bachelor's and master's degrees, candidates must acquire at least 15 specialized didactic credit points per teaching subject; at least 3 of those specialized didactic credit points must come during the master's degree program.

Over the course of studying for the bachelor's and master's degrees, at least 5 credit points per teaching subject must be acquired in the field of inclusive teaching philosophy, and at least 4 credit points in pedagogy on special topics related to the inclusion of students with special educational needs.

Two teaching subjects can be replaced with the teaching subject of art or music. In this case, 144 credit points are required for the corresponding field (§ 4(2)(4) LZV).

- (7) The bachelor's degree in teacher education for vocational colleges (Track A: Teaching Subject and Vocational Specialization) is structured as follows:

Of the 180 CP required for the bachelor's degree, these are divided into:

1. 72 CP for studies in the primary subject or vocational specialization,
2. 72 CP for studies in the secondary or vocational specialization,
3. 15 CP for studies in pedagogy,
4. 12 CP for practical elements for the bachelor's degree (aptitude/orientational internship, occupational internship), as well as related coursework at the university, and
5. 9 LP for the bachelor's thesis.

Over the course of studying for the bachelor's and master's degrees, at least 15 specialized didactic credit points per teaching subject or vocational specialization must be acquired; at least 3 of those specialized didactic credit points must come during the master's degree program.

Over the course of studying for the bachelor's and master's degrees, at least 5 credit points per teaching subject or vocational specialization must be acquired in the field of inclusive teaching philosophy, and at least 4 credit points in pedagogy on special topics related to inclusion of students with special educational needs.

- (8) The bachelor's degree in teacher education for vocational colleges (Track B: **Major** Vocational Specialization and **Minor** Vocational Specialization) is structured as follows:

Of the 180 CP required for the bachelor's degree, these are divided into:

1. 108 CP for studies in the **major** vocational specialty,
2. 36 CP for studies in the **minor** vocational specialty,
3. 15 CP for studies in pedagogy,
4. 12 CP for practical elements for the bachelor's degree (aptitude/orientational internship, occupational internship), as well as related coursework at the university, and
5. 9 LP for the bachelor's thesis.

Over the course of studying for the bachelor's and master's degrees, at least 15 specialized didactic credit points must be acquired in the **major** vocational specialization; at least 3 of those specialized didactic credit points must come during the master's degree program.

Over the course of studying for the bachelor's and master's degrees, at least 5 credit points per **major** vocational specialization must be acquired in the field of inclusive teaching philosophy, and at least 4 credit points in pedagogy on special topics related to the inclusion of students with special educational needs.

- (9) Annex 3 contains permissible combinations of teaching subjects and areas of learning.

## § 31\*\*1

### Examination Board (Teacher Education)

- (1) For the bachelor's degree programs in teacher education, one central examination board for teacher education and various technical examination boards have been established. The central examination board for teacher education is supported in its work by the central office of examinations for teacher education.
- (2) The central examination board comprises nine members, whenever possible from different

instructional units involved with teacher education. The committee consists of five members who are part of the teaching faculty, two members of the academic staff, and two students. Where possible, they should also be members of the technical examination boards for teacher education. One member from the teaching faculty group must come from the area of pedagogy. The director of the central office of examinations for teacher education is a consulting member of the central examination board for teacher education. The term of office is 2 years, excepting for students, for whom it is one year. Re-election is permissible. The central examination board for teacher education is called to session and led by its chairperson.

- (3) In derogation of § 8(1), the members and **deputy members** of the central examination board for teacher education will be selected by the board of the Center for Teacher Education and Educational Sciences (ZLB) based on faculty recommendation. The central examination board for teacher education is responsible for all tasks delegated to the examination board in these examination regulations and the FPO-Bs. § 8(9) remains unaffected.
- (4) The members and **deputy members** of the technical examination boards are elected by the respective faculty councils. At least one member must be a professor in teacher education.
- (5) As per § 7 of the *Ordnung für die Praxisphasen im Bachelorstudium für das Lehramt an Grundschulen, Grundschulen mit integrierter Förderpädagogik, Haupt-, Real-, Sekundar- und Gesamtschulen, Haupt-, Real-, Sekundar- und Gesamtschulen mit integrierter Förderpädagogik, Gymnasien und Gesamtschulen sowie Berufskollegs der Universität Siegen*, the following deviation will be made from § 8(9): the decision about accreditation of practical training periods during the bachelor's degree program will exclusively be handled by the Practical Training unit of the ZLB in coordination with the departmental examination board for the educational sciences, education sciences including special needs education, and general education and its didactics for teacher education.

## **§ 32\*1**

### **Requirements and Permission to Submit a Bachelor's Thesis (Teacher Education)**

- (1) Supplemental to § 13(1), permission to submit a bachelor's thesis requires documentation of the following supplemental criteria:
  1. at least 120 credit points from the overall academic program,
  2. successfully completed internships (aptitude/orientational internship and occupational internship), and
  3. for teacher education for secondary and comprehensive schools (*GymGe*), proof of language skills pursuant to § 28(1-2).
- (2) Documentation of successful completion of the aptitude/orientational and the occupational internships can be provided up to the point of submission of the topic for the bachelor's thesis.
- (3) The application for permission to submit a bachelor's thesis is to be submitted in writing to the competent examination board for teacher education.
- (4) The following shall be included with the application for permission:
  1. the documentation pursuant to § 13(2),
  2. the documentation pursuant to Para. 1(1) and (3), and
  3. where desired, suggestions for the initial and secondary assessors.
- (5) Candidates can withdraw up to one week before the start of the working time indicated in the notice of acceptance, with no need to state a reason. The intent to withdraw must be submitted in writing to the general examination board for teacher education. In this case, the process for registering for the bachelor's thesis starts completely anew; the underlying permission to complete a bachelor's thesis remains unaffected, however.

### § 33

#### **Bachelor's Thesis (Teacher Education)**

- (1) The bachelor's thesis is worth 9 credit points toward the bachelor's degree.
- (2) 8 weeks' working time is allotted. For a thesis involving empirical research, the working time can be extended by two weeks. The bachelor's thesis should not exceed 30 pages or 50,000 characters. The topic of the bachelor's thesis may only be changed once, and only within one week after the start of the allotted time.
- (3) The candidate has the right to propose a lead and secondary assessor. These proposals should be respected whenever possible, although there is no legal right to this. The chairperson of the central examination board for teacher education typically empowers the lead assessor to select the topic. The chairperson of the central examination board for teacher education informs the candidate as to which lead assessor and second assessor have been selected, and the topic.
- (4) The bachelor's thesis must contain a title page, table of contents, bibliography, and list of sources. Any portions of the work that quote other works, either verbatim or in their intellectual content, must in all cases be denoted as such, including a citation of the source. The candidate must append the following signed and dated pledge to the work: "*Ich versichere, dass ich die schriftliche Ausarbeitung selbständig angefertigt und keine anderen als die angegebenen Hilfsmittel benutzt habe. Alle Stellen, die dem Wortlaut oder dem Sinn nach (inkl. Übersetzungen) anderen Werken entnommen sind, habe ich in jedem einzelnen Fall unter genauer Angabe der Quelle (einschließlich des World Wide Web sowie anderer elektronischer Datensammlungen) deutlich als Entlehnung kenntlich gemacht. Dies gilt auch für angefügte Zeichnungen, bildliche Darstellungen, Skizzen und dergleichen. Ich nehme zur Kenntnis, dass die nachgewiesene Unterlassung der Herkunftsangabe als versuchte Täuschung gewertet wird.*" [Where appropriate, the English version may instead be used: "I hereby pledge that I have completed this written work on my own, and that I used no aids beyond those listed herein. I have clearly denoted any passages that quote other works, either verbatim or in their intellectual content (including translations), with a precise indication of source (including the World Wide Web or other electronic data repository) for every occurrence. This also applies to any drawings, visual depictions, sketches, and the like that have been included. I acknowledge that any proven case of failure to cite sources will be assessed as attempted cheating."]
- (5) Two paper copies of the bachelor's thesis are to be submitted in a timely manner to the central board of examinations for teacher education or to an office indicated by the central board of examinations for teacher education. In addition, the manuscript is to be submitted as digital media (without password protection).
- (6) The bachelor's thesis will be graded by a lead assessor and a second assessor. If one of the two grades is 'Failing' [*mangelhaft*] or the two scores are more than two full grades separate from one another, then chairperson of the competent examination board will appoint a third assessor.

### § 34<sup>\*1</sup>

#### **Grades, Calculation of Grades (Teacher Education)**

- (1) § 21(1)(5) does not apply for the bachelor's degree in teacher education.
- (2) All graded modules count toward the final grade and the respective subject-specific grades, weighted according to the underlying credit points. § 11(3) remains unaffected. § 21(6) applies accordingly. At least three module grades per subject must count toward the final grade, excepting teacher education for elementary education, which must feature at least two module grades. Both the didactic and pedagogic portions must be accounted for. Specific details are regulated in FPO-B. The division into didactics and pedagogy does not apply for the program in the educational sciences.
- (3) In the event that the evaluation of a bachelor's thesis or examination is graded by a third assessor or examiner (§ 21(2)(2) RPO-B), then the grade for the bachelor's thesis or examination will be calculated from the arithmetic mean of the three grades, whereby at least two of the three assessments must be at least 'Sufficient' [*ausreichend*] or better and the note calculated from the arithmetic mean must be at least 'Sufficient' [*ausreichend*]; otherwise the bachelor's thesis or

examination is to be considered failed.

- (4) Grades calculated from multiple individual grades will be rounded to the first decimal place. This rounding process will only account for the first two digits after the decimal; all additional decimals are struck without rounding. The number 5 is to be rounded down.

### **§ 35<sup>\*1</sup>**

#### **Bachelor's Degree Certificate and Diploma (Teacher Education)**

- (1) In addition to § 23(1), the degree certificate will list the grade from the practical examinations.
- (2) In derogation of § 23(2), this formal documentation of the awarding of the university degree will be conducted in accordance with § 27.
- (3) In derogation of § 23(3), the bachelor's diploma will be signed by the dean of the faculty of the department which accepted the bachelor's thesis. The bachelor's diploma is also to be appended with the seal of the faculty from Sentence 1. The bachelor's diploma is also to be signed by the chairperson of the central examination board for teacher education.
- (4) In derogation of § 23(4), the certificate of degree completion is sealed with the seal of the central board of examiners for teacher education.

### **§ 36<sup>\*1</sup>**

#### **Diploma Supplement and Transcript of Records (Teacher Education)**

- (1) Supplemental to § 24, the Transcript of Records must include information about inclusion-oriented coursework and examinations in the specializations/fields of study as well as in the educational sciences.
- (2) Contrary to § 24(4), the Diploma Supplement and Transcript of Records are sealed with the seal of the central board of examiners for teacher education.

### **Entry into Effect**

#### **§ 37<sup>\*1,2</sup>**

#### **Entry into Effect and Publication**

- (1) These Examination Regulations shall enter into effect on October 1, 2018. The official German version is published in the  
*"Amtliche Mitteilungen der Universität Siegen."*
- (2) These regulations—as restricted in § 1(1)—apply to degree programs and degree components for the bachelor's degree upon entry into effect of the respective FPO-Bs, in accordance with the transitional regulations established in the FPO-Bs.
- (3) Examination regulations for bachelor's degree programs that do not satisfy the stipulations of these general examination regulations and whose annulment has not already been ratified or was ratified prior to October 1, 2020, should be adjusted no later than Winter Semester 2020/2021 to these university-wide examination regulations.
- (4) The annulment of examination regulations that do not satisfy these university-wide examination regulations and the transitional rules are to be regulated in the respective departmental examination regulations (Bachelor's) or in a separate set of regulations.
- (5) In derogation of Paragraph 2, these general examination regulations for teacher education modules of the bachelor's degree will take effect from 1 October 2021 for all students enrolling for the first time in a bachelor's degree program in teacher education starting with Winter Semester 2021/2022. Students who were already enrolled in a bachelor's degree program for teacher education prior to the winter semester 2021/2022 have the option of applying to have their studies regulated by the general examination regulations under effect at that time, and to be examined based on the corresponding departmental examination regulations. This application must be submitted to the

central board of examinations for teacher education and cannot be withdrawn.

- (6) During a transitional period, examiners can during summer semester 2022 determine that examinations can be conducted in electronic form, despite derogating stipulations in the module descriptions. Sentence 1 applies correspondingly for coursework.

This set of regulations governs the entry into effect of the original general examination regulations. This unofficial public notice [*Bekanntmachung*] contains the version as amended on 28 October 2020, 1 April 2022, and 26 July 2023.

It was compiled based on resolutions by the Senate on 20 December 2017, 11 July 2018, 7 October 2020, 7 June 2022, and 19 July 2023.

**Annex 1\***

\* Annex 1 contains a sample of a departmental examination regulations (FPO-B) and is not included in this public notice.

## **Annex 2**

### **Potential Models for Bachelor's Degree Programs (Non-Teacher Education)**

Four different models are possible, encompassing one to three subjects. Students have the choice between 27 credit points of advanced discipline-specific studies or 27 credit points of interdisciplinary qualifications, internships, language courses, etc. (depicted as shaded orange in the respective columns).



**Annex 3<sup>\*1,2</sup>**

**Majors Compatible with Teacher Education Teacher Education for Elementary Education (*Grundschule / Gs*)**

		Field of Study I and II (mandatory)	
		Field of study I: Basic language education +	Field of Study II: Basic mathematics education
			Educational sciences
Field of Study and/or Subject III (elective)*	English	•	Mandatory for all combinations
	Art	•	
	Music	•	
	Religion (Protestant/Catholic)	•	
	General Studies ( <i>Sachunterricht</i> )	•	
	Sport (Deutsche Sporthochschule Köln/DSHS)	•	

\* English must be studied as an advanced subject. The subjects/fields of study in art, basic mathematics education, music, religion (Protestant/Catholic), general studies, sport, and basic language education can be optionally studied as concentrations.

**Teacher Education for Elementary Schools with Integrated Special Needs Instruction (Gs-IFP)**

		Field of Study I and II (mandatory)	
		Field of study I: Basic language education +	Field of Study II: Basic mathematics education
			Pedagogy with integrated special needs education
Field of Study and/or Subject III (elective)	Music	•	Mandatory for all combinations
	Art	•	
	Religion (Protestant/Catholic)	•	
	General Studies ( <i>Sachunterricht</i> )	•	
	Sport (DSHS)	•	





Teacher Education for Secondary and Comprehensive Schools (*Gymnasien and Gesamtschulen / GymGe*)

		Subject 1 (mandatory)													
		Biology	Chemistry	German	English	French	History	Information Technology	Mathematics	Philosophy/Practical Philosophy	Physics	Religion (Protestant/Catholic)	Economic Policy/Social Sciences	Spanish	Educational sciences
Subject 2	Biology		•	•	•	•	•	•	•	•	•	•	•	•	
	Chemistry	•		•	•	•	•	•	•	•	•	•	•	•	
	German	•	•		•	•	•	•	•	•	•	•	•	•	
	English	•	•	•		•	•	•	•	•	•	•	•	•	
	French	•	•	•	•		•	•	•	•	•	•	•	•	
	History	•	•	•	•	•		•	•	•	•	•	•	•	
	Information Technology	•	•	•	•	•	•		•	•	•	•	•	•	
	Art*	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Mathematics	•	•	•	•	•	•	•		•	•	•	•	•	
	Music*	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Philosophy/Practical Philosophy	•	•	•	•	•	•	•	•		•	•	•	•	
	Physics	•	•	•	•	•	•	•	•	•		•	•	•	
	Religion (Protestant/Catholic)	•	•	•	•	•	•	•	•	•	•		•	•	
	Economic Policy/Social Sciences	•	•	•	•	•	•	•	•	•	•	•		•	
	Spanish	•	•	•	•	•	•	•	•	•	•	•	•		
Sport (DSHS)	•	•	•	•	•	•	•	•	•	•	•	•	•		
Mandatory for all combinations															

\* Art or music can be selected as a sole teaching subject in place of two teaching subjects.

Teacher Education for Vocational Colleges Track A (BK-A)

		In combination with														
		Teaching subject										BF*			Educational sciences	
		Chemistry	German	English	French	Information Technology	Mathematics	Physics	Religion	Spanish	Business Studies/Economic Policy	Electrical Engineering	Mechanical Engineering	Economics		
BF*	Electrical Engineering	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Mechanical Engineering	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Economics	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Chemistry	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Teaching subject	German	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	English	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	French	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Information Technology	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Art	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Mathematics	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Music	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Physics	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Religion (Protestant/Catholic)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Spanish	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Business Studies/Economic Policy	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Sport (DSHS)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Mandatory for all combinations															

\* Occupational specialization (*berufliche Fachrichtung/BF*)

**Teacher Education for Vocational**

**Major occupational specialization**

Economics  
Mechanical Engineering  
Electrical Engineering

Automotive

Production

Taxes and Accounting

Communications

Production/logistics/Marke

Technical IT

Business IT

Educational sciences

Mandatory for all combinations

**Minor occupational specialization**

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\*1 Table of Contents, § 1, § 8, § 10, § 14, § 28, § 29, § 30, § 31, § 32, § 33, § 34, § 35, § 37, Annex 1 and Annex 3 modified by *Amtliche Mitteilung 72/2020* "Ordnung zur Änderung der Rahmenprüfungsordnung (RPO-B) für das Bachelorstudium an der Universität Siegen" dated 26 August 2020, which came into effect on 28 October 2020 (§ 14 went into effect on 1 October 2019), ratified on 7 October 2020.

\*2 Table of Contents, § 10, § 11, § 11a bis § 11c, § 18, § 18a, § 19, § 28, § 29, § 37 and Annex 3 modified by *Amtliche Mitteilung 44/2022* "Zweite Ordnung zur Änderung der Rahmenprüfungsordnung (RPO-B) für das Bachelorstudium an der Universität Siegen" dated 24 June 2022, which came into effect on 1 April 2022, ratified on 7 June 2022.

\*3 Table of Contents and § 12a modified by *Amtliche Mitteilung 51/2023* "Dritte Ordnung zur Änderung der Rahmenprüfungsordnung (RPO-B) für das Bachelorstudium an der Universität Siegen" dated 25 July 2023, which came into effect on 26 July 2023, ratified on 19 July 2023.