



UNIVERSITY OF WORLD ECONOMY AND DIPLOMACY

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Study and Exam Regulations

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EXECUTIVE SUMMARY

The Study and Examination Regulations of the University of World Economy and Diplomacy (UWED) establish a comprehensive, transparent framework governing the organization of studies, assessment of learning outcomes, academic progression, mobility, suspension, reinstatement, and certification processes for students across all levels of higher education.

These Regulations are designed to ensure fairness, consistency, and legal certainty in academic decision-making, while aligning institutional practices to national higher education legislation, the Bologna Process, European Credit Transfer and Accumulation System (ECTS) principles, and internationally recognized standards of quality assurance in higher education.

The Regulations apply to all undergraduate, graduate, and doctoral students, as well as to academic and administrative staff involved in teaching, assessment, academic advising, admissions, registration, quality assurance, and certification. They define the rights, responsibilities, and procedural safeguards available to all stakeholders engaged in the educational process.

A core principle of the Regulations is the implementation of a credit-based, learning-outcomes-oriented approach. Educational programs are structured around clearly defined learning outcomes, transparent credit allocation, and systematic monitoring of student progress. The Regulations support a student-centered learning approach, academic mobility, recognition of learning achievements, and flexible educational trajectories within clearly defined academic standards.

Assessment procedures are regulated in detail to ensure objectivity, transparency, proportionality, and academic integrity. The separation of teaching and final assessment responsibilities, the use of standardized grading criteria, clearly defined progression thresholds, and a formal appeals mechanism safeguard students' rights and reinforce confidence in academic decisions.

The Regulations further establish mechanisms for monitoring, internal quality assurance, and continuous improvement through the use of measurable learning outcomes and performance indicators, stakeholder feedback, and regular program review. Academic mobility and credit recognition are governed by documented procedures based on learning agreements and outcome equivalence, ensuring fair and predictable recognition of learning achievements obtained at partner institutions.

Finally, the Regulations define the legal and academic basis for certification and degree awarding, ensuring that all qualifications issued by UWED are state-recognized, verifiable, and internationally understandable through the use of Diploma Supplements and standardized academic documentation.

Taken together, these Regulations provide a coherent, transparent, and quality-oriented regulatory framework that supports academic integrity, student success, institutional accountability, and the continuous enhancement of educational quality at the University of World Economy and Diplomacy.

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SECTION 1. REGISTRATION AND ONBOARDING

1.1. Acceptance and Activation of UWED Student's Hemis account

Upon admission, all students of the University of World Economy and Diplomacy are provided with access to activate their personal account within the [HEMIS academic information system](#). This account serves as the primary digital environment through which students engage with academic, administrative, and support services, as stipulated in [Chapter 11 \(Clauses 161–167\) of the Academic Regulations of UWED](#) (hereinafter referred to as the Academic Regulations).

Through the HEMIS system and integrated digital platforms, students are provided with access to the following services:

- official university email address;
- real-time access to academic records, transcripts, grades, GPA, and exam results;
- course registration and management, including selection of elective subjects;
- access to course syllabi, learning materials, and resources via the University's learning management system;
- attendance monitoring and compliance tracking;
- monitoring of credit accumulation and progress toward graduation requirements;
- communication with instructors, academic advisors, and administrative units;
- access to exam schedules assessment result notifications;
- access to library catalogs, digital resources, and electronic learning materials;
- mobile access to academic services through official University applications.

The University ensures that all students are provided with timely and equal access to institutional digital systems upon admission. Responsibility for the creation, maintenance, and accuracy of student academic records within the HEMIS system lies with the relevant administrative units of the University.

In cases of technical difficulties, data inaccuracies, or access limitations, students have the right to request assistance and correction through established institutional procedures. Such requests are reviewed and resolved within defined timeframes to ensure that students are not disadvantaged in course registration, assessment, or academic progression due to technical or administrative factors.

The University takes appropriate measures to ensure that digital onboarding systems are accessible to all students, including international students and students with special educational needs, and provides guidance and support during the initial stages of study to facilitate full participation in the educational process.

SECTION 2. EDUCATIONAL PROGRAM STRUCTURE

2.1. Formation of the Educational Program

The educational program for each academic year is formed on the basis of educational elements-defined as structured components of the curriculum through which learning outcomes are delivered and assessed. An education element may consist of one or more modules. The program is approved by the relevant governing body of the University in accordance with [Chapter 3, Clause 1 of the Academic Regulations](#). Educational programs are designed to ensure coherence, academic integrity, and alignment with national educational standards and institutional objectives.

Educational programs may include, but are not limited to, classroom-based instruction, scientific and research projects, independent learning activities, internships and industrial practice, and other educational elements contributing to the achievement of defined learning outcomes.

The formation of the educational program ensures internal coherence between individual modules and educational elements. Clear roles and responsibilities are assigned to academic units to prevent duplication, fragmentation, or imbalance in student workload across the program.

2.2. Credit Allocation and Learning Outcomes

Educational programs are structured in accordance with the credit-based system, whereby, in line with [Clause 2 of Chapter 3 of the Academic Regulations](#), 60 credits correspond to one academic year. Each educational element within the program is assigned a specific number of credits based on the student workload required to achieve the defined learning outcomes.

Structure of Academic Workload and ECTS Allocation for Bachelor's degree

Year of Study	Total ECTS	Estimated Workload (hours/year)	Notes
Year 1	60	1500–1800	Foundational courses in general education and core social, political, economic and law subjects
Year 2	60	1500–1800	Intermediate modules in related field and elective modules
Year 3	60	1500–1800	Advanced modules in specific related fields, internship
Year 4	60	1500–1800	Graduation thesis, teaching internship, and specific modules

Structure of Academic Workload and ECTS Allocation for Master's degree

Year of Study	Total ECTS	Estimated Workload (hours/year)	Notes
Year 1	90	2250	Advanced core and specialized modules, research methodology, electives, Research activities, internships (where applicable), and Master's thesis

For each educational element, learning outcomes are clearly defined as a balanced combination of knowledge, skills, and competences. Learning outcomes are formulated at both the program and module levels and are measurable, assessable, and aligned with the objectives of the educational program.

Approved learning outcomes and corresponding credit allocations are made publicly available through official academic documentation and digital platforms to ensure transparency and informed student choice.

2.3. Requirements for Successful Program Completion

The requirements for successful completion of an educational program and acquiring the corresponding academic qualification are clearly defined. Program completion requirements are expressed in terms of accumulated credits and achievement of learning outcomes, in accordance with the approved curriculum ([Clause 3, Chapter 3 of the Academic Regulations](#)).

The University ensures systematic monitoring of students' progress toward program completion. Students are regularly informed of their accumulated credits and remaining academic requirements through official academic information systems and academic advising mechanisms.

2.4. Student Guidance and Academic Support

To support students in successfully completing their educational programs, the University provides structured academic guidance and support through relevant academic and administrative units. These include departments responsible for managing the credit-based education system, faculty administrations, academic advisors, and designated support staff.

Academic guidance includes explanations of program structure, credit requirements, elective subject options, academic mobility opportunities, and procedures for recognition of learning achievements and experience acquired during the educational process.

Academic guidance and support are provided on a continuous basis throughout the entire period of study, including at key academic stages such as program entry, course selection, academic mobility periods, and preparation for program completion.

2.5. Publication and Accessibility of Educational Program Information

Each faculty ensures that detailed and up-to-date information on educational programs, including curricula, subject catalogs, learning outcomes, credit distribution, and teaching conditions, is published on the official University website.

Such information is made available in an easily downloadable format no later than one month prior to the beginning of the academic year in accordance with [Clause 4 of Chapter 3 of the Academic Regulations](#). Published information reflects approved curricula and assessment arrangements applicable to the relevant academic year.

2.6. Alignment of Learning Outcomes, Teaching, and Assessment

Academic staff responsible for the implementation of educational programs and individual educational elements ensure consistency between defined learning outcomes, teaching methods, and assessment procedures as stated in [Clause 5 of Chapter 3 of the Academic Regulations](#).

This constructive alignment between learning outcomes, teaching activities, and assessment methods is a fundamental requirement for educational programs and is regularly reviewed through internal quality assurance procedures to ensure coherence and effectiveness.

2.7. Review and Update of the Educational Program

Educational programs are subject to regular review and updating based on feedback from students, graduates, employers, academic staff, and external stakeholders. Program reviews consider developments in the labor market, scientific and technological progress, and the outcomes of internal and external quality assurance processes.

The results of program reviews and updates are documented, and approved changes are communicated to students and academic staff in advance of their implementation.

2.8. Integration of Theoretical Knowledge and Practical Skills

Educational programs ensure an appropriate balance between theoretical knowledge and practical skills. This balance is achieved through the use of laboratory work, case studies, project-based learning, internships, and cooperation with industry and professional organizations.

Practical learning components are designed to complement theoretical instruction and are assessed in a manner consistent with defined learning outcomes, ensuring academic rigor, relevance, and coherence within the educational program.

SECTION 3. STUDY PLAN, MONITORING AND QUALITY ASSURANCE

3.1. Educational and Control Activities

In accordance with the [Chapter 4 of the Academic Regulations](#), the educational process at the

University consists of a structured set of educational and control activities designed to ensure the achievement of defined learning outcomes. Educational activities include all forms of classroom instruction, practical and laboratory work, internships, and the organization of independent student work.

Control activities are implemented to evaluate the extent to which students have acquired the knowledge, skills, and competences defined in the curriculum. Assessment of learning outcomes is conducted in accordance with approved curricula and institutional assessment policies.

The proportionality, consistency, and transparency of educational and control activities are subject to oversight by relevant academic and quality assurance units to ensure comparability across subjects and educational programs.

3.2. Student-Centered Planning and Stakeholder Involvement

The planning of the educational process is based on a student-centered approach and is conducted through structured dialogue involving students, academic staff, employers, and administrative representatives. Educational standards, labor market needs, and institutional priorities are taken into account during planning ([Clause 27, Chapter 4](#)).

Student representatives are provided with opportunities to participate in discussions related to educational program development and revision, including participation with voting rights in accordance with institutional regulations.

Stakeholder involvement in educational planning is conducted on a regular and systematic basis through formal consultations, meetings, and feedback mechanisms. The outcomes of such engagement are documented and considered in curriculum development and revision processes.

Prior to course selection, the University ensures that students are provided with sufficient academic information to make informed and reasoned choices. This includes access to course syllabi, introductory course materials, and recorded or live course introduction sessions delivered by academic staff through the University's digital learning platforms.

For elective subjects, students are enrolled in the learning management system immediately following course selection, ensuring timely access to all relevant academic information and learning resources.

In preparation for second foreign language selection, which takes place at the beginning of the second year of study, the University organizes structured orientation activities coordinated by the relevant academic departments. These activities may include introductory presentations, open sessions with instructors, and thematic academic events aimed at familiarizing students with the content, learning outcomes, and academic requirements of available language programs.

Such orientation measures support informed student choice and ensure that academic specialization and language selection are aligned with students' educational trajectories.

3.3. Planning Stages of the Educational Process

The planning of the educational process includes the following stages, in accordance to [Clause 28 of Chapter 4 of the Academic Regulations](#):

- development of model curricula and subject catalogs based on advanced international educational practices, national development priorities, and labor market requirements;
- development of subject syllabi in accordance with approved curricula and academic standards;
- formation of personal educational trajectories for students under the supervision of relevant academic and administrative units, with academic advising support;
- preparation of individual study plans;
- development of the academic calendar and scheduling of instructional activities for academic groups.

Each stage of the educational planning process is documented and implemented in accordance with established institutional procedures. Students are informed of decisions affecting their educational trajectories through official academic communication channels.

3.4. Credit Allocation and Personal Educational Trajectories

Students are required to accumulate credits during each academic period in accordance with the approved curriculum. The total number of credits for a semester includes both compulsory and elective subjects ([Clause 29, Chapter 4](#)).

The composition of compulsory subjects and the number of credits allocated to them are determined by the University. The composition of elective subjects and their corresponding credit values are also determined by the University, while students are provided with the opportunity to select elective subjects within the defined framework of their personal educational trajectories.

Students receive academic guidance and advising support when forming their personal educational trajectories to ensure coherence, feasibility, and alignment with program learning outcomes.

3.5. Academic Year Duration and Credit System

In accordance with [Clause 10 of Chapter 3.1 of Academic Regulations](#), the academic year consists of 36 weeks and is structured as follows: 30 weeks of academic instruction, 2 weeks allocated for course selection (registration), and 4 weeks designated for assessment and attestation periods. The structure and duration of the academic year are approved through the official academic calendar.

The University applies a credit-based education system, under which the total volume of all types of academic workload for undergraduate and master's degree programs is established at 60 credits per academic year and 30 credits per semester.

Within this system, one credit is equivalent to an academic workload of:

25 academic hours for students admitted in 2024 and later; and

30 academic hours for students admitted prior to 2024.

The ratio between classroom-based instruction and independent study hours is determined in accordance with the level of education and program requirements and is made publicly available to ensure transparency.

Any deviations from the approved academic calendar are subject to authorization by the relevant governing bodies of the University and are communicated to students in advance to maintain academic continuity and predictability.

3.6. Monitoring of the Educational Process

Monitoring of the educational process is conducted to assess the achievement of learning outcomes, the appropriateness of student workload, and the effectiveness of teaching and assessment practices.

Monitoring activities are carried out by designated academic and quality assurance units. The results of monitoring are analyzed and used to inform decisions related to curriculum adjustment, teaching methods, academic support measures, and institutional development.

3.7. Ensuring Quality and Student Choice of Instructors

The University implements measures to ensure the quality and effectiveness of teaching in educational programs. To promote transparency and continuous improvement, students may, within defined institutional procedures, be provided with opportunities to select instructors.

The process of instructor selection is governed by transparent rules that ensure equal opportunity, academic balance, continuity of educational provision, and compliance with staffing and workload requirements.

3.8. Summer Semester for Academic Debt

To support students in addressing academic debt, the University may organize a summer semester, typically during academic breaks, on a paid basis and in accordance with approved regulations.

Participation in the summer semester is voluntary and allows students to complete outstanding academic requirements through transparent assessment procedures consistent with the regular evaluation system.

Students participating in the summer semester retain access to academic advising and institutional support mechanisms.

3.9. Monitoring Using Learning Outcomes and Performance Indicators

Monitoring of educational programs is conducted using measurable learning outcomes and performance indicators. These may include assessment results, student progression data, graduation rates, graduate employment indicators, and feedback from employers and other stakeholders.

Monitoring results are reviewed periodically at the institutional level and form part of the University's internal quality assurance reporting framework. The outcomes of monitoring are used to support continuous improvement of educational programs and teaching practices.

3.10. Internal Quality Assurance System

The University maintains an internal quality assurance system that includes regular self-assessment, student and staff surveys, peer review of teaching, and analysis of academic performance data.

External stakeholders, including employers, independent experts, and accreditation bodies, may be involved in periodic evaluations of educational programs. Recommendations resulting from internal and external evaluations are documented and used to support continuous enhancement of educational quality.

The internal quality assurance system operates on the principles of transparency, accountability, and continuous improvement.

SECTION 4. ACADEMIC MOBILITY AND CREDIT RECOGNITION

4.1. Documents Supporting Academic Mobility

Academic mobility and credit recognition are ensured through the use of standardized academic documentation. The following documents form the basis for the implementation of academic mobility and the recognition of learning achievements as stipulated in [Chapter 8, Clause 126 of the Academic Regulations](#):

- subject catalog;
- learning agreement;
- academic transcript, reference, or certificate issued in the prescribed format.

These documents reflect achieved learning outcomes and serve as the formal basis for the recognition and transfer of credits between higher education institutions.

The University provides standardized templates and guidance for all documents supporting academic mobility. Students receive timely information and administrative support regarding documentation requirements prior to the start of the mobility period.

4.2. Recognition of Credits

In accordance with [Clause 127 of Chapter 8 of the Academic Regulations](#), credits accumulated by a student under an educational program at another higher education institution are recognized as equivalent, provided that the achieved learning outcomes correspond to the learning outcomes defined in the educational program of the University.

Recognition decisions are based on a comparison of achieved learning outcomes. Credits are recognized unless substantial differences in learning outcomes are identified, in accordance with established institutional procedures.

The recognition of credits does not require re-assessment of learning outcomes that have already been achieved and documented through official academic records.

4.3. Submission of Documents for Academic Mobility

Based on the recommendation of the sending higher education institution, students submit the required academic mobility documentation to the receiving institution in accordance with established procedures as stated in [Clause 130 of Chapter 8](#).

The sending institution provides the student with an official academic transcript or equivalent documentation reflecting completed coursework and achieved learning outcomes.

Submission deadlines and responsible administrative units for document verification are defined in advance and communicated to students to ensure timely and orderly processing of academic mobility applications.

4.4. Educational Elements During the Mobility Period

The educational elements to be completed by a student during the academic mobility period are defined in the approved learning agreement and may not be modified without the consent of the sending institution.

Learning outcomes achieved at partner higher education institutions, centers, or organizations must correspond to or complement the learning outcomes of the educational program at the sending institution ([Clause 131, Chapter 8](#)).

Any approved changes to the learning agreement during the mobility period are documented and communicated to all involved parties to ensure transparency and continuity of learning.

4.5. Learning Agreement

The learning agreement defines the educational elements to be completed by the student at the receiving institution and their integration into the educational program of the sending institution.

The number of credits to be accumulated during the mobility period is proportional to the duration of study abroad ([Clause 128, Chapter 8](#)). The University recognizes credits achieved during the mobility period in full or in part, in accordance with the approved learning agreement.

Upon completion of the mobility period and submission of required documentation, the student's academic progression is determined based on the number of credits accumulated, in accordance with applicable academic regulations.

The learning agreement is approved prior to the start of the mobility period and serves as the

primary reference document for academic recognition upon the student's return.

4.6. Registration for Academic Mobility Programs

The University registers students participating in academic mobility programs in accordance with established procedures and ensures that students remain formally enrolled during the mobility period.

The University undertakes to provide students with the opportunity to complete educational elements planned under the academic mobility program and ensures access to academic advising and institutional support throughout the mobility period.

4.7. Jointly Developed Educational Programs

For educational programs developed jointly with partner higher education institutions, centers, or organizations, separate academic mobility agreements are not required where program structures and recognition arrangements are integrated into the approved program design as stipulated in [Clause 133 of Chapter 8](#).

4.8. Evaluation and Conversion of Grades

Evaluation results obtained during the academic mobility period are converted in accordance with approved grade conversion tables and agreements between the participating institutions as indicated in [Appendix 2 to the Academic Regulations](#).

Grade conversion procedures are applied consistently and transparently to ensure fairness and comparability across different grading systems.

4.9. Internship Agreement

Internships completed as part of academic mobility or educational programs are governed by formal internship agreements concluded between the student, the University, and the receiving organization ([Clause 135, Chapter 8](#)).

The internship agreement specifies the learning objectives, duration, supervision arrangements, and assessment requirements of the internship.

4.10. Internship Certification

In accordance with [Clause 135 of Chapter 8 of the Academic Regulations](#), upon completion of an internship, the receiving organization issues a certificate confirming the completion of the internship and the learning outcomes achieved.

Internship certification serves as the basis for the recognition of practical learning outcomes within the educational program.

4.11. Equal Access and Transparency

The University ensures equal and transparent access to academic mobility opportunities for all students. Information on mobility programs, partner institutions, eligibility criteria, application procedures, and deadlines is publicly available through official communication channels.

Selection procedures for academic mobility are based on clear and objective criteria. The University monitors participation in academic mobility programs to identify potential barriers and ensure balanced access.

SECTION 5. EVALUATION CRITERIA

5.1. Types of Control

Monitoring and evaluation of students' academic performance are conducted through **mid-term control** and **final control** in accordance with approved curricula and institutional assessment policies.

These provisions are stipulated in [Chapter 5 of the Academic Regulations of the University](#).

Mid-term control is conducted during the semester to assess the student's knowledge, practical skills, and progress after completion of defined sections of the subject syllabus. Depending on the nature of the subject, mid-term control may be conducted up to two times per subject during the semester.

The form, duration, and content of mid-term control are determined by the relevant academic department and the professor(s) teaching the course, taking into account defined learning outcomes and the number of academic hours allocated to the subject.

Mid-term assessment tasks are developed by the professor(s) teaching the course and approved at the departmental level. Academic and administrative offices provide organizational and logistical support to professors, including assistance with scheduling and the allocation of appropriate facilities, such as information technology laboratories or large examination rooms, where required.

For subjects with a limited number of academic hours per week, mid-term control may not be applied where such assessment would be disproportionate to the learning load.

Final control is conducted at the end of the semester to determine the extent to which the student has achieved the learning outcomes of the subject, including theoretical knowledge and practical skills. The form of final control is determined by the academic department and implemented in accordance with the approved examination schedule.

The forms, timing, and criteria of mid-term and final assessments are communicated to students in advance and applied consistently across educational programs.

For each subject, the timing and structure of assessment activities, including assignment periods, mid-term assessment weeks, and the format of final examinations, are defined in the subject syllabus.

The syllabus is made available to students through the University's learning management system at the beginning of the semester. Students are enrolled in the learning management system for compulsory subjects upon semester registration and for elective subjects immediately following course selection.

This ensures that students are informed in advance of all assessment components, deadlines, and evaluation requirements for both compulsory and elective subjects.

5.2. Criteria for Evaluating Student Knowledge

Student performance is evaluated on the basis of clearly defined criteria reflecting levels of mastery of subject learning outcomes in accordance with [Clause 100 of Chapter 5.5. of the Academic Regulations](#):

- **Excellent (5)**: the student demonstrates independent and analytical thinking, creative problem-solving abilities, the capacity to apply knowledge in practice, and a comprehensive understanding of the subject;
- **Good (4)**: the student demonstrates solid understanding of the subject, applies acquired knowledge in practice, and is able to analyze and explain key concepts;
- **Satisfactory (3)**: the student demonstrates basic understanding of the subject and the ability to apply knowledge at a minimum acceptable level;
- **Unsatisfactory (2)**: the student has not demonstrated sufficient understanding of the subject or achievement of required learning outcomes.

Assessment tasks are designed to ensure objective and accurate evaluation of student learning. Academic departments develop grading guidelines and illustrative criteria to support consistency and objectivity in assessment decisions.

5.3. Assessment of Student Learning

Student learning is assessed using a **100-point evaluation system** ([Clause 46, Chapter 5](#)).

Mid-term assessment is conducted and evaluated by **the professor(s) teaching the course**.

Final assessment is conducted and evaluated by **professors who did not teach the course to the assessed group of students**, ensuring a clear separation between teaching and final assessment functions. Professors who delivered instruction in the subject are not permitted to participate in the final assessment of that subject.

Professors from other higher education institutions may be involved in final assessment procedures in accordance with institutional regulations.

Assessment procedures are subject to oversight by the University's academic quality assurance structures. In cases where violations of assessment procedures are identified, assessment results may be annulled and reassessment conducted in accordance with established procedures.

Students are required to successfully complete mid-term control before being admitted to final control. A student who receives an unsatisfactory result in mid-term control, defined as **less than 36 points**, is not admitted to final control for the relevant subject, as stated in [Clause 63 of Chapter 5.2](#).

Students are informed in advance of minimum performance thresholds and the academic consequences of not meeting them. Academic feedback and advising mechanisms are provided to support students in addressing learning gaps prior to final assessment stages.

A student who is not admitted to, does not participate in, or receives an unsatisfactory result in final control is considered to have **academic debt**.

Students with academic debt may retake mid-term and/or final assessments in accordance with established procedures. The number of retakes is limited and conducted within defined timeframes. In cases of repeated unsuccessful attempts, a commission is formed to conduct reassessment in a fair, impartial, and objective manner.

Decisions related to academic debt, retakes, and exclusion from assessment are implemented in accordance with established procedures and may be subject to appeal.

5.4. Final Exam Regulations

5.4.1. Final Examination Procedures

Final examinations are conducted in accordance with approved institutional procedures as provided in [Chapter 5.2. of the Academic Regulations](#) to ensure academic integrity, objectivity, transparency, and equal treatment of students.

Final examinations are normally held in large-capacity auditoriums or appropriately equipped examination facilities. Where required, examinations may be conducted under video surveillance as a quality assurance and integrity measure. Such measures are applied in a proportionate manner and with due respect for students' dignity and applicable data protection requirements.

Final examinations are assessed by **professors who did not teach the subject to the assessed group of students** (hereinafter referred to as *evaluating professors*), ensuring a clear separation between teaching and final assessment functions.

Where the final assessment is conducted in the form of a computer-based test, the examination may take place in specially equipped computer laboratories under supervised conditions.

Video records of final examinations, including the grading process where applicable, are stored for a defined period not exceeding one year, solely for quality assurance, academic integrity, and review purposes, and are handled in accordance with data protection regulations.

Final examinations are organized under the supervision of an **Exam Committee**, which ensures procedural compliance and transparency. The Exam Committee includes representatives of the academic affairs unit, the quality assurance unit, the compliance and integrity service, and professors from

departments that did not teach the subject in question.

Academic evaluation and grading decisions remain the responsibility of the evaluating professors and are based exclusively on approved grading criteria.

Final examination questions are prepared by professors of the relevant academic department based on the approved syllabus no later than one month prior to the examination period. Draft examination materials are discussed at a department meeting and approved by the department head and the faculty dean.

When designing examination questions, it is recommended that approximately 40–50 percent of questions assess material covered directly during classroom instruction, and 50–60 percent assess independent learning components. These proportions serve as methodological guidance and may be adjusted depending on the nature and learning outcomes of the subject.

Examination questions and grading criteria are communicated to students at least one month in advance through official academic communication channels.

Faculty deans and department heads are responsible for ensuring the academic quality, relevance, and timely preparation of examination materials.

Examination questions must allow for an objective assessment of students' mastery of the subject, including theoretical knowledge, practical skills, analytical ability, and logical reasoning.

Students are admitted to final examinations only upon presentation of a valid identity document.

Leaving the examination room without authorization, late arrival after the official start time, or possession or use of unauthorized devices or materials that may facilitate academic misconduct are prohibited. Depending on the nature of the subject, limited exceptions for specific tools (such as calculators) may be approved in advance by the responsible working group.

In cases where examination violations are detected during the examination or subsequently through review of examination records, the examination result may be annulled in accordance with established procedures. All such decisions are documented and may be subject to appeal.

5.4.2. Review and Retake Procedures

Where violations of examination procedures are identified, the Exam Committee prepares an official report and submits it to the Vice-Rector for Academic Affairs for review.

Based on the findings, the Vice-Rector may annul examination results or authorize a retake in accordance with institutional regulations. In cases where Exam Committee members violate established procedures, disciplinary measures may be applied, including removal from the committee.

To ensure clarity and proportionality in assessment, the University may establish word limits or format requirements for written examinations, depending on the nature of the subject.

Prior to evaluation, students' examination responses are anonymized and encrypted by the designated working group to ensure impartial assessment.

Evaluating professors assess examination responses objectively and independently in accordance with approved grading criteria, ensuring proportional grading for each examination component.

Completed examination papers and grading results are submitted to the Exam Committee. Following procedural verification, the results are decrypted and returned to the evaluating professors within one working day.

Final examination grades are entered into the academic information system no later than three working days after completion of the examination.

5.5. Appeals Procedure

In accordance with the [Chapter 5.3. of the Academic Regulations](#), students who disagree with assessment results, including final examination results, have the right to submit an appeal in accordance with established institutional procedures.

Students may submit an appeal against final examination results electronically through the University's official student application (**Talaba UWED**) within **24 hours** of the publication of the results. The electronic submission of an appeal through the Talaba UWED application constitutes an official and valid form of appeal and ensures timely registration, transparency, and traceability of the appeals process.

Appeals are reviewed by an Appeals Commission composed of members who did not participate in the original assessment of the student. The composition of the Appeals Commission ensures impartiality and independence in the review of assessment results.

Students have the right to be present during the consideration of their appeal. The Appeals Commission reviews appeals within established timeframes and adopts a reasoned decision based on the applicable assessment criteria and procedures.

Decisions of the Appeals Commission are documented and communicated to the student and relevant academic units through official academic communication channels. The appeals process is conducted in a fair, transparent, and non-discriminatory manner and does not disadvantage students for exercising their right to appeal.

5.6. Comparative Grading and Transparency

In order to enhance transparency and support international understanding of assessment results, the University provides an indicative comparison between its internal grading scale and commonly used grading systems in selected foreign higher education systems. This comparison is intended to facilitate interpretation of grades by external institutions and stakeholders.

Level	US %	Japan %	Russia %	South Korea %	Great Britain %	UWED %	Assesment (Uzbekistan)		
A+	97-100	90 – 100	87 – 100	95 – 100	75-100	97-100	5	Excellent	
A	93-96			90 – 94	71-74	93-96			
A-	90-92				67-70	90-92			
B+	87-89	80 – 89	74 – 86	85 – 89	64-66	87-89	4	Good	
B	83-86			80 – 84	61-63	83-86			
B-	80-82				57-60	80-82			
C+	77-79	70 – 79		75 – 79	54-56	77-79			
C	73-76			70 – 74	50-53	74-76			
C-	70-72				48-49	71-73			
D+	67-69	60 – 69	60 – 73	65 – 69	43-47	67-70	3	Satisfactory (Pass)	
D	63-66			60 – 64	40-42	63-66			
D-	60-62				38-39	60-62			
F	0-59	0 – 59	0 – 59	0 - 59	0-37	0-59	2	Unsatisfactory (Fail)	

Table: Comparative Grading table (Reference: [Appendix 2 to the Academic Regulations](#))

The comparative grading table is provided for reference and informational purposes only. It does not replace, modify, or override the University's official grading system, assessment procedures, GPA calculation rules, or academic progression requirements. All academic decisions are based exclusively on the University's approved internal regulations.

5.7. Assessment Methods and Evaluation Criteria

Assessment methods and evaluation criteria are aligned with the intended learning outcomes of each subject and educational program. The correlation between learning outcomes, assessment methods, and grading criteria is documented and subject to periodic review within the internal quality assurance framework.

5.8. Academic Integrity in Assessment

The University ensures academic integrity in all assessment processes. Rules regarding plagiarism, cheating, falsification of results, and other forms of academic misconduct are clearly defined and communicated to students and professors.

Preventive measures, including awareness-raising activities and appropriate verification tools, are implemented to promote a culture of academic integrity. Violations of academic integrity are subject to disciplinary action in accordance with institutional regulations.

SECTION 6. MECHANISMS OF STUDENT SUSPENSION AND REINSTATEMENT

6.1. Attendance Requirements and Academic Debt

Students are required to fulfill attendance requirements in accordance with the approved curriculum and subject syllabi.

A student who misses **25 percent or more** of the scheduled classroom hours for a subject **without a documented valid reason** is excluded from further study of that subject, is not admitted to the final examination, and is considered not to have acquired the corresponding credits, as stipulated in [Clause 101 of Chapter 6 of the Academic Regulations](#).

A student who:

is not admitted to the final examination,

does not participate in the final examination; or

receives an unsatisfactory grade in the final examination

is considered to have **academic debt** for the relevant subject.

In cases where absences are due to documented valid reasons, individual circumstances may be reviewed in accordance with established institutional procedures.

6.2. Re-study and Elimination of Academic Debt

Students with academic debt have the right to eliminate such debt through re-study of the relevant subject(s) in accordance with institutional regulations.

Where a student participates in the final examination but fails to obtain the minimum required score of 24 points, they have the right to one immediate retake of the final examination ([Clause 94, Chapter 5.4.](#)). This retake is conducted **after the official publication of the initial final examination result** and in accordance with approved examination procedures.

The result of the retake replaces the initial final examination result for the purpose of determining academic debt.

If academic debt is not eliminated through the immediate retake, re-study of the relevant subject is conducted on a **paid basis**, calculated in proportion to the number of credits not mastered, in accordance with the applicable tuition or contract terms.

Re-study may take place during academic breaks, including vacation periods, or in subsequent semesters. During re-study, students are required to complete only those subjects for which academic debt exists.

Academic advising and instructional support are provided to students undergoing re-study in order to facilitate successful completion of academic obligations.

The number of re-study attempts for a given course is not limited under contract-based study arrangements, provided that institutional rules and payment obligations are fulfilled.

6.3. Course Progression and GPA Requirements

Progression of students from one academic year (course) to the next is determined on the basis of academic performance and completion of curriculum requirements.

The University establishes a **minimum Grade Point Average (GPA) of 2.6** as the threshold for progression to the next academic year as provided in [Clause 112 of Chapter 6 of the Academic Regulations](#).

A student who does not meet the required GPA threshold is **not expelled** but remains enrolled in the current academic year for the purpose of eliminating academic debt and improving academic performance through re-study.

Students who remain in the same academic year are required to master only those subjects for which academic debt exists and to fulfill the corresponding financial obligations in accordance with institutional regulations.

The **maximum total duration of study** is:

up to **eight years** from initial enrollment for bachelor's degree programs;

up to **four years** from initial enrollment for master's degree programs.

6.4. Suspension, Reinstatement, and Continuation of Studies

Temporary suspension of studies and reinstatement are conducted in accordance with institutional regulations and applicable national legislation.

Decisions regarding suspension, continuation of studies, re-study, or reinstatement are based on documented academic performance and are implemented through formal administrative procedures.

Students retain their status within the academic information system during periods of re-study or temporary suspension, unless otherwise specified by applicable regulations.

6.5. Notification and Communication

The University ensures timely, transparent, and documented communication with students regarding:

academic debt;

exclusion from individual subjects;

final examination results and retake eligibility;

re-study requirements;

progression decisions;

suspension or reinstatement conditions.

All decisions related to student academic status are communicated to students in written form through the academic information system and official digital communication channels.

6.6. Right to Appeal and Academic Support

Students have the right to appeal decisions related to academic debt, retake outcomes, re-study, course progression, suspension, or reinstatement in accordance with established institutional appeal procedures.

Appeals are reviewed impartially and within defined timeframes. Students are not disadvantaged for exercising their right to appeal.

The University provides **academic advising, counseling, and support mechanisms** to students experiencing academic difficulty, with the aim of supporting successful completion of studies and preventing repeated academic failure.

SECTION 7. RECOGNITION AND CERTIFICATION

At the University of World Economy and Diplomacy (UWED), the recognition and certification of student academic achievements are carried out in accordance with the national higher education framework of the Republic of Uzbekistan and in alignment with internationally recognized principles of transparency, comparability, and academic integrity.

UWED awards **state-recognized academic degrees only**, namely Bachelor’s, Master’s, and Doctoral degrees, upon the successful completion of approved study programs and the accumulation of the required number of credits or fulfillment of doctoral qualification requirements. The issuance of academic degrees is regulated by the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan and relevant governmental resolutions.

Educational programs at UWED are structured within the **national credit system**, which is aligned with the principles of the **European Credit Transfer and Accumulation System (ECTS)**. This alignment ensures transparency of student workload, comparability of learning outcomes, and recognition of qualifications at the international level.

Academic performance, credit accumulation, and program completion status are systematically recorded and monitored through the **HEMIS academic information system**, ensuring accuracy, traceability, and consistency of certification decisions.

The standard credit and qualification requirements for academic programs at UWED are defined in accordance with national regulations and institutional academic policies [\(Chapter 3.1. and 3.2.\)](#).

Programme Type	Qualification Awarded	Minimum Credit Requirement	Notes
Undergraduate	Bachelor’s Degree (Bakalavr)	240 ECTS	Standard duration: 4 years; awarded upon completion of full curriculum.

Postgraduate	Master's Degree (Magistr)	90 ECTS	Standard duration: 1 year; includes thesis and research components.
Postgraduate	Doctor of Philosophy (PhD)	Not credit-based (research- based)	Awarded after dissertation defense and meeting publication requirements.
Postgraduate	Doctor of Science (DSc)	Not credit-based p(research- based)	Conferred for significant scientific contributions and research leadership.

Table: Recognized Academic Qualifications and Credit Requirements at UWED

The table above is provided for **transparency and reference purposes** and summarizes the officially recognized academic qualifications awarded by UWED. It reflects the credit-based structure of undergraduate and master's programs and the research-based nature of doctoral qualifications, in accordance with national qualification frameworks.

Doctoral programs (PhD and DSc) are **research-based** and are regulated through the successful completion of research milestones, publication requirements, supervisor evaluations, and formal dissertation defense procedures rather than credit accumulation.

UWED does not award short-cycle qualifications, postgraduate certificates, or professional doctorates. Only full academic degrees are issued in accordance with national qualification frameworks.

Upon successful completion of an educational program, graduates are awarded a **state diploma** confirming the academic degree and field of study. In addition, graduates receive a **Diploma Supplement**, which provides detailed information on the content of the program, credit distribution, achieved learning outcomes, and final grades. The Diploma Supplement is issued in **Uzbek or English**, facilitating academic and professional recognition both domestically and internationally.

Certification procedures are coordinated by the **Student Admissions and Registration Office**, which verifies academic records through the HEMIS system and ensures the procedural accuracy of diploma issuance. This administrative process supports academic decisions taken in accordance with approved curricula and assessment regulations.

For doctoral candidates, graduation and degree conferral are finalized only after approval by the **Higher Attestation Commission (HAC) of the Republic of Uzbekistan**, in line with national doctoral qualification requirements.

UWED's recognition and certification framework ensures the **legal validity, academic credibility, and international transparency** of all awarded qualifications and is fully aligned with national qualification frameworks and European standards for recognition and comparability.

Graduation Ceremonies and Certification

The conferral of academic degrees at the University of World Economy and Diplomacy (UWED) is formalized upon the successful completion of all academic requirements and is marked by official graduation ceremonies held annually following the end of the academic year.

Graduation ceremonies serve as a formal institutional event recognizing the completion of studies and the awarding of academic qualifications. Participation in graduation ceremonies does not affect the legal validity of degree conferral, which is based exclusively on the fulfillment of academic and regulatory requirements.

Students who have successfully completed the approved study program, accumulated the required number of credits or fulfilled doctoral qualification requirements, and passed all final assessments are awarded a **state-recognized diploma**, confirming the academic degree and field of study. Diplomas are issued in accordance with national education regulations and bear the official seals of the University and the Republic of Uzbekistan.

Alongside the diploma, graduates receive a **Diploma Supplement**, which provides a structured overview of the academic program completed, including subjects studied, credits earned, learning outcomes achieved, and final grades. The Diploma Supplement supports transparency and facilitates academic and professional recognition.

Graduates may also request an **official academic transcript**, which presents a complete record of academic performance, including semester-by-semester results. Requests for transcripts are processed by the **Student Admissions and Registration Office** and may be submitted through the University's official student information systems.

All academic certification documents are prepared in standardized formats and verified through the **HEMIS academic information system**, ensuring accuracy, traceability, and institutional compliance. While electronic diplomas are not currently issued, all diplomas, supplements, and transcripts are formally recorded and securely archived for verification and reference purposes.

Graduation ceremonies are organized in coordination with university administration and academic leadership and reflect the formal completion of studies within the institutional and national higher education framework.