

## **Abstract**

Against the background of the so-called Bologna Declaration which was signed by the European ministers of education and cultural affairs in 1999 also the German universities establish both modular studying structures with exams that accompany the studies and a two-tier graduation system with the degrees „Bachelor“ and „Master“.

The target of this piece of work is to show, at first in general and then by means of the example of economics, in how far the reform of the studying structure has already developed in Germany and in how far the new structures contribute to an increase of the transparency of teaching and learning and to shorter periods of study. For this reason a comparison between the exam regulations of economic diploma studies, which had already changed to exams accompanying the studies until 2002, is carried out. Afterwards the status of the introduction of corresponding BA-/MA-studies is examined. Moreover the introduction is analyzed with respect to the range as regards content and structure.

The last part of the this piece of work contains an empiric evaluation of experiences that have been made at the University of Paderborn during the implementation and probation of a credit point system and during the alteration from the diploma studies IBS to a graded BA-/MA-programme. In this context the questions if shorter periods of study have been realized and which part the organization of exams takes in this context are particularly important. Apart from a student survey which has been carried out within the framework of this work, actual periods of study and exam marks have been evaluated. It turns out that measures to reduce the student days have to focus more on incentives than on sanctions.