

1. General structural pre-requisites: requirements regarding form and content

		Done
1.1	A comprehensive assessment program, in which the number, scope, content, timeframe and format of the individual summative and formative tests to be taken during undergraduate medical study are coordinated with each other, is available to all students and teachers.	<input type="checkbox"/>
1.2	For each curricular unit defined in the <i>Studienordnung</i> (e.g. subject, module, course, seminar, interdisciplinary field) in the pre-clinical and clinical phases of study there is a comprehensive written catalogue of learning objectives.	<input type="checkbox"/>
1.3	The students are informed of the specific learning and assessment objectives in a timely manner prior to each curricular unit/module.	<input type="checkbox"/>
1.4	The knowledge, skills and attitudes defined in the learning objectives are assessed by means of suitable testing formats. In particular, procedures are to be used which are suitable for assessing skills in making medical decisions and taking medical action, as well as skills in conducting medical consultations.	<input type="checkbox"/>
1.5	Written rules exist for the following areas: (1) Pre-requisites for participation (2) Scheduling exam dates (including repeat sessions) and formal assessment procedures. (3) Rules regarding the types of assessments that can be used in the degree program (4) Definition of the pre-requisites for space and time and the conditions for conducting the exam (5) Rating scales, passing scores, application of a grading curve or automatic adjustment clause (6) Evaluation in the case of errors in the questions asked (7) Weighting of the component exams (8) Compensation options and disability compensation during exams (9) Conditions for participation and procedures for repeat and re-testing (10) Announcement and inspection of exam results (11) Rules regarding appeals against scores and test questions (12) Responses to violations of the conditions for conducting exams and extraordinary disruptions to test administration, as well as rules for any repeat testing necessary as a result (13) Publication of questions (14) Documentation of the exams and its results	<input type="checkbox"/>
1.6	(1) If it is impossible for students to attain graded credit or components of graded credit, or possible only under unreasonable circumstances that arise from the nature or form of exam administration or conduction, then it should be fully clarified under which conditions test performance can be compensated. (2) The conditions for administering and sitting for repeat and re-testing are to be set down in the authoritative legal provisions (<i>Studienordnung, Prüfungsordnung</i>). Likewise, it must be determined if and to what extent assessments leading to grade improvement will be given.	<input type="checkbox"/>
1.7	(1) In each subject, at least one person and their deputy shall be appointed as responsible for the exam and the related tasks shall be clearly defined. (Scope of responsibility: e.g. blueprint, question generation, conduction, grading, pre- and post-review, analysis, feedback for curriculum developers). (2) The responsible persons must take part in professional training on the topic of assessments.	<input type="checkbox"/>

2. Assessment design and analysis

		Done
2.1	The individual exams are to be coordinated with the medical school's comprehensive assessment program. This coordination affects not only summative, but also formative performance feedback.	<input type="checkbox"/>
2.2	Each individual exam is based on a written blueprint that representatively maps out the subject-specific exam content.	<input type="checkbox"/>
2.3	Representatives from all the affected subject areas are involved in putting the exams together.	<input type="checkbox"/>
2.4	(1) Prior to administering an exam, a standardized analysis is carried out regarding the content and form of the test questions (pre-review). (2) At least two representatives from the subject area and one from another discipline take part in the review. (3) The results of the review must be documented.	<input type="checkbox"/>
2.5	(1) Prior to administering an exam, the lowest passing score will be set down in writing by an interdisciplinary board of experts and determined according to content-related criteria (e.g. by means of a standard setting procedure) or a formal criterion (e.g. 60% rule). (2) A rule for applying an automatic adjustment clause is set down in writing. (3) The procedure for rounding the lowest passing grade and test point totals which fall on the border between two grade categories must be definitively set down in writing.	<input type="checkbox"/>
2.6	For summative tests, a reliability of at least 0.8 is to be expected for the achievement of graded credit (<i>Leistungsnachweis</i>).	<input type="checkbox"/>
2.7	The scheduled assessment is conceived in such a way that it conserves resources.	<input type="checkbox"/>
2.8	(1) The rating scale to be applied (grades, points) to assessments should be uniform and binding for the degree program. (2) The correct answers, the expectations, the grading guidelines, and mode of analysis must be determined in writing before the exam is administered. (3) The number of points for each individual question/task is determined before the start of the exam.	<input type="checkbox"/>
2.9	(1) If the graded credits are composed of more than one component, the evaluations of the individual components should be done using a sufficiently differentiated rating scale. (2) The procedure for rounding the grades must be clearly defined.	<input type="checkbox"/>

3. Organizational preparation for conducting exams

		Done
3.1	Exam dates and formats are announced to students at the beginning of a curricular unit.	<input type="checkbox"/>
3.2	For each assessment, written or online registration is required of students. Registering for a course and an exam can be done at the same time. Under certain circumstances, it is possible that active registration is not required for exams which are mandatorily part of the curriculum.	<input type="checkbox"/>
3.3	(1) To administer the test it is ensured that sufficient rooms are available and that these pose comparable conditions and environments for all candidates. (2) Sufficiently trained personnel are available to administer the test (examiners, monitors, graders to evaluate open-ended questions, etc.)	<input type="checkbox"/>
3.4	(1) Prior to administering the exam, the examiners and graders have received training regarding uniform grading criteria. (2) Examiners have received training regarding giving feedback to students and explaining the tested material and its evaluation. This applies in particular to all formative tests. (3) Examiners receive feedback on their own performance giving the exam.	<input type="checkbox"/>

4. Conducting exams

		Done
4.1	When administering the exam, the formal criteria defined in writing are adhered to and documented (e.g. using a checklist for the formal assessment procedure).	<input type="checkbox"/>
4.2	The completeness of the exams and materials are double-checked by the students or the test monitors prior to starting the exam.	<input type="checkbox"/>
4.3	The course of the assessment and any arising issues or problems are documented (e.g. recording the name of the persons responsible for the exam and for administering it, the monitors, specific events, incidents of cheating, and any computer problems in the case of computer-based exams).	<input type="checkbox"/>

5. Analysis and documentation

		Done
5.1	For all testing formats, an appropriate statistical analysis of the assessment results is to be performed that covers, in particular, question difficulty and discrimination (primary analysis). For testing formats in which, alongside the questions, other systematic influencing factors exist, such as examiner influences (e.g. OSCE), these are to be taken into consideration in the analysis (e.g. methods of the generalizability theory). For multiple-choice questions an additional distractor analysis must be performed. Should there be indications of erroneous or unclear questions, then such questions need to be double-checked in respect to form and content.	<input type="checkbox"/>
5.2	After any needed corrections to the evaluation of the questions or the exam, a final analysis of the exam shall take place (including further test-statistical analysis).	<input type="checkbox"/>
5.3	An assessment report regarding the test is generated covering information on evaluation and grading, along with the statistical analysis of the results. In particular, any changes to the value or weighting of questions, the answers evaluated as correct, and unevaluated questions must be documented along with the name of the person responsible for the changes.	<input type="checkbox"/>
5.4	A random check is carried out on the corrections and scores	<input type="checkbox"/>
5.5	The exam scores and performance records are compiled centrally, or by the subject departments, and saved centrally to ensure documentation.	<input type="checkbox"/>

6. Feedback for students

		Done
6.1	Announcement of the scores in a manner compliant with data privacy law occurs within an appropriate amount of time that has been defined in advance. This time period must not exceed three weeks.	<input type="checkbox"/>
6.2	Students have the option of inspecting their exams within an appropriate period of time. The relevant statutory provisions are to be taken into account in respect to this.	<input type="checkbox"/>
6.3	The deadline to appeal the exam score must be at least a month starting from the announcement of the results. The possibility to view exam documents should also be possible within this month-long period. Information about these rights must be individually communicated in writing and sent to the candidate with the exam result.	<input type="checkbox"/>
6.4	The nature and scope of the feedback for students regarding assessment results are defined with the goal of giving students detailed information on their proficiency levels (e.g. breaking the overall score down according to sub-disciplines, etc.). Longitudinal feedback is to be aimed for that gives students information on their proficiency level (a) in relation to the requirements placed on them, (b) in relation to the other candidates, and (c) their own individual educational development.	<input type="checkbox"/>
6.5	Publication of the test questions is not recommended – as long as no sufficiently large question pool exists. Uniform rules and recommendations on this (e.g. the necessary collecting of all sheets of paper with test questions) are to be striven for by the medical school or degree program and these are to be communicated to the students.	<input type="checkbox"/>

7. Post-processing exams

		Done
7.1	To assure and improve the quality of future exams, a written and documented post-review of the assessment will take place, in which the persons responsible for the exam participate. Using content-based criteria, results of test-statistical analysis (e.g. difficulty, discrimination, reliability) and student comments and suggestions, recommendation for improvements to test questions and exam structure will be compiled in the post-review.	<input type="checkbox"/>
7.2	The test results, their analysis and the results of the post-review process need to be forwarded in a timely manner once each semester to the authors of the questions, curriculum developers and subject representatives. Appropriate consequences should be drawn and necessary measures implemented and documented.	<input type="checkbox"/>