European educational reforms have tightened quality requirements for examinations by focusing on students’ competence acquisition. Competence-oriented learning involves new roles for both teachers and learners. The current approach is directed towards the application of knowledge, targeting interdisciplinary and problem-based methods. Competence-oriented examination formats are structured around both knowledge- and application-based quality assurance standards that correspond with teacher expectations.

In practical terms, this means that teachers should pay particular attention to the coherence of the level of difficulty of what they teach and test. Based upon the students’ intended learning outcomes, multiple-choice examination tasks should primarily consist of case vignettes of prototypical patient reports.

Through a discussion of the interpretation of quality indicators such as task difficulty, the 20th-percentile histogram, distractor analyses, the 33% item discrimination index and the point-biserial correlation coefficient, workshop participants will become familiar with specific quality criteria. Additionally, hands-on tips and tricks in the design of high-quality multiple-choice examination tasks will be provided.