

Checklists for shaping awareness work at FAU

Checklist F Examination situations

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Examination situations are highly sensitive settings in which the stakes are particularly high for the person being assessed. Examination candidates often feel insecure, and power dynamics and hierarchies can have particularly severe repercussions. Examination situations must therefore be designed with particular attention and an appropriate sense of responsibility in a respectful and equitable manner while maintaining the greatest possible objectivity. In addition to the applicable requirements and stipulations for examinations at FAU (*Department L – Teaching and studying*), the following tips and questions for reflection help you to plan safer and more effective examination situations according to the criteria for awareness work.

1. Checklist: Decide on the framework for the examination

- Without exception, examinations must be held at a time and in a location that comply with the professional framework for the relevant type of examination.
- As well as the main examiner, oral examinations must always include a second examiner or team of examiners. Relations between the examiners are characterized by transparency and mutual regulation.
- Sample answers or marking schemes are provided for written examinations or presentations.
- The rules of appreciative and respectful communication and behavior are followed without exception towards all participants in the examination situation as well as in the communication preceding and following the exam.
- Compensation for disadvantages are considered an important tool to create equal opportunities and a fair comparison between students with and without disabilities/chronic illnesses and are taken into consideration both when planning and conducting the examination.
- In order to avoid unconscious bias (i.e. favoring or disadvantaging someone due to specific characteristics), examiners should reflect on their own unconscious prejudices (see glossary: Bias).

2. Reflect on your own role and tasks

- Which role do I have in the examination situation?
- What responsibilities does this role involve?
- What is my area of influence?
- Which of my words and actions may influence the well-being and success of the opposite person?
- Which of my words and actions (or actions I refrain from taking) may be perceived by the opposite person as overstepping or violating boundaries?
- Do I have any biases (see glossary: Bias) that might influence the course of the examination?
- What can I specifically do (or should I refrain from doing) to prevent unconscious bias and to create a respectful examination setting offering equal opportunities?

3. Help and advice

If you experience or witness violations of boundaries, (sexual) harassment, discrimination or violence in examination situations, please contact the degree program coordinator, the Dean of Studies, the women's representative at your institute/department or the *central point of contact for initial and referral advice at FAU* in confidence.