Attachment 1: Supplementary tables

Table S1: *Competences of B.Sc. Midwives according to HebStPrV 2020 [https://www.gesetze-im-internet.de/hebstprv/BJNR003900020.html] Appendix 1*

I.	Independent and evidence-based support and management of physiological processes during pregnancy, birth, the postnatal period and breastfeeding. This includes the ability to recognise risks and irregularities in the woman and child and to ensure continuous midwifery care with the involvement of the necessary medical expertise.
II.	The ability to plan, organise, implement, manage and evaluate even highly complex care processes in a manner that is both efficient and effective, while also ensuring the promotion of health and the prevention of illness during pregnancy, birth, postnatally and during breastfeeding.
III.	The promotion of women's autonomy and empowerment of their right to self-determination during pregnancy, birth, the postnatal period and breastfeeding, taking into account their life situation, their biographical experiences and diversity aspects, while observing the legal obligations to act.
IV.	Communication that is both person- and situation-oriented during the support process.
V.	Shaping intra- and interprofessional action in different systemic contexts, further development of midwifery-specific care for women and their families, and participation in the development of quality and risk management concepts, guidelines and expert standards.
VI.	Reflection and justification of their own actions, taking into account the legal, economic and social framework conditions and professional ethical values and attitudes, as well as participation in professional development.

Table S2: *Assessment formats in midwifery studies*

Form of exam	Exam format	Description
Written assessment	exam	Multiple-choice exam (Single Best Answer) For each question, the correct answer has to be selected from a range of pre-defined answers. Developing appropriate questions requires time and experience. Correction, however, can be carried out in a relatively short period of time [29]. Group exam A group exam is a form of written assessment in which students complete tasks within a set time. These tasks are assigned to different sub-areas and are written by the respective lecturers [28]. In this context, case-based exams permit the assessment of higher-level learning outcomes [29]. Case-based exam Cognitive teaching/learning objectives that are located at higher taxonomic levels require examination formats that go beyond the primary reproduction and application of factual knowledge. In this context, case-based examinations make it possible to assess the achievement of higher-level learning outcomes [29].
	E-exam	An e-exam is a computer-based alternative to the paper-based exam that allows electronic administration and subtest scoring. In many areas, this exam format is more competence-based than other written and oral assessments [30].
	Term paper	The objective of the term paper is for students to work on and answer a technical question and answer it in writing. This must be done on the basis of subject-specific knowledge and a range of formal and linguistic requirements. It requires a high degree of independence at several levels [31].
	Written reflexions	Written reflections are completed as a follow-up to practice work situations experienced by the student and are written after students have carried out a practical professional activity. They include a concise description of the situation, and a subsequent reflection on the experiences, identified learning challenges and areas for development. They provide a constructive link between learning objectives, student activity and assessment [32]
Portfolio-review	Portfolio	The portfolio approach is a personalised from of assessment. It evaluates the student's ability to reflect on their own development in relation to a specific subject over a given period of time. The depth of reflection achieved is assessed in the subsequent exam interview [33].
	E-Portfolio	An e-portfolio assessment is a formative-summative test. It consists of a series of cumulative preliminary performances (artefacts) and a final oral or (more rarely) written e-portfolio assessment in which reference is made to selected artefacts [34].
Oral exam	Individual oral exam	The oral exam is an individual oral test. In this assessment, also known as an exam interview, students are questioned about the learning objectives and content of the degree programme, a module or an individual course [35].
	Objektive strukturied practical/ clinical exam	A practical examination is an objective structured practical/clinical examination (OSPE/OSCE). The objective structured practical/clinical examination (OSPE/OSCE) is used to assess clinical-practical skills in medical subjects. The test stations allow to evaluate competencies such as clinical action decisions, communication skills and ethical attitudes to be mapped and tested [36].

Practical exam	Mini-Clinical Evaluation Exercise	A "Mini-Clinical Evaluation Exercise" is a workplace-based assessment in which the student is directly observed by the assessor during 10 to 20 minutes of client contact while performing everyday tasks (e.g. taking a medical history or performing physical examinations). The focus is on communication and/or the clinical examination. This may be followed by a case summary, a self-assessment and then structured written or oral feedback (5 to 10 minutes) from the assessor. If necessary, the external and self-assessment can be compared, strengths and weaknesses discussed, and further learning objectives identified [37].
	Direct Observation of Procedural Skills	The "Direct Observation of Procedural Skills" is a workplace-based assessment in which the student is directly observed by an assessor while performing common clinical-practical procedures of varying complexity. The focus is on "manual technical skills." Furthermore, interactions with patients or colleagues can be observed and professional conduct can also be appraised [37].