

Summary Report of Candidate Exam Exit Surveys 2018

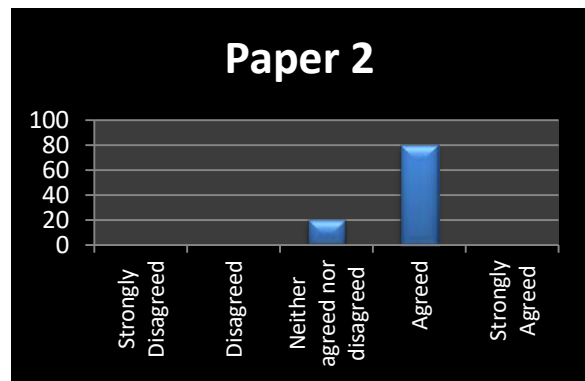
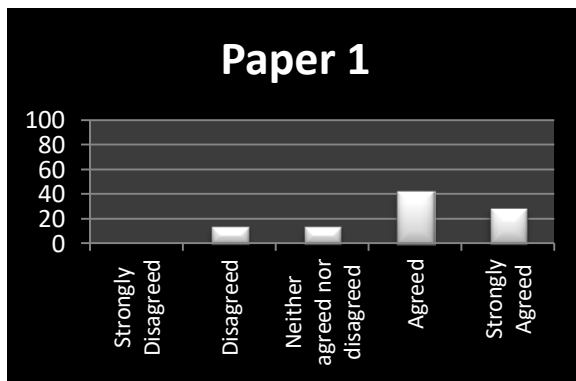
FELLOWSHIP CANDIDATES 2018:

Sixteen of the twenty-seven fellowship candidates, across 10 subjects, completed the Exit Survey. All feedback was reviewed in detail by the Board of Examiners with a view to continuous improvement of the relevance and quality of the examination process.

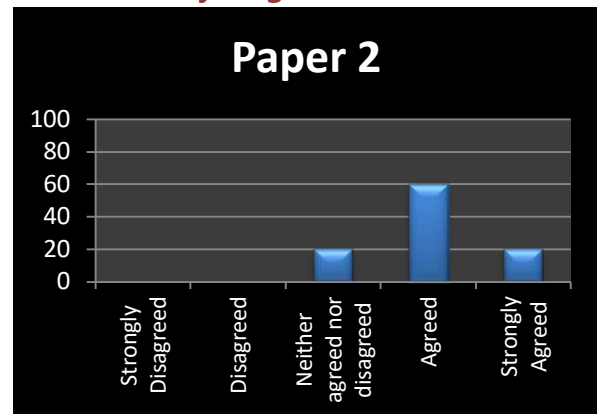
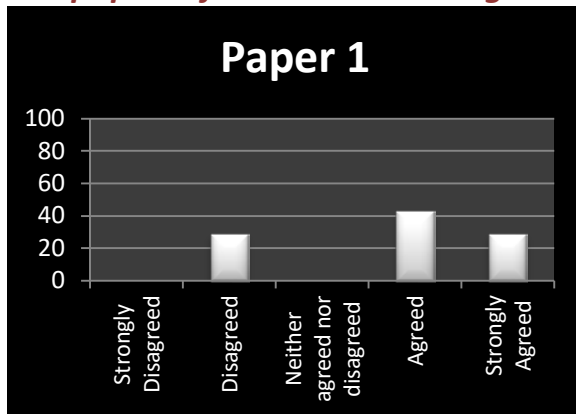
Likert scale statements were included in the candidate feedback form to help the Board evaluate the level of candidate satisfaction of ANZCVS examinations. The below graphs indicate the responses from candidates as percentages for each question regarding each component.

WRITTEN PAPERS

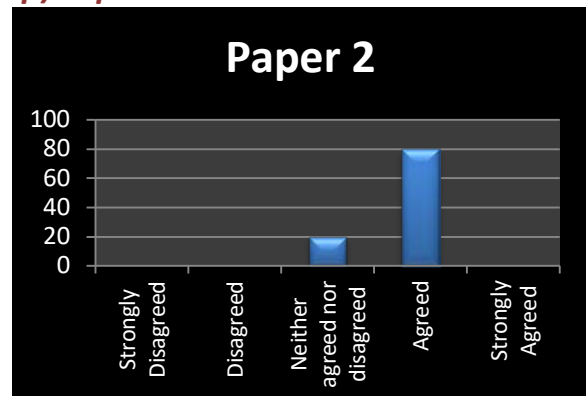
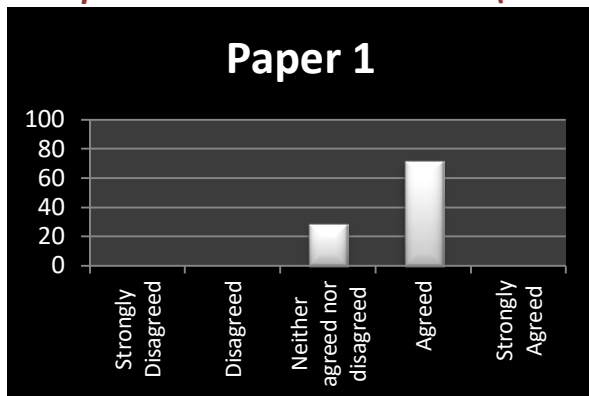
Satisfaction with examination process:



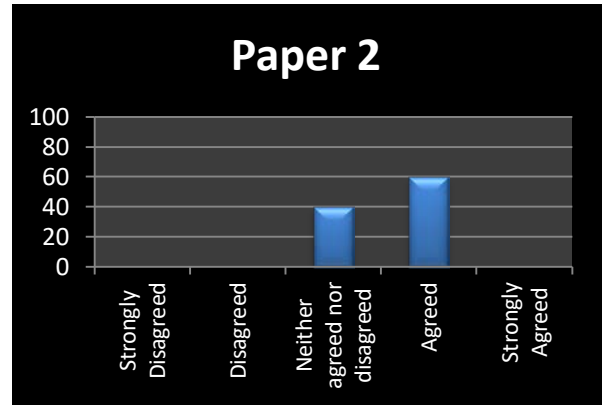
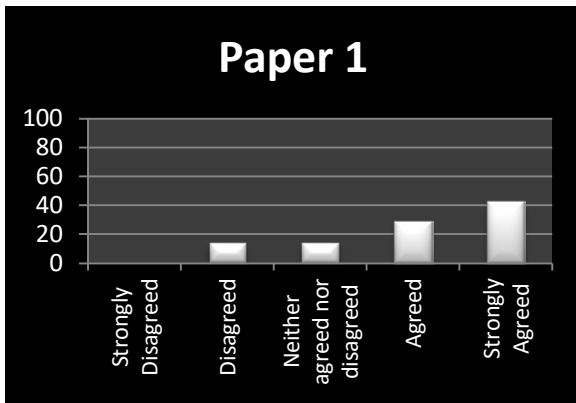
The paper reflected the learning outcomes in the subject guidelines:



The questions were at the level (Fellowship) expected:

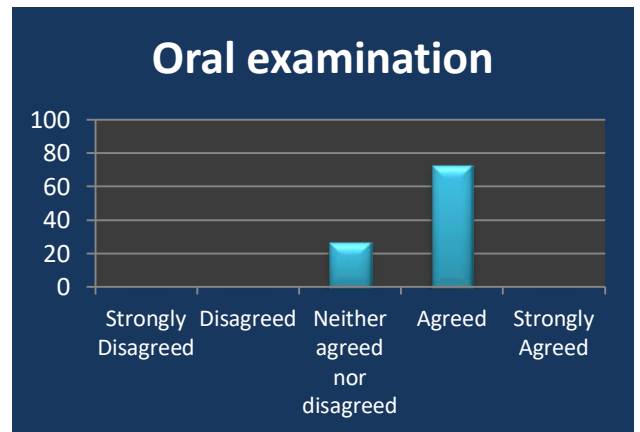
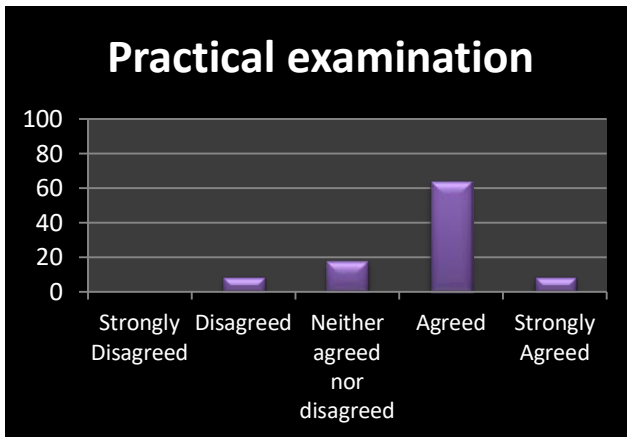


The questions were clear and easy to understand:

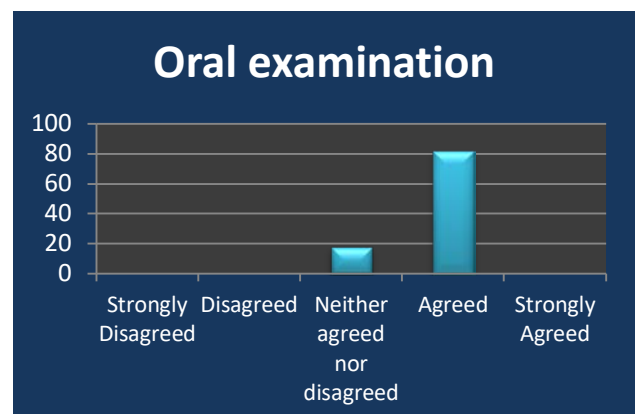
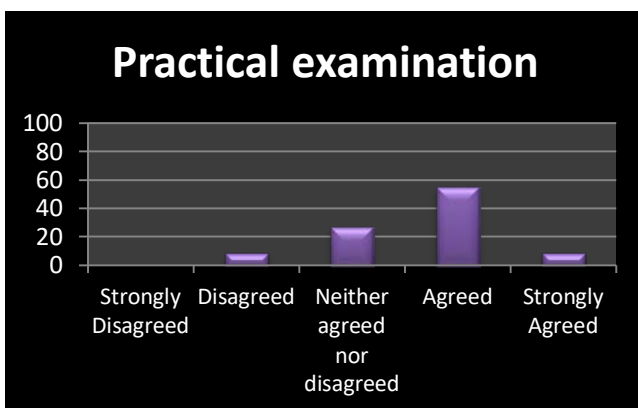


PRACTICAL AND ORAL EXAMINATIONS

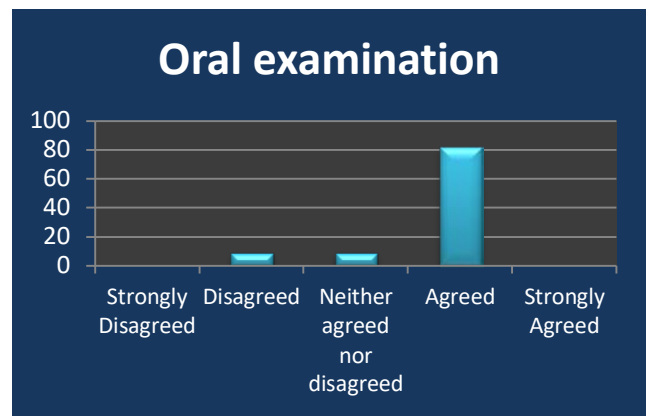
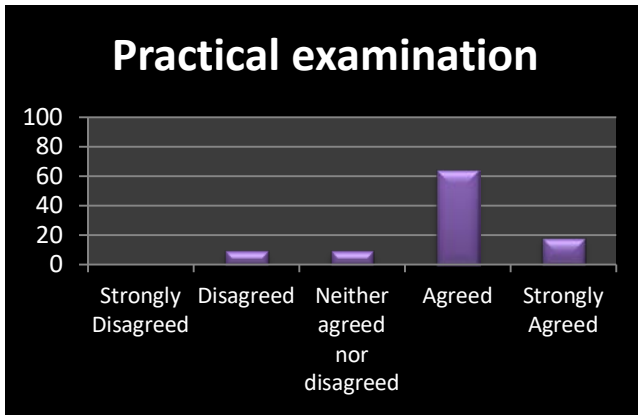
Satisfaction with examination process:



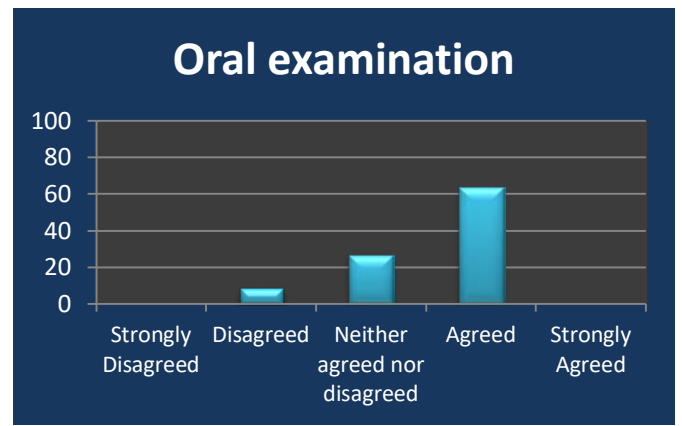
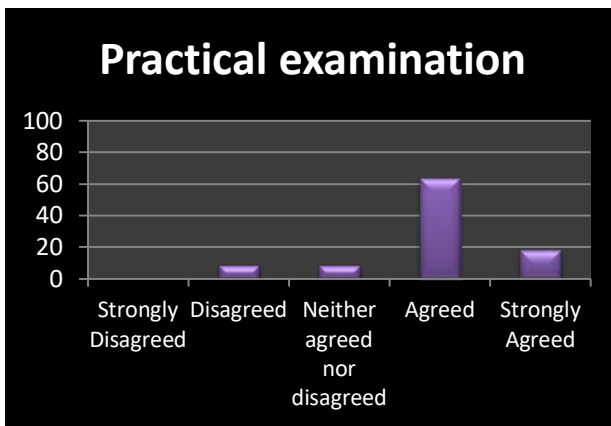
The paper reflected the learning outcomes in the subject guidelines:



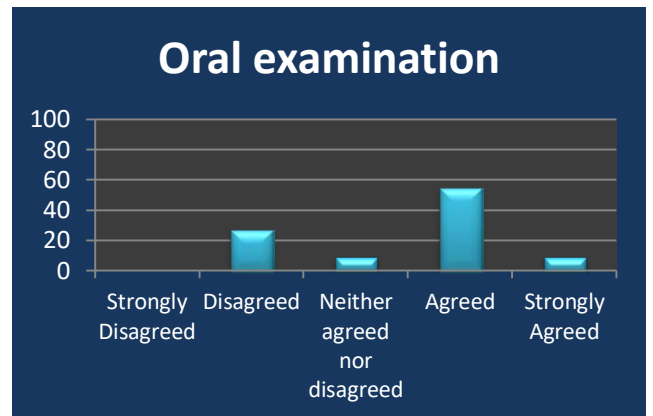
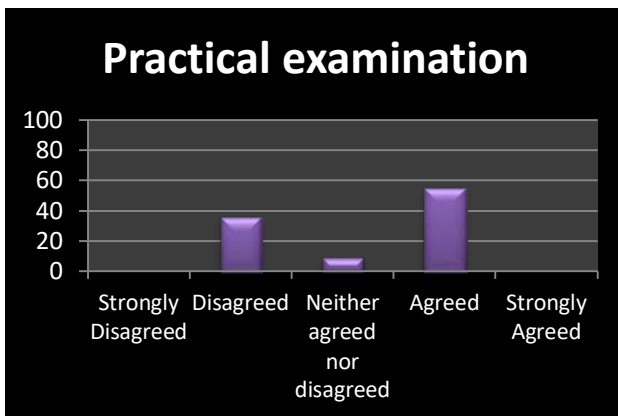
The questions were at the level (Fellowship) expected:



The questions were clear and easy to understand:



The images used were clear and of good quality:



Specific common comments from candidates:

1. *“There wasn’t enough time to answer the questions; I felt rushed through the whole thing.”*

Board of Examiners response: This has long been a common response and Examiners are now required to generate a marking key so that Chapter and Board of Examiners scrutiny can confirm that a satisfactory answer can be provided in the time available, assuming that a Candidate can write approximately 20 words per minute under exam conditions, and allowing time to read the question. Examinations are reviewed by a subject expert, a member of the Board of Examiners and the Chief Examiner to ensure that the expectations of the Examiners are achievable. The Board of Examiners also provides support and training in examination and assessment to Examiners, and it is recommended that Candidates also access this material on the College website (<https://www.anzcvs.org.au/examiners/training-resources/>). Amongst other important information, this material explains why an excellent answer may be more succinct than a weak response – the former allowing a Candidate the opportunity to demonstrate that they can prioritise and articulate relationships between concepts, rather than reproducing a quantum of variably relevant information. It is strongly recommended that Candidates engage the assistance of a mentor who can assist with development of examination technique. Past examination papers are available on the college website (<https://www.anzcvs.org.au/fellowship/sample-exam-papers/>). Candidates are reminded that marks allocated to each question provide a reasonable estimate of the time that should be allocated to each task (one mark per minute) and consequently the volume of information required. Also consider the type of question: if the question asks for higher order thinking skills (e.g. interpretation, explanation, clinical reasoning) then expect marks will be allocated for those processes, rather than assuming 5 marks = 5 ‘things’ you need to tell the Examiners.

2. *“It would be of value to have examples of oral examination questions online; the oral examination is stressful; it would be useful to have the oral examination questions in written format.”*

Board of Examiners response: The Board of Examiners has actively sought to improve resources for candidates to help prepare them for the oral examination. Descriptive information can be found on the College Website (<https://www.anzcvs.org.au/membership/oral-examination-information-to-assist-candidates/>). Candidates should also refer to the relevant subject guidelines regarding the format of the oral examination. It should also be noted that oral examination is designed to be a discussion regarding case questions, not a “written examination in oral format” and thus provision of questions on PowerPoint presentations is not essential.

3. *“It is difficult to determine the marking scheme; it’s difficult to know how much to write; without some idea of the marking scheme it is impossible to know how much to write.”*

Board of Examiners response: Sample marking schemes are available in the material provided to Examiners, and freely available to Candidates. Review of these documents might increase Candidate awareness of the qualitative dimensions of answers expected by Examiners (it is not all about content). However, the Board of Examiners strongly recommends that Candidates focus on answering the question provided, rather than trying to ascertain what the marking rubric may be. During the review process, examinations and marking rubrics are scrutinised to ensure that the amount of detail required can be achieved in the time provided, considering the stress that candidates are under during the examination period and that the question is clearly articulated as a task (i.e. includes an instructional verb) that clearly explains the type of response the Examiners are seeking (e.g. describe, explain, compare, interpret, diagnose). Further, the question provided is compared with the marking guide to ensure that the question is likely to elicit the expected response – i.e. that the relevant content and nature of response are clearly articulated. Whilst it is broadly stated that the examinations are “one mark per minute”, this is provided as an indication of how much time should be spent answering the question, and does not reflect that “one fact equals one mark” as noted above. Candidates should provide as much detail regarding the answer to the question as possible, given the time provided, but avoid including information that does not directly answer the question. For example, if a question asks for *treatment* of a condition, information on diagnosis will not be useful. If a question asks for information on the performance of a single diagnostic test, information on alternative tests is unlikely to be relevant.

The ANZCVS wish to thank candidates for taking the time to provide this valuable feedback.