

Summary Report of Candidate Exam Exit Surveys 2019

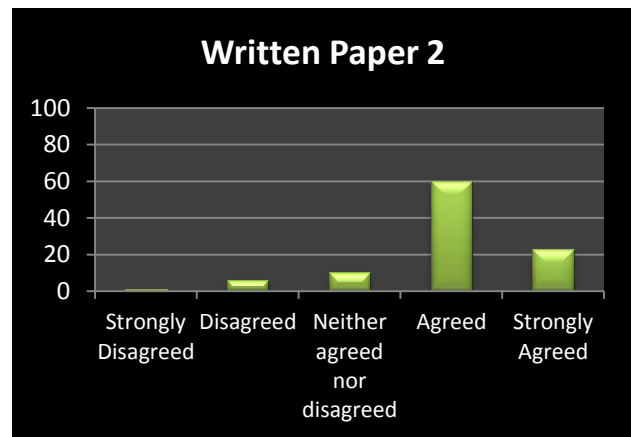
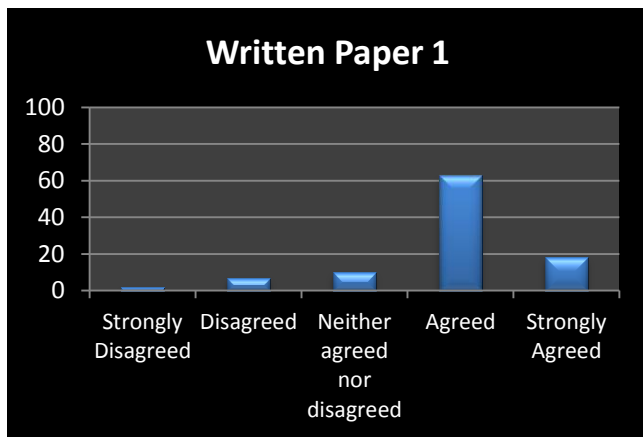
MEMBERSHIP CANDIDATES 2019:

One hundred and eighty-eight of the two hundred and forty membership candidates (across twenty-one subjects) provided feedback via Candidate Exam Exit Survey. Subject specific feedback was provided to Chapter SEC and HSE. 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.

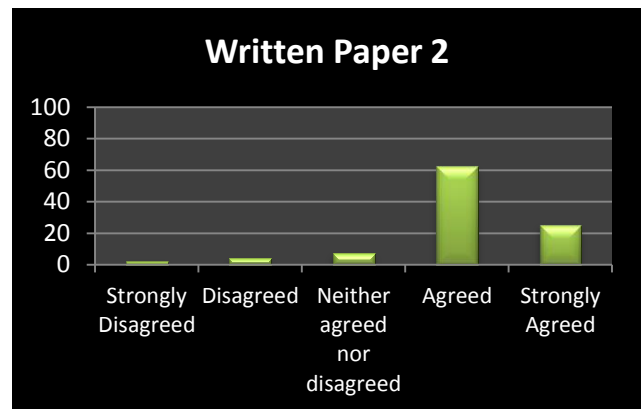
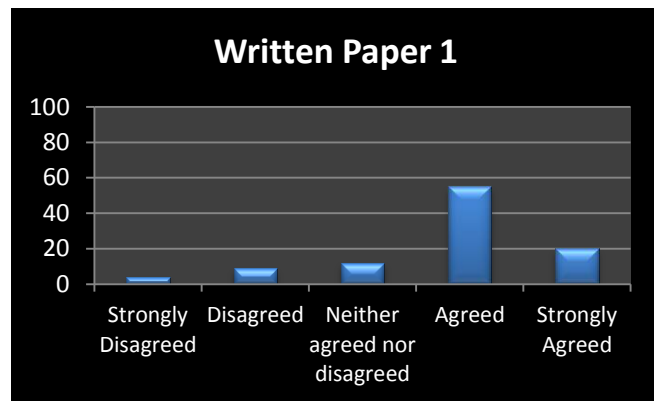
Likert scale statements were included in the candidate feedback form to help the Board evaluate the level of candidate satisfaction of ANZCVS examinations. The below graphs indicate the responses from candidates as percentages for each question regarding each component.

WRITTEN COMPONENT

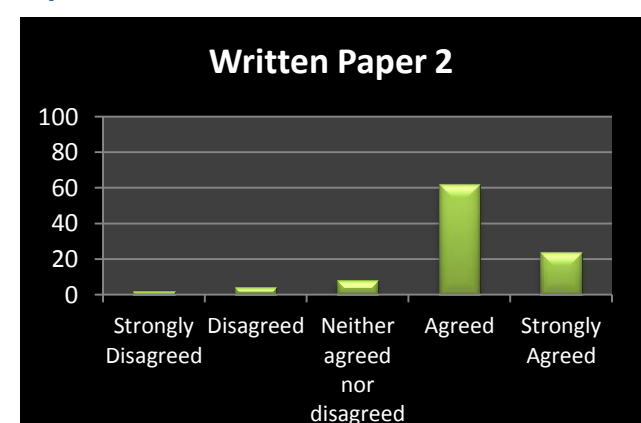
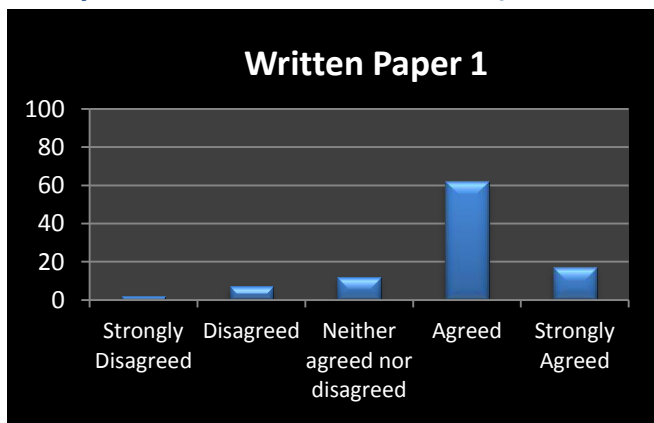
Satisfaction with examination process:



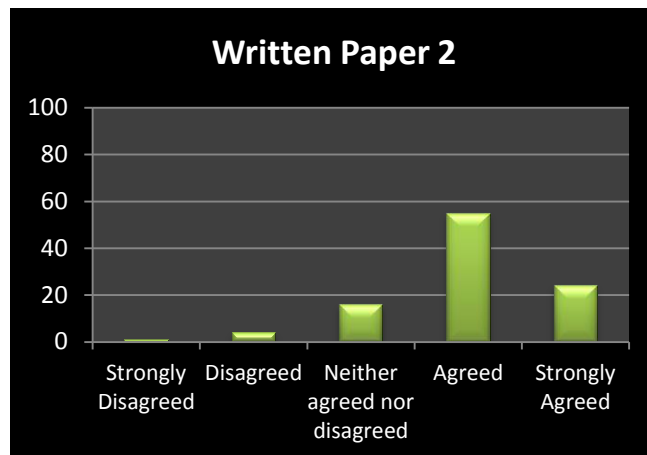
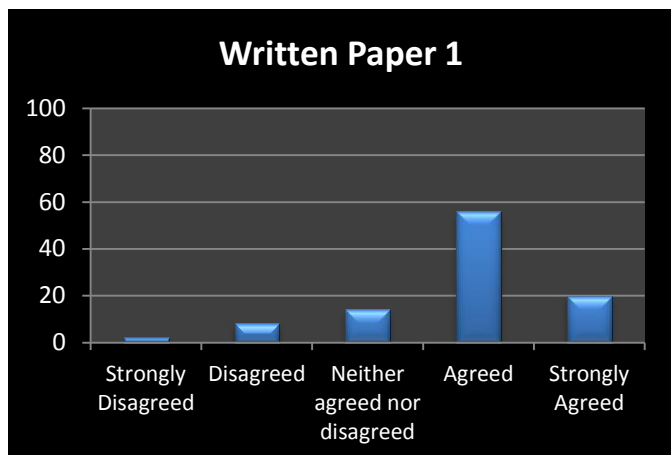
The paper reflected the learning outcomes in the subject guidelines:



The questions were at the level (Membership) expected:

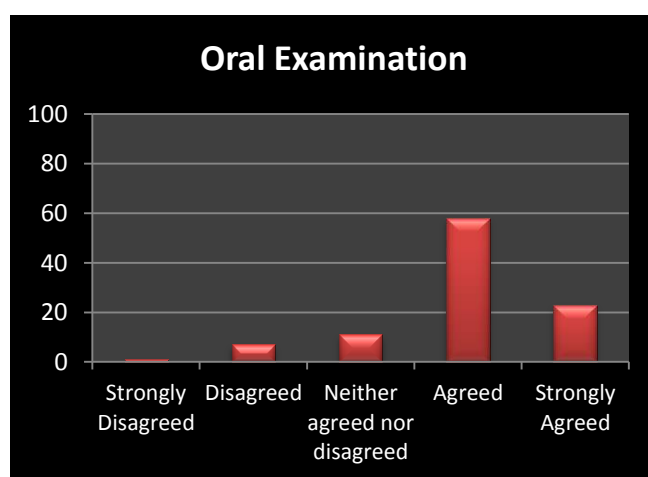
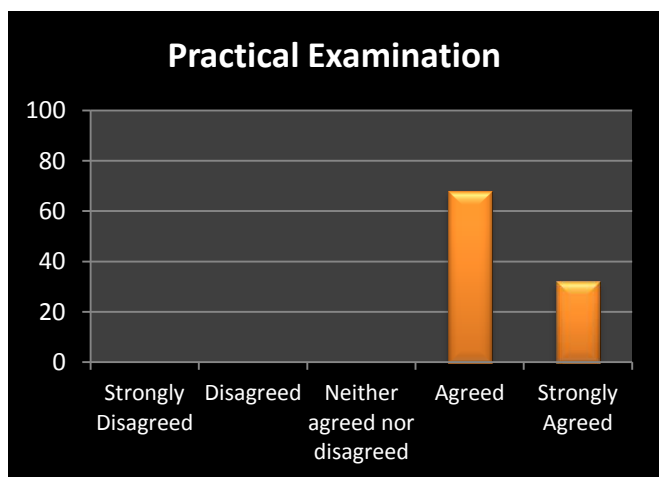


The questions were clear and easy to understand:

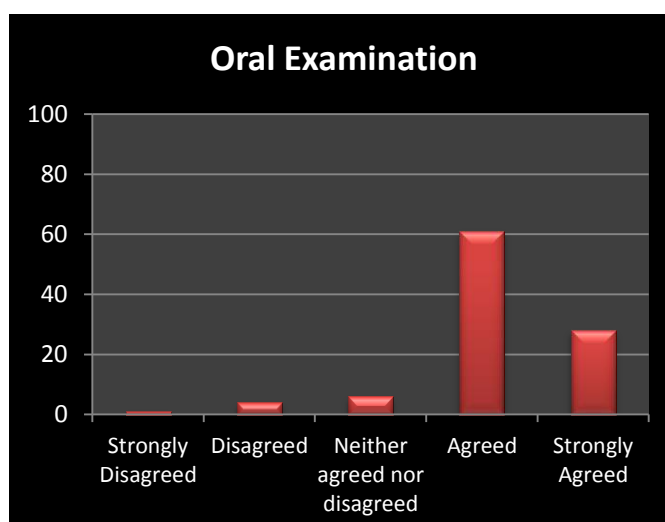
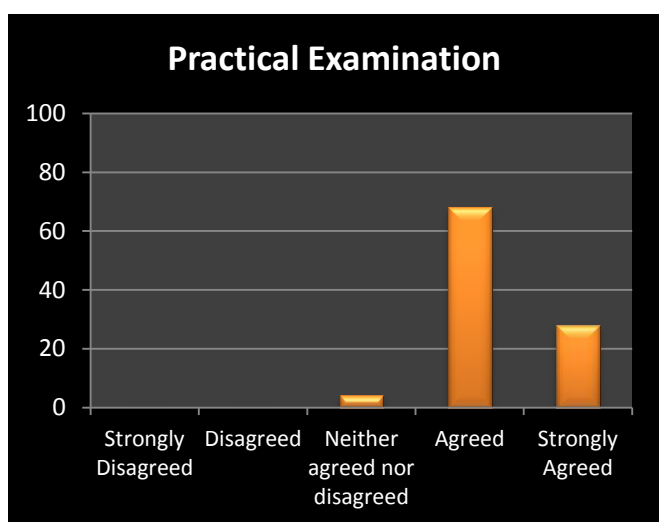


PRACTICAL EXAMINATION (RELEVANT IN SOME SUBJECTS) AND ORAL EXAMINATION

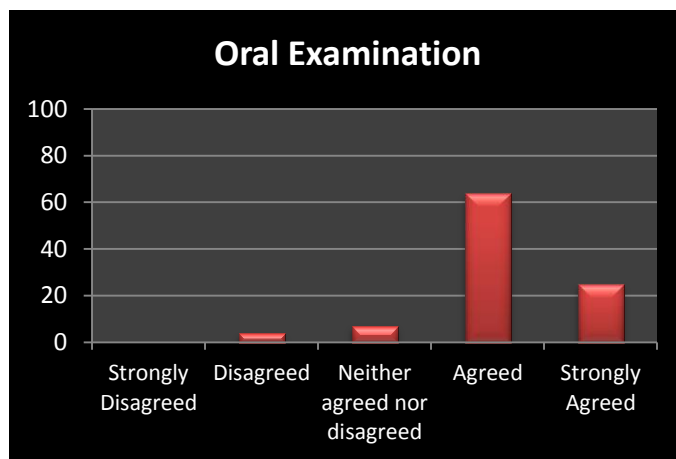
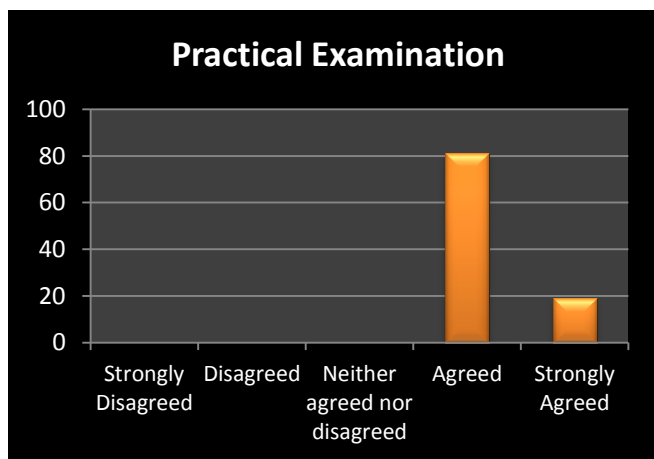
Satisfaction with examination process:



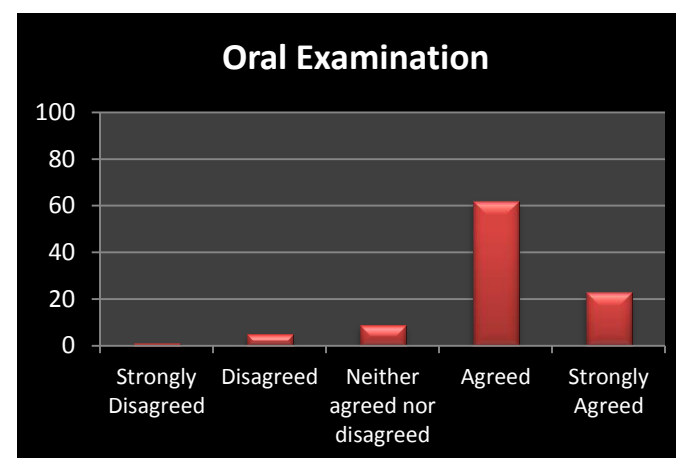
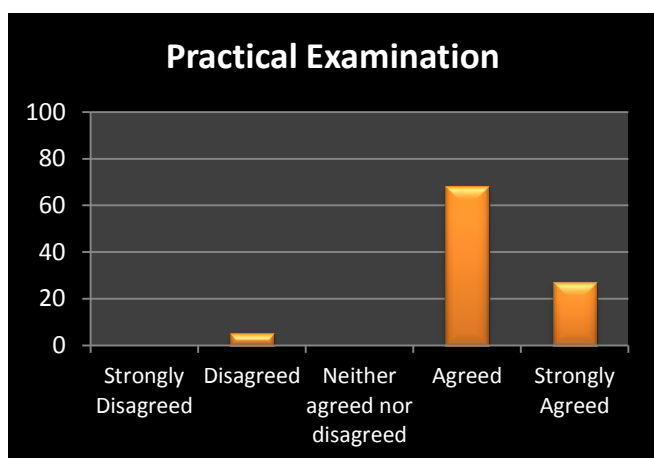
The examination reflected the learning outcomes in the subject guidelines:



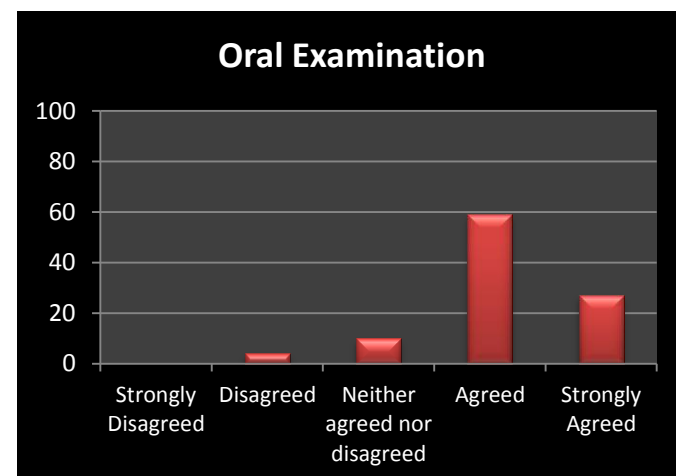
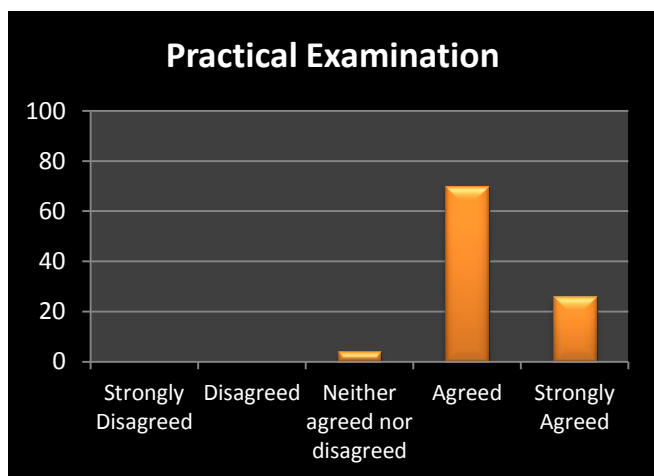
The questions were at the level (Membership) expected:



The questions were clear and easy to understand:



The images used were clear and of good quality:



Specific common comments from candidates:

1. *“It is difficult to maintain momentum for study in the time between the written examinations and the oral/practical examinations. It would be preferred if the examinations were held over a shorter period of time”.*

Board of Examiners response: The Board of Examiners is aware of the challenges facing candidates with respect to the delay between written and oral/practical examinations and are actively investigating several alternatives. However, the period between these examinations also provides candidates time to study different aspects of the subject material and is viewed favourably by some. Prior to confirming any alteration of the current examination schedule, all interested parties within the College will be suitably consulted.

2. *“There is little guidance as to what examiners are looking for in the answers.”*

Board of Examiners response: This has long been a common response in Candidate Feedback Surveys. 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 (ie. includes an instructional verb) that clearly explains the type of response the Examiners are seeking (eg. 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 – ie. 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”. 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.

3. *“The examination process is stressful; I haven’t sat an examination in a long time and I found it difficult; the learning objectives are too broad and it is too difficult to cover all of this material.”*

Board of Examiners response: Examinations of any kind are challenging and stressful, particularly when significant time, emotional, financial and mental commitment has been made. The Board of Examiners is aware of these stressors and works together with Chapters and Examiners to try to reduce the stress on candidates as best as possible. To this end the Board of Examiners makes available a number of resources to candidates to allow them to better prepare for the examinations. Information regarding the nature and structure of the oral examination is available on the College website; the College strongly recommends the use of a Mentor during the study and preparation for examinations, and the completion of practice examinations under examination conditions so that candidates may be re-acquainted with the nature of a written examination with time-pressure. Whilst Learning Objectives are the remit of the individual Chapters, the Board of Examiners, through the Training and Credentials Committee, works to ensure that the depth and breadth of these objectives is attainable and achievable, and in line with the definition of Membership of the College.

4. *“Following the written examination I felt extremely defeated as I felt that even if I attended the oral examination I would be unlikely to pass. Although I have yet to complete the oral exam I feel extremely deflated and defeated after the written paper.”*

Board of Examiners response: The Board of Examiners is cognisant of the impact a challenging written examination can have on a candidate who is yet to complete the oral examination. However, the BoE would encourage candidates to remember that each examination is considered an individual component, with the opportunity in each component to display different clinical and professional skills. In particular for membership examination, candidates are reminded that good performance in the oral examination may allow a borderline written examination to become an overall pass.

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