



AUSTRALIAN AND NEW ZEALAND COLLEGE OF VETERINARY SCIENTISTS

CHAPTER EXAMINATION COMMITTEE (CEC) HANDBOOK

2015/16 edition

*The ANZCVS recommends that CEC access the most up to date copy of this handbook from the College website
<http://www.anzcv.org.au/info/publications/>*

Welcome to the Chapter Examination Committee (CEC) guidelines. This information booklet for Chapters is an initiative of the Board of Examiners. It aims to present all the information required for College Chapters to understand the role and responsibilities of the Chapter Examination Committee (CEC). The CEC plays a pivotal role in the fundamental activities of the College. The College as a whole is indebted to the hard work and dedication of CEC members whose efforts continue to advance the study of veterinary science.

If this handbook leaves any question unanswered, please contact the College Office (refer to contact details below).

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College acronyms

ANZCVS	Australian and New Zealand College of Veterinary Scientists
BoE	Board of Examiners
CE	Chief Examiner
ACE - T	Assistant Chief Examiner (Training and Credentials)
ACE - Ex	Assistant Chief Examiner (Examinations)
TCC	Training and Credentials Committee
EC	Examinations Committee
CEC	Chapter Education and Examination Committee
EO	Executive Officer
CM	College Manager
ExO	Examinations Officer
HSE	Head Subject Examiner
SE	Senior Examiner (leads an examination team if more than two or three examiners needed)
ACRVS	Advisory Committee on the Registration of Veterinary Specialists
MSD	Minimum Standards Document
AVBC	Australasian Veterinary Boards Council
CSW	College Science Week
TPD	Training Program Document
ALS	Cumulative Activity Log Summary
AL	Activity Log
DST	Directly Supervised Training
IST	Indirectly Supervised Training
TRD	Training in Related Disciplines
ASR	Annual Supervisors Report
FCH	Fellowship Candidate Handbook
MCH	Membership Candidate Handbook

CHAPTER EXAMINATION COMMITTEE (CEC) TERMS OF REFERENCE

Approved August 26 2010
Amended November 2013 & October 2014

Summary

The CEC is composed of three members of a chapter; for Chapters with both fellowship and membership level examinations ideally two members of the CEC shall be a Fellow or Associate member. Each CEC member will be appointed by the chapter for a term of three years at the Chapter AGM. It is recommended that there be a rotation of members, one new member replacing one retiring member at each AGM. In the event of a casual vacancy in the CEC, the position will be appointed from within the chapter membership by the Chapter Executive (President, Treasurer and Secretary). CEC members may be existing chapter office holders, however, chapters should attempt to appoint CEC members from the body of the chapter membership to represent the interests of the entire chapter, and to spread the workload.

Although members of the CEC should have experience as examiners, it is preferable that they do not act as examiners during their term on the CEC. However if the Chief Examiner determines that:

- in all the circumstances, it is not reasonably feasible to use an alternate examiner; or
- it is in the best interests of the Chapter to use a CEC member as they possess experience which is significantly superior to other possible examiners, or
- a previously appointed examiner is no longer available and the circumstances preclude the appointment of a suitably qualified alternate examiner

the Chief Examiner may appoint a member of the CEC to undertake any aspect of examining, assessing Activity Log Statements and Credentialing.

If a member of the CEC is appointed by the Chief Examiner to be an examiner:

- the CEC member must immediately cease acting as a member of the CEC, and
- the Chief Examiner must advise all Candidates to be examined by the CEC member that the CEC member has been appointed as an examiner, and
- what (if any) contact the CEC member has had with any Candidate being assessed by the CEC member. which could form grounds for a conflict of interest allegation.

If a Candidate, after receiving such notice from the Chief Examiner, continues to sit an examination, have their Activity Log Statement assessed or submit Credentials for assessment, then no appeal based on a conflict of interest concerning the CEC member will be permitted.

If a member of the CEC has/had Candidate(s) under supervision that are submitting credentials and sitting the Fellowship exams, the CEC member must not be involved in the selection of either alternative credentials assessors or examiners.

Roles of the CEC

1. Education and Training

- 1.1. To review the chapter's Subject Guidelines for Membership and Fellowship, using the templates provided by the College office.
- 1.2. To be consulted by the Board of Examiners Training and Credentials Committee (TCC) regarding the content of proposed training programs when specific points relevant to the subject guidelines require clarification.
- 1.3. To nominate two members of the CEC to review the Activity Log Submission, publications for pre-approval and Credentials Document of Fellowship candidates and advise the Assistant Chief Examiner (Training and Credentials) on the acceptability of these documents. Also any Activity Log Summary (ALS) that accompanies an Annual Supervisors Report (ASR) in subjects that do not have defined case minima will be sent to the CEC for assessment eg Avian Medicine. These CEC members will not undertake the examiner liaison role described in 2.2 for these candidates' examinations.

2. Examinations

- 2.1. To call for nominations for examiners from the chapter, to pre-select membership and fellowship examiners from these nominations, and to then nominate the potential examiners to the Chief Examiner by November 30 for ratification.
- 2.2. To nominate one member of the CEC ("the examiner liaison") to the Head Subject Examiner who will liaise with him/her about written, practical and oral examinations and answer keys regarding their consistency with the Subject Guidelines and Examiners Handbook. This CEC member must not have reviewed the Activity Log Submission and/or Credentials Document of examination candidates (as described in 1.3) and must not be an examiner or supervisor/mentor of any examination candidates in that year.
- 2.3. To develop a question bank for each section of the examination (written, practical and oral or combined practical/oral).
- 2.4. To liaise with the Board of Examiners Examination Committee (EC) to review and take appropriate action (e.g. modify Subject Guidelines; modify examination format) following candidate feedback (comments and suggestions) collated by the College office after the annual examinations at Science Week.

3. Reporting

- 3.1. To report to the chapter Annual General Meeting at Science Week about the year's activities of the CEC.
- 3.2. To report all CEC decisions to the relevant College officers via the College office.

SECTION ONE: EDUCATION AND TRAINING

1.1. Reviewing Subject Guidelines

1.1.1. Components of Guidelines Common to both **Membership** and **Fellowship**

LEARNING OUTCOMES

Learning outcomes refer to the **knowledge** and **skills** that the candidate should be able to demonstrate. They should be listed under broad categories of **knowledge** (*detailed, sound or basic*) and **skills** required. Examples of four broad categories are:

- 1.1.1. The candidate will have a **detailed** knowledge of:
- 1.2.1. The candidate will have a **sound** knowledge of:
- 1.3.1. The candidate will have a **basic** knowledge of:

- 1.4.1. The candidate will be able to with a **detailed** level of expertise:
- 1.5.1. The candidate will be able to with a **sound** level of expertise:
- 1.6.1. The candidate will be able to with a **basic** level of expertise:

The College recommends the following definitions for the three levels (*detailed, sound, basic*):

Knowledge levels:

Detailed knowledge – candidates must be able to demonstrate an in-depth knowledge of the topic including differing points of view and published literature. The highest level of knowledge.

Sound knowledge – candidates must know all of the principles of the topic and some of the finer detail and be able to identify areas where opinions may diverge. A middle level of knowledge.

Basic knowledge – candidates must know the main points of the topic and the major literature.

Skill levels:

Detailed expertise – the candidate must be able to perform the technique with a high degree of skill, and have extensive experience in its application. The highest level of proficiency.

Sound expertise – the candidate must be able to perform the technique with a moderate degree of skill, and have moderate experience in its application. A middle level of proficiency.

Basic expertise – the candidate must be able to perform the technique competently in uncomplicated circumstances.

RECOMMENDED READING MATERIAL

Update the reading list and include source material from all media types.

Please concentrate on up-to-date published material. Do not include older material (more than 5 to 10 years old) unless it is considered to be a landmark publication. If necessary include a reason for listing an older publication.

Please use a consistent format for bibliographic entries.

Definitions of Textbooks and Journals

Core textbook – candidates are expected to own a copy of the textbook and have a detailed knowledge of the contents.

Recommended textbook – candidates should own or have ready access to a copy of the book and have a sound knowledge of the contents.

Additional references – candidates should have access to the book and have a basic knowledge of the contents.

This would mean that there are no Core Textbooks for membership subjects, only recommended and additional.

Definitions for journals:

Core Journal – candidates are expected to have ready access to either print or electronic versions of the journal and have a detailed knowledge of the published articles in the subject area.

Recommended Journal – candidates should have ready access to either print or electronic versions of the journal and have a sound knowledge of the published articles in the subject area.

Additional Journal – candidates should be able to access either printed or electronic versions of the journal and have a basic knowledge of the published articles in the subject area.

The final area would be **Additional Reading Materials**. These are conference proceedings, other non-refereed publications and other journals that would offer some information in the subject area including differing points of view, but are not required reading.

EXAMINATIONS

Please review the Fellowship and Membership Candidate Handbooks. For additional information please review the relevant Subject Guidelines for specific examination requirements.

Policies related to the ANZCVS examinations are available from the Policies and Procedures book on the College website <http://www.anzcv.org.au/info/publications/>

These policies include but are not limited to:

- Oral Examination
- Examination Structure
- Question Banking
- Policy on reuse of question in subsequent examinations
- Securing Examinations

1.1.2. Fellowship specific components of guidelines

Please contact the College office if you require a subject guideline template

ELIGIBILITY

All Fellowship candidates must first have completed a Membership. If eligibility is to be restricted to people who have passed Membership in a specified subject, then this needs to be stated here.

OBJECTIVES

The text in this section is conserved across all Chapters, but the College is willing to consider suggested alternates from individual Chapters.

TRAINING PROGRAMS

Only include information here if your training program requirements exceed those detailed in the Fellowship Candidate Handbook or if clarification is required on particular issues.

Examples include:

- Requirement that each candidate must have given at least one presentation to a professional meeting
- List of subject-specific techniques the candidate must have completed
- Recommended thresholds for case numbers.

TRAINING IN RELATED DISCIPLINES

Only include information here if your training program requirements exceed those detailed in the Fellowship Candidate Handbook or if clarification is required on particular issues. A selection of mandatory disciplines or choices of disciplines is usually incorporated here.

During the process of reviewing the Subject Guidelines, each Chapter must specify their TRD subjects as either 'core' or 'elective' in their respective Subject Guidelines. Chapters must stipulate the length of each individual TRD and provide Learning Outcomes for each TRD subject.

EXTERNSHIPS

Only include information here if your training program requirements exceed those detailed in the Fellowship Candidate Handbook or if clarification is required on particular issues.

ACTIVITY LOG AND ACTIVITY LOG SUMMARY

Review the Fellowship Candidate Handbook and templates available on the [College website](#). Choose appropriate templates and list within them the specific categories relevant to your particular subject. Include a template for the ALS and if required for the AL. The majority of disciplines only stipulate candidates to use an ALS.

PUBLICATIONS

Only include information here if your requirements exceed those detailed in the Fellowship Candidate Handbook or if clarification is required on particular issues.

1.1.3. Board of Examiners process for reviewing subject guidelines

1. A generic email will be circulated annually to chapters advising that, if they would like to make changes to their subject guidelines this process should be completed before 30 September so the new guidelines can be reviewed by a Board member and uploaded to the College website by 31 October.

BoE may also have recommendations to be forwarded to CEC amassed from notes taken during the subject examinations or during the examination review process.

If more than 5 years have elapsed since guidelines have been formally reviewed, the College office will contact the CEC advising that the entire guidelines need review. If less than 5 years since review, only the examination structure requires review if not previously amended as per the new examination structure policy.

2. CEC return the reviewed guidelines to the College. If no changes have been made to the Learning Outcome they are not required to be reviewed by the TCC. If no changes have been made to the examination structure they are not required to be reviewed by the EC.

If the CEC makes no changes to guidelines that have not been reviewed for more than 5 years the TCC should review subject guidelines to ensure they have not become out of date.

3. If Learning Outcomes or Examination Structure changes have occurred then they are sent to the respective committee for approval.
4. Any suggested changes are then returned to the CEC.
5. Once returned by the CEC the Chief Examiner or a delegated member of the Board of Examiners member will ratify the final document with no further input from the TCC or EC.
6. The relative subject guidelines will be included in next BoE meeting as Out of Session item for noting only.

1.2. Reviewing of Candidates Training Program components

Please refer to the Fellowship Candidate Handbook and/or relevant subject guidelines for guidance on how to review candidate's activity log submissions, activity log summary, publications and credentials.

Each document requires two CEC reviewers at Fellowship or equivalent level. Most documents are forwarded by email to the CEC reviewers. All documents will be accompanied with a memo for each reviewer to complete, sign and forward back to the College Office. A hardcopy posted to the office is not necessary if the electronic copy is signed.

In the case of the credentials documents an express postbag will accompany the credential documents for return of the credentials back to the College Office on completion of the review.

SECTION TWO: EXAMINATIONS

2.1. Fellowship Examination Preparation College communication to Chapter CEC

By providing this information to the Chapter CEC, the College hopes to make the process of appointing Fellowship examiners for upcoming examinations smoother and enable Chapters to engage in longer-term planning for future examinations.

Please note:

All candidates names disclosed to a Chapters' CEC **must not be communicated to a wide audience** such as through circulated Chapter member emails or at the Chapter's AGM. The candidate information is for the CEC members to manage conflicts of interest that could arise.

1. Chapter CECs will be advised when the Training & Credentials Committee approves a Training Program Document for a new Candidate.
2. Chapter CECs will also be given a list of all Candidates annually who are active and in training in the Chapter's discipline, along with their anticipated year of examination. This is in order to assist your Chapter to consider long-term planning for future Fellowship examinations.
3. As the mandatory intention to sit deadline for those intending to sit Fellowship examinations is 30 June each year, at the beginning of July each year a list of Candidates from your Chapter who lodged an intention to sit will be provided. This will enable Chapters to discuss arrangements for appointing examiners (including determining who will be prohibited from being an examiner because of a conflict of interest) at each Chapter's AGM. While Candidates still have until 31 October to withdraw their intention to sit, Chapters will now know for certain that no new Candidates will require examiners after this list is provided.
4. In addition, after 31 July each year each Chapter's CEC will be informed of their Fellowship Candidates who did not pass all components of that year's examination and have registered to re-sit unpassed components in the following year (31 July is the mandatory date to lodge an intention to sit for those seeking to re-sit examinations in the next year).
5. After 31 October Chapter CECs will be given the final list of Candidates (who have completed their credentials / not withdrawn their intention to sit). Chapter CECs are requested to notify the Examinations Officer of their final list of examiners by 30 November each year.

Please contact the College office if you require clarification on any of the information listed above.

1.2.1. When considering examiners for ANZCVS examinations it is preferable to have at least one experienced examiner.

Relevant policies that can assist you when approaching potential examiners for your subject are available from the College website and include but are not limited to:

- Conflict of Interest ("Bias") Policies
- Examiner ineligibility
- Appointment of Examiners Policy

- 1.2.2.** From 2013 all examination component structures have been included in subject guidelines. These decisions on content of each component, for example, the number of questions and marks, have been agreed to by members of a chapters CEC and are binding to a subject's examination/s from October 31 in the year preceding the examination until the end of the examination period in July.

The Board of Examiners will only allow non-compliance with the subject guidelines by examiners when writing the examination under exceptional circumstances. It is the role of previous examiners to suggest changes to their chapter CEC immediately following the current year examinations if they recognise that the structure for a certain component was not of value for assessing their subject learning outcomes.

The Board of Examiners also suggests that chapters CEC members seek feedback annually from their subject examiners following completion of examinations in their subject. If the CEC members agree that changes to the examination structure of a component is necessary then they must forward these changes to the College office before October 31 of the year preceding the subject's next examination.

2.2. Guidance notes for completing of CEC liaison checklist ([Appendix 1](#))

Breadth and level of the examination as a whole (all components including written practical and oral)

Are the questions focused on middle to higher level tasks such as creation, evaluation, analysis and application?

Questions should assess higher level learning outcomes such as the ability to create, evaluate, analyse and apply knowledge and skills. Refer [Examiner Handbook, Principles of College Assessment, Fig 1](#)

Are the questions at the right level of difficulty?

There is a match between the depth of knowledge and degree of skill (both practical and cognitive) required to answer the question, and those specified for the topic in the learning outcomes.

Demanding tasks are provided for topics in which a high degree of skill or knowledge is required; less demanding tasks are provided for topics in which a lower degree of skill or knowledge is required.

Whether the exam is a fellowship or membership exam must be considered.

Do the questions provide the right breadth of coverage and relative weighting of the subject guidelines?

As a whole, all 3-4 components of the examination (writtens, practicals and orals) should sample from all the learning outcomes specified in the subject guidelines and with the most important topics and skills given the most weighting in the examination. There should be nothing in the examination that does not fall within the learning outcomes as specified in the subject guidelines.

Examination structure

Do the examination materials follow the exam structure format as described in the current guidelines?

The Chapter Examination Committee representative is responsible for reviewing and editing the submitted examination paper and marking scheme prior to its submission to the College Office by the Head Subject Examiner. This will usually involve liaising with examiners to ensure examination papers and marking schemes conform to Subject Guidelines and College requirements.

Are marks allocated to each question and separate subpart?

All questions must have a mark allocation indicated. Subparts of questions should have marks indicated if they would be answered and marked separately. If subparts would form part of an integrated answer and marked holistically marks for subparts do not need to be indicated.

Are the marks allocated to each question and each sub-part appropriate?

Do the marks allocated reflect the relative difficulty, importance and time required for each question and subpart?

Do the marks add up to the expected total?

The total marks for the paper should be easy for candidates and examiners to follow so that it is easy to plan the time allocation for each answer. In general, 1 mark per minute of exam time is allocated ie a 20 mark question will take 20 minutes to answer.

Is there sufficient time to answer all the questions?

Candidates should only need to write 20 words per minute or less to give a complete and correct answer.

20% of the questions in this written or practical examination are not substantially similar to questions offered in the previous three examinations for this subject.

No more than 20% of the questions in any written or practical examination can be substantially similar to questions offered in the previous three examinations offered in the same subject.

Question structure**Is it clear for each question what is required in terms of scope?**

The scope needs to be well defined so it is clear to candidates what an answer should include and what it does not need to include.

Does each question contain an instructional verb that explains the task required to the candidate?

Instructional verbs (eg: discuss, explain, critique) must be provided to indicate to candidates what they need to do to demonstrate their knowledge.

Is each question worded so that it can be answered by candidates living either in Australia or NZ?

Unless specified otherwise in the learning outcomes, questions should be framed so that they can be answered using a knowledge of either Australian or NZ legislation, climate, geographical features etc

Are any ancillary materials used (images, radiographs, histopathology slides etc) fit for purpose, clear, legible and of good quality?

All materials used in written, practical and oral examinations should be checked by examiners and the CEC liaison. It is especially important to check that all agree on the interpretation and that the quality is sufficient that what is supposed to be seen can be seen. The level of difficulty in making the interpretation should also be appropriately aligned with the specified learning outcomes for the subject.

If there are multiple choice questions:

- do they comprise only a minor component? As per the Fellowship Candidate handbook, no more than 20% of an examination component shall be multiple choice question type.
- do they assess higher learning outcomes?
- are they clear and unambiguous?
- Is there only one correct answer?
- do you agree about which answer is correct?

Is a marking scheme provided which indicates the agreed standard by which candidates' answers will be judged and marks awarded?

How marks will be awarded and what constitutes a clear pass, borderline answer and fail should be discussed and agreed upon by examiners and recorded in a marking scheme for review by the CEC and BoE. The marking scheme must be used by all examiners during marking.

Does the answer provided in the marking scheme answer the question that is being asked?

Check the question is clearly worded so it asks the question the examiner wants answered, including all parts the marking scheme awards marks for.

Do you agree with the marking scheme?

Does the marking scheme reward answers you consider are correct?

Grammar and spelling

Is the language used in each question is clear and grammatically correct?

The meaning of the question is clear so there is no confusion about the task or scope. Abbreviations should be spelled out unless testing the knowledge of the abbreviation is a key part of the question (which would rarely be the case). Be aware that terminology may vary in different areas of the world.

Are there any spelling mistakes (particularly discipline specific words)?

The Macquarie Dictionary provides standard spellings to be used.

Are units given as SI units?

All imperial units should be converted to SI units or those in standard use in Australia and NZ.

Are any numerical values used realistic and correct?

For example are there any errors in scale such as the value is in the hundreds when it should be in the thousands?

2.3. Timeline for examinations

Before examination submission to the College office

Action	Responsibility	Due Date
Appoint examiners	Chapter Examination Committee, Chief Examiner, Assistant Chief Examiner-Examinations, College Manager, Examinations Officer	30 November
Examiner Workshop	Chief Examiner, Assistant Chief Examiner-Examinations, College Manager, Examinations Officer	4 and 5 February 2017
Set written, practical and oral questions and marking schemes and forward to Head Subject Examiner (HSE)	Each examiner	December – mid-February
Compile the written, practical and oral questions and marking schemes	Head Subject Examiner	
Liaise with the CEC Examination representative about written, practical and oral questions and answer keys to ensure conformity with Subject Guidelines and the Examiners Handbook. The CEC liaison will review practical and oral questions, particularly quality of images, clarity of questions.	Head Subject Examiner CEC liaison	mid- February
CEC liaison reviewed Fellowship, and Membership written papers with marking schemes due and CEC checklist	Head Subject Examiner <i>(it is the responsibility of the Head Subject Examiner to ensure the review of the examination takes place by the CEC in a timely manner, before the paper is submitted to the College office for review)</i>	Before 1st March *(It is imperative that this requested deadline is met as adequate time for editing and preparation of the examination is important to maintain high standard, defensible examinations)
CEC liaison reviewed Fellowship Practical component and Fellowship and Membership oral component with marking schemes and practical templates due and CEC checklist	Head Subject Examiner	Before 1st March
Practical examination template due	Head Subject Examiner	1st March

After Examination submission to College office

Action	Responsibility	Due Date
Examination components College formatted	Examinations officer	On submission of the examination component. Priority will be given to Written Papers.
College review of examination components and answer keys	Chief Examiner, Assistant Chief Examiner – Examinations, Board of Examiners Examinations Committee	March
College reviewed examination components returned to examiners for final check and return to College office HSE sends out marking scheme for examining team to use when marking candidate's papers.	Head Subject Examiner	April
Finalised version of written papers printed and posted to venues	Chief Examiner ACE-Examinations College office	First week of May
Candidates written examinations emailed for grading	All examination teams	Second and third week of June
Check for discrepancies in marks of candidates	Head Subject Examiner	Before submitting all candidates grading sheets to the College office, prior to oral/practical exams.

During and after Examination Week

Action	Responsibility	Due Date
Set up of practical examination	All examiners	Day prior to the examination, beginning of July
Submission of failed candidate examiner reports	Head Subject Examiner or Senior Examiner with observer	After completion of oral examination and before leaving the examination venue
Examiner exit interview	All examiners	At end of the examination period
Review of examination	All examiners plus Chapter Examination Committee examiner liaison	At end of examination period and on receipt of feedback from College Office

SECTION 3: REPORTING

3.1. Committee Checklist for Chapter Annual General Meeting

Please fax or email a copy of this form to the College Office after your Chapter AGM; *(also available on the College website)*

Fax: +61 (07) 3423 2977

Email: admin@anzcvs.org.au

CHAPTER.....

	NAMES
Members of CEC (NB each subject needs a separate CEC)	Subject 1. 2. 3. Subject 1. 2. 3. etc
CEC examination liaison representative	Subject Membership 1. Subject Fellowship 1. etc
CEC Training and Credentials reviewers (Must not be the same person as the examination liaison representative)	Subject 1. 2. Subject 1. 2. etc
Membership examiners Each examiner team can examine up to 12 candidates	1. 2. 3. 4. 5. 6.
Fellowship examiners Each examiner team can examine up to 3 candidates	1. 2. 3.

Appendices:

i. Chapter Examination Committee Liaison Examination checklist

Subject:

Year:

Examination level (Fellowship/Membership):

Head Subject Examiner:

CEC liaison:

Paper 1

Paper 2

Practical

Oral

please circle relevant component/s

Checklist	Yes/No	Any comments? (pls include Paper and Q number)
Breadth and level		
Are the questions focused on middle to higher level tasks that may involve creation, evaluation, analysis and application?		
Are the questions at the right level of difficulty?		
Do the questions* provide the right breadth of coverage and relative weighting of the learning outcomes in the subject guidelines? <i>(*across all the examination components)</i>		
Examination structure		
Do the examination materials follow the exam structure format as described in the current guidelines?		
Are marks allocated to each question and separate subpart?		
Are the marks allocated to each question and each sub-part appropriate?		
Do the marks add up to the expected total?		
Is there sufficient time to answer all the questions?		
20% of the questions in this written or practical examination are not substantially similar to questions offered in the previous three examinations for this subject.		
Question structure		
Is it clear for each question what is required in terms of scope?		
Does each question contain an instructional verb that explains the task required to the candidate?		

Checklist	Yes/No	Any comments? (pls include Paper and Q number)
Is each question worded so that it can be answered by candidates living either in Australia or NZ?		
Are any ancillary materials used (images, radiographs, histopathology slides etc) fit for purpose, clear, legible and of good quality?		
If there are multiple choice questions:		
Do they comprise less than 20% of the marks for each exam component?		
Do they assess higher learning outcomes?		
Are they clear and unambiguous?		
Is there only one correct answer?		
Do you agree about which answer is correct?		
Marking schemes		
Is a marking scheme provided which indicates the agreed standard by which candidates' answers will be judged and marks awarded?		
Does the information provided in the marking scheme address the question that is being asked?		
Do you agree with the marking scheme?		
Grammar and spelling		
Is the language used in each question clear and grammatically correct?		
Are there any spelling mistakes (particularly discipline-specific words)?		
Are units given as SI units?		
Are any numerical values used realistic and correct?		

Signed: _____ **CEC Liaison**

Date: _____

The CEC Liaison should complete one of these forms and return it with suggested corrections to the Head Subject Examiner after review of the examination. *(also available on the College website)*

This form can be completed and submitted electronically.

Please submit this completed checklist with the examination to the College Examinations Officer once the examination is finalised.

ii. Specialist Registration

Veterinary Specialists are registered by each state or territory local registering authority in Australia and the Veterinary Council of New Zealand. Specialist registration and the awarding of Fellowship are completely separate events, controlled by different organisations.

1. The College is not the authority for the registration of veterinary specialists in Australia or New Zealand.
2. In Australia and New Zealand the **Advisory Committee on the Registration of Veterinary Specialists (ACRVS)** is responsible to the Australasian Veterinary Boards Council (AVBC). The ACRVS is an advisory committee that makes recommendations to the AVBC and the Veterinary Council of New Zealand regarding specialist registration. The College has one representative on this committee.
3. Applications for specialist registration should be directed to an individual Australian state or territory local veterinary registering authority or the Veterinary Council of New Zealand who will pass the application to the ACRVS for evaluation. Application for specialist registration involves acquiring the Specialist Registration Information Booklet and completing the necessary forms. These are not available from the College. The ACRVS recommends suitable candidates to the registering authorities for registration.
4. Acquisition of a Fellowship does not guarantee registration as a veterinary specialist. Candidates who complete an approved Fellowship Training Program and successfully complete the Fellowship examinations will, however have met the training and examination requirements for registration as a veterinary specialist.

iii. **Minimum Standards for Training**

The prerequisites for registration as a Veterinary Specialist in Australia and New Zealand are contained in a document called the **Minimum Standards Document (MSD)**. The MSD is included in the Specialist Registration Information Booklet published by the **Australasian Veterinary Boards Conference (AVBC)**.

(Set and Approved by the Australian Veterinary Boards Council, May 1998 and amended 2013. NOT the Australian and New Zealand College of Veterinary Scientists)

MINIMUM STANDARDS FOR TRAINING PROGRAMS AS PART OF THE REQUIREMENTS FOR REGISTRATION AS A VETERINARY SPECIALIST IN AUSTRALIA AND NEW ZEALAND

1. Minimum time from graduation

An applicant would normally have been practising as a veterinarian for at least five (5) years before being eligible to be registered as a specialist

2 Minimum time working in the specialty

An applicant must have worked for at least three (3) years full time equivalent, including training, in his/her specialist area before being eligible to be registered as a specialist.

3 Current Clinical Activity

An applicant must be currently working (including teaching) a minimum of twenty-five hours per week in the specialty.

4 Professional Activities

An applicant must be able to show evidence of current professional activities and contribution to profession including:

4.1 Publications

Publications are a form of evidence of contribution to the profession and must demonstrate the candidate's scholarship in the discipline and ability to communicate scientific information.

4.1.1 Refereed publications

Original scientific papers, reports, review articles or case studies published in scientific journals that utilise a system of scientific peer review prior to publication. A list of refereed journals is available on the Internet site:

<http://www.isinet.com/jlist/cgi-bin/jlSelect.cgi?prod= master>

4.1.2 Books and theses

4.1.3 Unrefereed publications

Scientific papers, reports and case studies published in journals or magazines that do not utilise a system of scientific peer review prior to publication.

4.1.4 Unpublished reports

Papers and reports that have not been published in a publicly accessible publication.

4.2 Teaching in the discipline

4.3 Attendance, Speaking or Presentations at conferences/workshops/courses:

4.4 Committee participation, memberships, etc

5 TRAINING PROGRAMS

5.1 Approval of the training program

Certifying Bodies are those organisations that approve training programs and administer examinations in veterinary specialties for the purpose of specialist recognition. Examples of Certifying Bodies include the Australian and New Zealand College of Veterinary Scientists, American Board of Veterinary Specialties, the European Board of Veterinary Specialisation, and the Royal College of Veterinary Surgeons. The ACRVS expects that Certifying Bodies would have standards for approval of training programs in their respective disciplines and provide a means to assess the professional competence of candidates who have completed an approved training program.

Applicants must submit information on their training program. If the training program does not appear in Annexe A of the Specialist Registration Information Booklet then that training program will need to be assessed by the ACRVS before the candidate's application for registration can be assessed. This can take some time.

The ACRVS would expect the requirements for training programs of the Certifying Bodies to include as follows:

5.2 Supervised Training

A period of supervised training is an essential part of preparation for the final examination. This may involve either:

- a) a formal programme such as a University training program; **OR**
- b) an alternate training program considered to provide an equivalent level of training to a formal training program

5.3 The period of supervised training

Training programs would normally include ninety-six (96) weeks of full-time, directly supervised training or its equivalent in the clinical and technical aspects of the relevant discipline (excluding vacation time).

- a) *Formal Training Program:*
Training occurs continuously in a full-time residency of two (2) years or more.
- b) *Alternative Training Program:*
The alternative training program would most likely consist of at least seventy-six (76) weeks of full time directly supervised training. Directly supervised training would be in blocks of at least six (6) weeks duration. The remaining twenty (20) weeks may be indirectly supervised training where five (5) weeks indirect supervised training is equivalent to one (1) week directly supervised training. Therefore up to one hundred (100) weeks of indirectly supervised training may be taken. Indirectly supervised training is defined as follows-
 - i) Training must be in the appropriate discipline and would normally occupy at least twenty-five (25) hours per week; and
 - ii) there would normally be weekly discussion of cases with the supervisor
- c) *Completion of training*
Regardless of the type and structure of the training programme, training would normally be accomplished within six (6) years. The proportion of the candidate's weekly time spent in the practice of the discipline would normally be not less than twenty-five (25) hours per week during training.

5.4 The Selection and Role of supervisors:

- a) Supervisors should be approved by the certifying body.
- b) Supervisors shall be recognised experts in the candidate's chosen discipline and must be actively working in the candidate's chosen discipline. Supervisors shall be either registered as specialists in the discipline or have qualifications deemed equivalent by the ACRVS.
- c) Supervisors shall be responsible for both instruction and continuing assessment of candidates and for providing feedback as required by the certifying body.

5.5 Prerequisites of an approved centre

- a) Approved centres for the purpose of training would normally be expected to have:
 - i) An adequate workload in the specialty
 - ii) Adequate facilities for the performance of the specialty
 - iii) Adequate access to other professional expertise
 - iv) The written permission of the principal of the centre providing the facility.
- b) A description of the centre should be detailed in the training programme submitted to the certifying body.
- c) The certifying body will provide approval of the centre.

5.6 Scholarship

- a) The training programme should include evidence of scholarship which may include:
 - i) Case Reports
 - ii) Presentations at national or international scientific meetings
 - iii) The completion of research project/s
 - iv) Published manuscripts
- b) Written evidence of completion of the above should be provided to the certifying body for scrutiny by the certifying body and /or the examiners.
- c) The number and content of the above will be prescribed by the certifying body

5.7 Examinations

Although the certifying body will set and grade examinations, it is expected that examinations will be rigorous and comprehensive covering theoretical and applied aspects of the discipline. It is expected that a range of examination techniques, such as written, oral, practical, case studies, and interpretative studies will be employed to assess professional competence. The Certifying Body may also take into account referees' reports, research manuscripts and further evidence of a candidate's contributions to the specialty such as publications, invited talks, teaching and professional interaction.

5.8 Higher Degrees

Under normal circumstances, PhDs and Masters degrees will not be considered as suitable qualifications to support a claim for specialist registration.

Under special circumstances it may be possible for a candidate to request that part or all of a higher degree program be assessed as contributing to their specialty training program requirements. Recognition of equivalence to a formal training program will only be given where the candidate provides documentation to allow assessment of the training at the same level as that of any other formal training program.