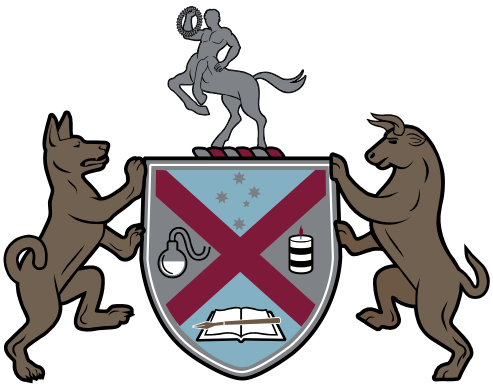


AUSTRALIAN AND NEW ZEALAND COLLEGE OF VETERINARY SCIENTISTS

SUBJECT STANDARDS COMMITTEE (SSC)
and
SUBJECT EXAMINATIONS COMMITTEE (SEC)

HANDBOOK

2026

The ANZCVS recommends that Chapter Committee members access the most up to date copy of this handbook from the College website https://www.anzcvs.org.au/publications/
Last updated: August 2026

Welcome to the Subject Standards and Subject Examinations Committees 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 their Subject Standards Committee (SSC) and Subject Examinations Committee (SEC). The committees play a pivotal role in the fundamental activities of the College examinations. The College as a whole is indebted to the hard work and dedication of committee 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).

BOARD OF EXAMINERS

Please refer to the College's website for information regarding each of the Board of Examiners members: website

COUNCIL MEMBERS

Please refer to College website

COLLEGE ADMINISTRATION

Please refer to College website

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College acronyms

ANZCVS	Australian and New Zealand College of Veterinary Scientists
BoE	Board of Examiners
CE	Chief Examiner
ACE - TC	Assistant Chief Examiner (Training and Credentials)
ACE - Ex	Assistant Chief Examiner (Examinations)
TCC	Training and Credentials Committee
EC	Examinations Committee
SSC	Subject Standards Committee
SEC	Subject Examinations Committee
CEO	Chief 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)
ERRS	Examinations Results and Reporting System
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
MOC	Maintenance of Credentials

SUBJECT STANDARDS AND SUBJECT EXAMINATIONS COMMITTEES

TERMS OF REFERENCE

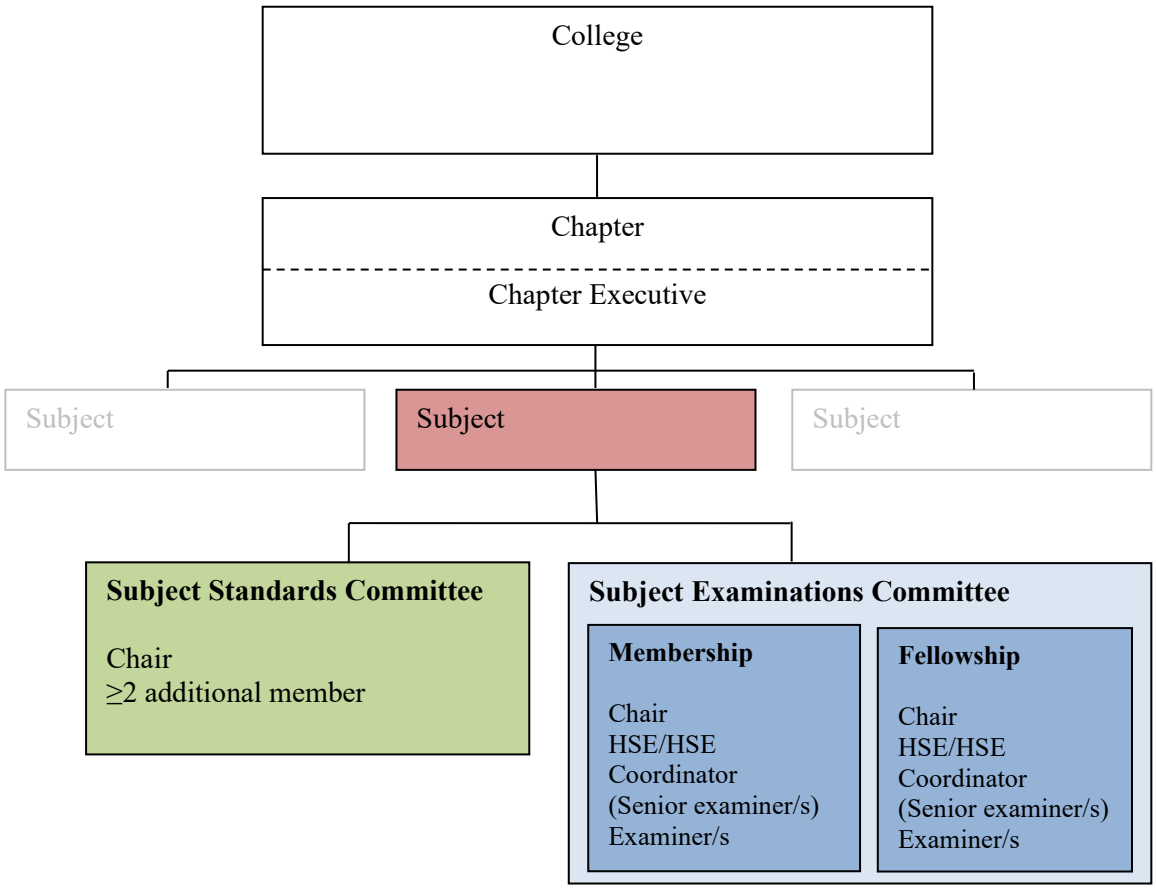
Approved May 2016
Amended November 2018
Reviewed October 2023
Amended September 2026

Executive Summary:

Each subject administered by a Chapter will have a Subject Standards Committee (SSC) and a Subject Examinations Committee (SEC). The committee structure allows the distribution of work amongst a bigger group and provides a system of succession planning for mentoring and rotation of members.

The standard structure is illustrated below. The Board of Examiners recognises that these structures may need to be modified to suit some smaller Chapters. Variation from this structure will generally be possible if a reasonable case can be made by the Chapter and will be at the discretion of the Chief Examiner.

Structure:



Structure (continued):

1. Each Chapter will establish the following committees for each subject offered:
    - Subject Standards Committee (SSC)
    - Subject Examinations Committee (SEC)
2. Except in exceptional circumstances (e.g., Chapters with small membership numbers), a member cannot be on both committees at the same time, and a BoE member should not be on either committee during BoE tenure.
3. SSC and SEC members may be existing Chapter office holders. However, Chapters should attempt to appoint members of these committees from the body of the Chapter membership to represent the interests of the entire Chapter, and to distribute the workload.
4. SSC and SEC members that have conflict of interest (COI) (refer to COI policy) cannot participate in the credentials assessment or the design, construction, review or delivery of the examination for the relevant examination year. In these circumstances, a replacement will be nominated by the Chapter President.
5. The Chairs of the SSC and SEC will work together to ensure Chapter examinations and credentialing processes represent appropriate, discipline-specific standards.
6. The SSC will be composed of a minimum of two Chapter members (ideally at least three if the Chapter has Membership and Fellowship subjects).
    a. For Chapters that have a membership subject, at least one member of the SSC should be a membership recipient not in a Fellowship training program.
    b. For Chapters that have a Fellowship subject, ideally at least two members of the SSC should be Fellowship recipients. Associate Members of the College may be part of the SSC.
    c. It is recommended that members be appointed to the SSC for a three-year term and sequentially rotate off to ensure adequate succession. The Chair of the SSC should have at least one year's experience on the committee before being appointed as Chair.
7. The size of the SEC should be determined by the Chapter, in consultation with the College, based on the typical number of Membership and Fellowship candidates. The SEC includes two examination teams, one for Membership and one for Fellowship, as required.

    The SEC will be Chaired by a Member or Fellow of the Chapter with previous experience as an Examiner. For further detail of examining teams refer to the Examiners Handbook.

In addition to the Chair of the SEC, the recommended composition at each level is a minimum of two Chapter members who are involved in the design, construction, review and/or delivery (including marking) of the examination.

a. A majority (and at least two) of the Membership examination team should be Members (not Fellows, Associate Members or residents in Fellowship training programs).

b. Where possible, the Fellowship examination team should have a majority of Fellows (not Associate Members or Diplomats).

c. Subsequent to 4a. and 4b. above, Associate Members can be members of the SEC.

d. Each SEC member will be appointed at the Chapter Annual General Meeting (AGM), typically for a term of four years, subject to Chapter size, examination demand and examiner availability. It is recommended that there be a rotation of members, one new member replacing one retiring member at each AGM.

e. In general, the position of Chair is rotated annually, with the current Chair stepping down from the SEC, a previous Head Subject Examiner (HSE) progressing into the position of Chair, and an experienced examiner progressing to Head Subject Examiner.

f. During tenure on the SEC a member must not be involved in mentoring candidates.

Subject Standards Committee (SSC)

Roles of the SSC

1. To review and update the chapter's Subject Guidelines for Membership and Fellowship, ideally on a three yearly basis but not longer than every five years, using the templates provided by the College office.
    - The Chair of the SSC should liaise with the Chair of the SEC after each examination period to determine if changes to the Subject Guidelines are needed.
2. To promote mentoring and candidate preparation within the Chapter.
3. To provide clarification and advice to the Board of Examiners Training and Credentials Committee (TCC) regarding the content of proposed training programs, as required.
4. Two Fellows of the SSC are required to review the subject specific credentialing materials including activity logs, publications and credentials documents and advise the Assistant Chief Examiner (Training and Credentials) on the acceptability of these documents. 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 SSC for assessment annually.

Reporting of the SSC

1. To report to the Chapter AGM
2. To report all SSC decisions to the Chapter Executive and College Examinations Manager.

Subject Examinations Committee (SEC)

Roles of the SEC

1. To design, construct, review and deliver (as appropriate) the written, practical and oral examinations and marking guides for both the Membership and/or Fellowship examination.
2. For each Membership and Fellowship examination team, the following roles are recommended:

a. An experienced examiner is appointed as the **Chair** and will provide oversight and leadership of examination processes for the subject. The Chair supports the Head Subject Examiner or HSE Coordinator by providing guidance, communicating with the College, succession planning to ensure that new Examiners are recruited from Chapter membership, and providing mentoring of Examiners as needed. The Chair of the SEC collaborates with the Chair of the SSC by providing feedback on the examination period to facilitate review of Subject Guidelines.

   This role will include:

   - reviewing the final draft of the examinations,
   - recommending any changes,
   - completing the SEC Chair Checklist and submitting this document to the College Examinations Officer.

b. The **Head Subject Examiner** (when 1-2 teams of examiners) is responsible for the development, timely production and delivery of high quality examinations, and for marking of the examination. The Head Subject Examiner may seek guidance or advice from the Chair as required.

   The responsibilities of this role will include:

   - ensuring blueprinting of the examinations in accordance with Subject Guidelines,
   - assigning responsibility to the examination team for preparing examination questions and marking guides,
   - contributing to the production of examination questions and marking guides,
   - collating the questions and producing the final examination and marking guides,
   - communicating examination progress to the College Examinations Officer,
   - ensuring all examination components conform to Subject Guidelines,
   - ensuring amendments recommended by the Board of Examiners review are addressed, and examination components are revised in a timely manner,
   - providing the correct version of marking guides to all examiners completing candidate marking,
   - reviewing the examiner marks if issues of marking discrepancies are raised and resolving variances with the examiners,
   - coaching on delivery of oral exams including time management and planned cueing,
   - ensuring consistency during delivery of oral examinations (e.g. the need for additional cueing, interpretation of questions and adjustment of marking guides)
   - finalise marks and ensure examiner feedback has been provided for all candidates

   For large teams (when 3 -5 teams of examiners are required, i.e. > 21 Membership Candidates, ≥ 6 Fellowship Candidates or ≥ 6 examiners), the HSE becomes the **HSE Coordinator**. Subjects that have 6 or more Teams may appoint 2 HSE Coordinators. The HSE Coordinator provides leadership across the teams to coordinate the production and delivery of examinations (but does not directly assess candidates as the primary marker of written questions or deliver and assess oral examinations), including the above responsibilities, and to:

   - analyse overall candidate results and, if necessary, initiate remarking or adjustment of marking guides to ensure consistency between examining teams,
   - attend the oral and practical examination venue (if relevant) to ensure effective examination delivery and facilitate marking and moderation of results,
   -

c. In examinations where there is more than one examination team, a **Senior Examiner** is appointed to each additional examination pair. Senior Examiners are responsible for

consulting with each other and Head Subject Examiner/HSE Coordinator (as indicated) to ensure consistency of marking and of examination delivery between oral examination rooms.

d. It is recommended that, under the direction of the Head Subject Examiner, all examination team members review the final written, practical and oral examination questions and marking guides.

e. Members of the SEC who are not part of the examining team can contribute to development of the examination components. Each member is responsible to the Head Subject Examiner for timely completion of assigned work.

3. With due consideration of College processes and policies, the SEC should promote engagement of members with available opportunities for training in examination development and delivery. Specific examiner training or workshops may be recommended by the Board of Examiners.

4. Examiner and candidate feedback collated by the College office after the annual examinations should be considered in the development of future examinations.

5. The SEC may develop question banks for each section of the examination, in accordance with College policies. Examination teams may utilise contributions from other Chapter members to develop examination question banks.

Reporting of the SEC

1. To report to the Chapter AGM any matters relating to the examination process that do not fall under confidentiality clauses.

2. To report all SEC decisions to the Chapter executive and College Examinations Manager.

SECTION ONE: EDUCATION AND TRAINING

1.1. Role of Subject Standards Committee (SSC)

Reviewing Subject Guidelines

1.1.1. Components of subject 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 broad categories are:

i. The candidate will have a **detailed** knowledge of:
ii. The candidate will have a **sound** knowledge of:
iii. The candidate will have a **basic** knowledge of:

iv. The candidate will be able to with a **detailed** level of expertise:
v. The candidate will be able to with a **sound** level of expertise:
vi. The candidate will be able to with a **basic** level of expertise:

The College recommends membership subject guidelines contain sound and basic levels of knowledge and expertise however fellowship must include detailed level in their learning outcomes.

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 or recommended text books (Membership).

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.
- **Suggested textbook** – candidates should own or have ready access to a copy of the book and have a basic knowledge of the contents with a sound knowledge required only for the subjects specified in the guidelines.
- **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 or suggested and additional textbooks. For membership subjects there should not be more than 3 or 4 recommended or suggested textbooks.

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.

This means that there are no core journals for membership subjects and there should be a very limited number of recommended or additional journals, if any. Any recommended journals should be available as open access to allow candidates in practice to readily access them.

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.

Large lists of additional reading materials can be overwhelming for someone contemplating undertaking a subject, especially at membership level. Some subjects have collated a great resource for those that are interested. It is recommended to include a hyperlink to the Chapter website where the materials are available rather than including them in the subject guidelines. This path also allows the chapter to update and modify this resource without having to seek a modification of the subject guidelines.

EXAMINATIONS SECTION

Please refer to the Fellowship and Membership Candidate Handbooks for additional information.

The Chair of the SSC should liaise with the Chair of the SEC after each examination period to determine if changes to the Subject Guidelines are needed.

Policies related to the ANZCVS examinations are available from the College website https://www.anzcvs.org.au/policy-library/.

These policies include but are not limited to:

- Assessment policy
- Oral examination
- Examination structure
- Multiple-choice questions
- Question banking
- Reuse of questions in subsequent examinations

1.1.2. Fellowship specific components of guidelines

For a training program document (TPD) to be reviewed by the Training and Credentials Committee (TCC) the discipline subject guideline must be current (reviewed and updated within the last five years).

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.
- Specific supervisor requirements: e.g. Ideally the secondary supervisor is from the same discipline as the candidate. If this is not possible, there may be some variation between subjects as to who would meet the requirements to be a second supervisor and their supervisory roles, which must also be outlined in the subject guidelines, if this is applicable to your subject.

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 may 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 (AL) AND ACTIVITY LOG SUMMARY (ALS)
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.

ALS that accompany Annual Supervisor Reports (ASR) in subjects that do not have defined case minima will be sent to two members of the SSC for assessment annually.

PUBLICATIONS AND PRESENTATION
Only include information here if your requirements exceed those detailed in the Fellowship Candidate Handbook or if clarification is required on particular issues, for example, suitable peer reviewed journals for publication submissions or acceptable conference venues for presentations.

1.1.3. Board of Examiners process for reviewing subject guidelines

a. If more than 5 years have elapsed since guidelines have been formally reviewed, the College office will contact the SSC advising that the entire guidelines need review. This will also occur if a candidate submits an intention to submit a TPD and the guidelines have not been reviewed in the last 5 years. Changes to their subject guidelines 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 SSC and SEC Chairs amassed from notes taken during the subject examinations or during the examination review process.

b. SSC Chair returns the reviewed guidelines to the College. If no changes have been made to the Learning Outcomes 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 SSC 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. If the subject is a category 1 and SSC do not complete their 5 year review the Board may recommend moving the subject to category 2. This is to ensure a potential candidate contacts the College office before submitting a Training Program Document (TPD). The subject guidelines would have to go through a full review before a candidate could submit their TPD.

c. If Learning Outcomes or Examination Structure changes have occurred then they are sent to the respective committee for approval.

d. Any suggested changes are then returned to the SSC.

e. Once returned by the SSC Chair, 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.

f. The relative subject guidelines will be included in the next BoE meeting as Out of Session item for noting only.

1.2. Reviewing of Candidates Training Program components (including final credentials document)

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 SSC reviewers at Fellowship or equivalent level. All electronic documents will be accompanied with a memo for each reviewer to complete, sign and return to the College Office.

1.3. Promote Mentoring and Candidate Preparation

See current mentor policy https://www.anzcvs.org.au/policy-library/.

Chapters may promote mentoring by way of study groups, webinars, and podcasts in addition to individual mentoring.

It is recommended that the SSC keep a list of available study groups or people willing to mentor candidates in their discipline. The College office often has enquiries from candidates regarding mentoring, to which they are directed to the College website mentor list. As the SCC develop their mentoring/education programs it is envisaged that the College office will also direct candidates to the Chair of the SSC for further information on mentoring activities by the Chapter.

Some Chapter education initiatives include:

- Training videos (for example, ANZCVS Avian Chapter Membership Training Video)
- Study groups and journal clubs
- Subject study course modules

Links to information for candidates regarding the College oral examinations and past exam papers:

- Oral Examination Information to Assist Candidates
- Sample Membership examination papers
- Sample Fellowship examination papers

SECTION TWO: EXAMINATIONS

2.1. Role of Subject Examinations Committee (SEC)

Appointment of Examiners

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

Relevant policies that can assist you when approaching potential examiners for your subject are available from the College website https://www.anzcvs.org.au/policy-library/ and include but are not limited to:

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

2.2. Compliance with Subject Guidelines

All examination component structures have been included in subject guidelines. These decisions on content of each component have been agreed to by members of the Chapter's Subject Standards and Examinations Committees 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 Chair 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 Committee Chairs seek feedback annually from their SEC examiners following completion of examinations in their subject. If the SSC members agree that changes to the examination structure of a component is necessary, they must forward these changes to the College office before September 30 of the year preceding the subject's next examination.

2.3. Guidance notes for completing of SEC Chair checklist (Appendix 2)

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 (written, practical and oral) 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 Subject Examination Committee (SEC) Chair is responsible for reviewing and editing the examination papers and marking guides prior to submission to the College Office by the Head Subject Examiner, ensuring that they conform to Subject Guidelines and College requirements.

Does the content come from the recommended reading list?

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 i.e., 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.

What percentage of questions have been reused or are substantially similar to questions asked in previous three examinations for this subject?
No more than 30% 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.

What percentage of multiple choice questions have been reused or are substantially similar to questions asked in the previous two examination cycles for this subject?
No more than 50% of the multiple choice questions per examination component may be reused from the previous two examination cycles.

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 (e.g.: List, explain, critique) must be provided to indicate to candidates what they need to do to demonstrate their knowledge.

Are the questions worded as a statement?
Aside from MCQs there should be NO question marks in the written papers.

Does each question avoid the use of the second person (you/your)?
Allowable exceptions include “Justify/explain your approach”.

Is signalment provided and complete for clinical scenarios?

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.

Have prompts/cues been appropriately planned for the oral examination?
Prompts may be used to ensure that the candidate has completed their answer. Cues are used to prompt the candidate to expand or extend their answer or redirect them if their answer precludes them from being able to answer the next part of the question appropriately.

If oral exams span multiple days, do the questions on subsequent days cover different aspects of the same learning objectives?
The question structure (e.g., number of subparts) and marks for the questions on each day should remain the same.

Are 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 SEC Chair. 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 50% or less of the marks for each exam component?
- do they assess higher learning outcomes?
- does the referencing comply with College policy?
- is there a clear testing point for each question?
- are the questions worded positively?
- are all distractors plausible?
- are the options in each key homogeneous in content and length?
- are the questions and options clear and unambiguous?
- do they pass the 'cover test'? (i.e., the question should be answerable without needing to read the options).
- have all 'clues' been removed from the stem (i.e., avoid repeating terms in both the stem and the key)?
- is there only one correct answer?
- do you agree which answer is correct?

Is a marking guide 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 guide for review by the SEC Chair and BoE. The marking guide must be used by all examiners during marking.

Does the information provided in the marking guide address 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 guide awards marks for. (i.e., Does the model answer match the question posed)?

Do you agree with the marking guides?
Does the marking guide reward answers you consider are correct?

Have holistic marking rubrics been included for higher order questions (to factor in logical approach, clinical reasoning, contradictory information etc)?
Please note that this is mandatory for all questions/subparts worth 6 or more marks (Membership) and 10 or more marks (Fellowship).

Grammar and spelling

Is the language used in each question 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?

2.4. Timeline for examinations

Before examination submission to the College office

Action	Responsibility	Due Date
Nominate examiners to mark candidate written papers and attend the oral examinations. (Dependent on number of candidates enrolled.)	Subject Examination Committee (SEC) Chair	Before 31 October
Appoint examiners	Chief Examiner via College office Examination Officer	By 30 November
Blueprinting of Examination to the current subject guideline Learning Outcomes	HSE in collaboration with examining team	Early December
Examiner Workshop (by invitation from the BoE)	Chief Examiner, Assistant Chief Examiner-Examinations, College Manager, Examination Officer	November and January/February
Set written, practical and oral questions and marking guides and forward to Head Subject Examiner (HSE)	Each examiner	December – mid-February
Compile the written, practical and oral questions and marking guides. One document per examination component. Ensure college templates are used and holistic rubrics included where required.	Head Subject Examiner	
Liaise with the SEC Chair about written, practical and oral questions and answer keys to ensure conformity with Subject Guidelines and the Examiners Handbook. The SEC Chair will review practical and oral questions, particularly quality of images, clarity of questions.	Head Subject Examiner SEC Chair	Mid-February
SEC-Chair-reviewed written, oral and practical components to be uploaded to the TEAMS site, along with marking guides and blueprint and the SEC Chair checklist	Head Subject Examiner (*it is the responsibility of the Head Subject Examiner to ensure the review of the examination takes place by the SEC Chair in a timely manner, before the paper is submitted to the College office for review)*	**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)**

After Examination submission to College office

Action	Responsibility	Due Date
Examination components College formatted	Examinations and Assistant Examinations officer	On submission of the examination component. Priority will be given to Written Papers.
College review of examination components and marking guides	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 provides marking guide for examining team to use when marking candidate's papers.	Head Subject Examiner	April May
Finalised version of written papers and practicals uploaded to examination platform	Chief Examiner ACE-Examinations College office staff	May
Candidates written examinations available for marking	All examination teams	June, post examination
Mark candidates written papers	All examiners	Prior to the oral/practical exams.
Check for discrepancies in marks of candidates using the College Reporting System	Examiner pairs and Head Subject Examiner overall team of examiners	Prior to the oral/practical exams.
Finalise marking and resolve variances	Examiner pairs and Head Subject Examiner overall team of examiners	Prior to the oral/practical exams.

During and after Examination Week

Action	Responsibility	Due Date
Practical examinations ready for marking	All examiners	Prior to the oral examination
Candidates sit their oral examinations via Zoom (Membership), examiners to enter marks and feedback into College reporting system	All examiners	Enter marks on the day of orals
Feedback comments for failed candidate(s).	All examiners. Head Subject Examiner or Senior Examiner ensure helpful comments included in College reporting system for poorly answered or incorrect questions	On completion of written and oral examinations; before submission of candidates final result/s.
Examiner exit interview	All examiners	At end of the examination period
Review of examination	All examiners plus SEC Chair and communicate any suggested changes for subject guidelines to SSC.	At end of examination period and on receipt of feedback from College Office

SECTION THREE: COLLEGE COMMUNICATION to SUBJECT STANDARDS AND SUBJECT EXAMINATIONS COMMITTEES

3.1. Fellowship Examination Preparation

By providing this information to the Chapter Presidents, SSC and SEC Chairs, 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:
Candidate's names disclosed to Chapter committees **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 SEC committee members to manage conflicts of interest that could arise or for the purpose of the SSC for mentoring/study groups.

1. Chapter committee Chairs will be advised when the Training and Credentials Committee approves a Training Program Document for a new Candidate.
2. Chapter committee Chairs will also be given a list of all Candidates annually who are active and in training in the Chapter's discipline(s), 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. After 31 August each year, SEC Chair(s) 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 .
5. After 31 October, Subject Committee Chairs will be given the final list of fellowship Candidates (who have submitted their credentials / not withdrawn their intention to sit).

3.2. Examiner appointment for both Membership and Fellowship examinations

SEC Chairs are requested to notify the Examinations Officer of their final list of examiners, including senior and junior in each team, who will be marking the written papers and attending the oral examinations by 31 October each year.

If subject guidelines require reviewing and updating the above communication will include information as previously outlined at point a) of section 1.1.3.

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

SECTION FOUR: REPORTING

4.1. Committee Checklist for Chapter Annual General Meeting

Please email a copy of this form to the College Office after your Chapter AGM;

Email: examinations@anzcvs.org.au

CHAPTER…….

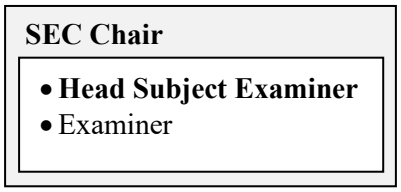
	NAMES
Members of Subject Standards Committee (SSC) **(NB: each subject needs a separate SSC but if only one subject at both levels then only one team of SSC is required)**	Subject: 1.Chair: 2. 3. 4. Subject: 1.Chair: 2. 3. 4. etc
Subjects Examination Committee (SEC) **Fellowship**	Subject: 1.Chair: 2.HSE 3. 4. 5. 6.
Subjects Examination Committee (SEC) Fellowship	Subject: 1.Chair: 2.HSE 3. 4. 5. 6.
Subjects Examination Committee (SEC) Membership	Subject: 1.Chair: 2.HSE 3. 4. 5. 6.
Subjects Examination Committee (SEC) Membership	Subject: 1.Chair: 2.HSE 3. 4. 5. 6.

APPENDICES:

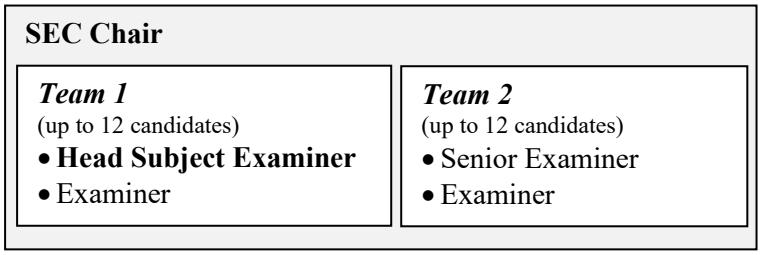
APPENDIX 1: Summary diagram for SEC

Membership

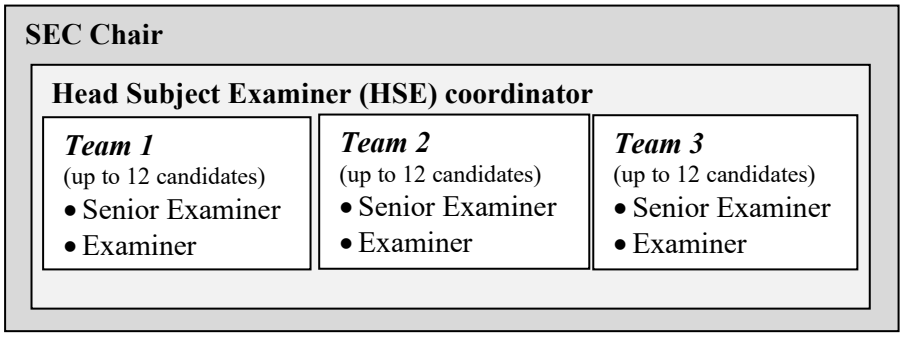
For ≤12 candidates



For 12 – 24 candidates

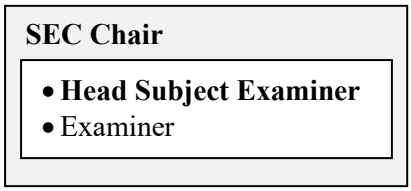


For >24 candidates – additional teams will be required for each additional group of up to 12 candidates.

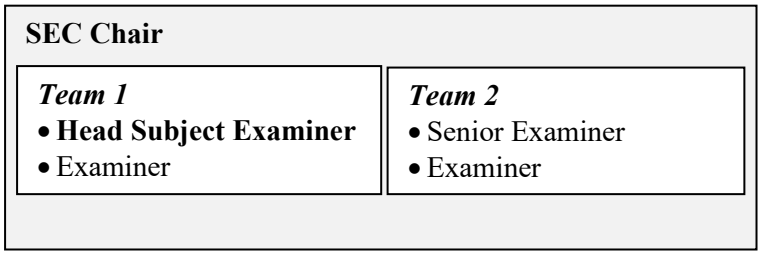


Fellowship

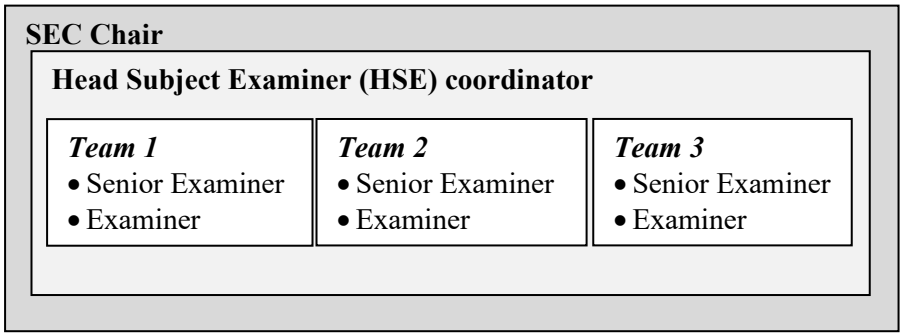
For ≤3 candidates



For 3 – 6 candidates



For >6 candidates – additional teams will be required for each additional group of up to 3 candidates.



APPENDIX 2: Subject Examination Committee (SEC) Chair examination checklist

Subject: **Year**:

Examination level (Fellowship/Membership):

Head Subject Examiner:

SEC Chair:

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? ***(*across all the examination components**)		
Examination structure		
Do the examination materials follow the exam structure format as described in the current guidelines?		
Does the content come from the recommended reading list?		
Are marks allocated to each question and separate subpart?		
Are the marks allocated to each question and each sub-part appropriate? (factoring in the complexity of the question and the time required to answer).		
Do the marks add up to the expected total?		
Is there sufficient time to answer all the questions?		
No more than 30% of the short or long answer questions in this written or practical examination are substantially similar to questions offered in the previous three examinations for this subject.		
No more than 50% of the multiple choice questions per examination component may be reused from the previous two examination cycles.		

Checklist	Yes/No	Any comments? (pls include Paper and Q number)
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?		
Are the questions worded as a statement? (i.e., Aside from MCQs, there should be NO question marks in the written papers).		
Does each question avoid the use of the second person (you/your)? NB Allowable exceptions include 'Justify/explain your approach'.		
Is the signalment provided and complete for clinical scenarios?		
Is each question worded so that it can be answered by candidates living either in Australia or NZ?		
Have prompts/cues been appropriately planned for the oral examination?		
If oral exam spans multiple days, do the questions on subsequent days cover different aspects of the same learning objectives?		
Are any ancillary materials used (images, radiographs, histopathology slides etc) fit for purpose, clear, legible and of good quality?		
Are radiographs, ultrasounds, CT/MRI images displayed on a black background and correctly oriented with only 1-2 images per slide?		
Are images appropriately de-identified and labelled (e.g., L/R markers on radiographs, magnification of cytology slides)?		
Are all the images relevant (i.e., Are they required to answer the question)? If not, suggest removing them as they may be distracting.		
If there are multiple choice questions:		
Do they comply with the College MCQ Policy?		
Do they comprise less than 50% of the marks for each exam component?		
Do they assess higher learning outcomes?		

Checklist	Yes/No	Any comments? (pls include Paper and Q number)
Do the references comply with College guidelines? **At a minimum, the reference should include the author(s), year of publication, article title and journal title.** References should be presented consistently throughout the examination and formatted in accordance with API referencing guidelines.		
Is there a clear testing point for each question (i.e., the MCQ should not be a series of multiple true-false questions)?		
Are the questions worded positively? *NB. MCQs should not ask 'which is not' the right answer as candidates may be able to identify the incorrect answer without knowing the correct answer. The exception is asking which therapy is contraindicated.*		
All references to the second person (you/your) have been removed?		
Are all distractors plausible?		
Are the options in each key homogeneous in content and length?		
Are the questions and options clear and unambiguous?		
Do they pass the 'cover test' (i.e., The question should be answerable without needing to read the options)?		
Have all the 'clues' been removed from the stem (i.e., Avoid repeating terms in both the stem and the key)?		
Is there only one correct answer (and no option to select all/none of the above)?		
Do you agree about which answer is correct?		
Marking guides		
Is a marking guide provided which indicates the agreed standard by which candidates' answers will be judged and marks awarded?		

Checklist	Yes/No	Any comments? (pls include Paper and Q number)
Does the information provided in the marking guide address the question that is being asked (i.e., Does the model answer match the question posed)?		
Is the minimum requirement for a pass clear within each marking guide?		
Do you agree with the marking guides?		
Have holistic marking rubrics been included for higher order questions (to factor in logical approach, clinical reasoning, contradictory information etc)? *NB Please note that this is mandatory for all questions/subparts worth 6 or more marks (Membership) and 10 or more marks (Fellowship).*		
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:_____ SEC Chair

Date:_____

This form should be completed electronically by the SEC Chair (available in the Common Resources folder) and uploaded to the Subject Teams site..