



**AUSTRALIAN COLLEGE OF  
VETERINARY SCIENTISTS**

**“THE PINK BOOK”  
2009 edition**

**CHAPTER EXAMINATION  
COMMITTEE (CEC)  
GUIDELINES**

Welcome to the Pink Book. 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. I thank Drs Mandy Burrows, Robin Stanley and Mrs. Elaine Lowe for their involvement in the development of this book. Should this book leave any questions unanswered please do not hesitate to contact me directly.

Megan G. Parker  
**Chief Executive Officer**

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### **ADMINISTRATION**

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## **SECTION 1. TERMS OF REFERENCE**

### **1.1 Composition of the CEC committee**

- 1.1.1 The CEC is composed of three (3) members of that Chapter.
- 1.1.2 Each CEC member will be appointed by the Chapter for a term of three (3) years at the annual Chapter AGM.
- 1.1.3 In the event of a casual vacancy in the CEC, the position will be filled from within the Chapter membership.
- 1.1.4 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 interest of the entire Chapter, and to spread the workload.

### **1.2 Functions of the CEC committee**

#### **1.2.1 Education and Training**

- 1.2.1.1 To review biennially the Subject Guidelines for Membership and Fellowship, using the templates (Section 3) provided by the College administration.
  - 1.2.1.1.1 The review of the Subject Guidelines are due by August 31 of the relevant year and should be submitted to the Chief Executive Officer, College Office
  - 1.2.1.1.2 The Subject Guidelines will be reviewed by the Chief Executive Officer and a subcommittee of the Board of the Examiners and either ratified at the next Board of Examiners meeting or returned to the CEC for further revision
  - 1.2.1.1.3 All correspondence about the review process should be conducted through the Chief Executive Officer
- 1.2.1.2 To nominate two Chapter members to the Assistant Chief Examiner (Fellowship) for membership of the Chapter FTCC.
  - 1.2.1.2.1 The names of the Chapter FTCC members should be noted at the Chapter AGM (Section 2) and forwarded to the College Office
  - 1.2.1.2.2 Further information about the FTCC is provided in Section 6.
- 1.2.1.3 To nominate individuals to the College administration as mentors for College candidates.
  - 1.2.1.3.1 The names of the mentors should be noted at the Chapter AGM (Section 2) and forwarded to the College Office

## **1.2.2 Examinations**

1.2.2.1 To nominate potential Examiners to the Head Examiner.

1.2.2.1.1 Selection of Membership and Fellowship Examiners is a very important role of the Chapter CEC. A minimum of two examiners needs to be selected and Chapters are encouraged to rotate examiners where possible.

1.2.2.1.2 The names of the Examiners should be noted at the Chapter AGM (Section 2) and forwarded to the College Office

1.2.2.2 To nominate a CEC representative who MUST liaise with the Subject Head Examiner about Written Papers, Practical and Oral examinations questions and answer keys regarding their consistency with the Subject Guidelines and the Purple Book. This representative must not be an examiner or a supervisor/mentor of an examination candidate.

1.2.2.2.1 The name of the CEC Examination Liaison representative should be noted at the Chapter AGM (Section 2) and forwarded to the College Office

1.2.2.2.2 It is the responsibility of the Head Subject Examiner to make contact and liaise with the CEC representative about Written Paper and Answer Keys by February 1st of the Examination year to ensure conformity with Subject Guidelines and the Purple Book (see Section 4)

1.2.2.2.3 It is the responsibility of the Head Subject Examiner to make contact and liaise with the CEC representative about Practical and Oral Paper and Answer Keys by June 15th of the Examination year to ensure conformity with Subject Guidelines and the Purple Book (see Section 5)

1.2.2.3 To aim to formulate a question bank for each Section of the examination.

1.2.2.4 To review and take appropriate action (eg modify Subject Guidelines; modify examination format) following the Candidate feedback (comments and suggestions) collated by the College administration after the annual examinations at Science Week.

1.2.2.4.1 The CEC is requested to address this issue in the report to the Chapter AGM

## **1.2.3 Reporting**

1.2.3.1 To report to the Chapter Annual General Meeting at Science Week.

1.2.3.2 Report CEC decisions to the relevant College officers via the College Office.

**SECTION 2:**

**COMMITTEE CHECKLIST FOR  
CHAPTER ANNUAL GENERAL MEETING**

**CHAPTER.....**

	<b>NAMES</b>
<b>Members of CEC committee</b>	1. 2. 3.
<b>Mentors for membership candidates</b>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Chapter members of FTCC</b>	1. 2.
<b>Membership examiners</b>	1. 2. 3. 4. 5. 6.
<b>Fellowship examiners</b>	1. 2. 3.
<b>CEC examination liaison representative</b>	1.

**Please fax or send a copy of this form to the Mrs Elaine Lowe at the College Office after your Chapter AGM; Building 3, Garden City Office Park, 2404 Logan Road EIGHT MILE PLAINS QLD 4113 Australia; Fax:+61 (07) 3423 2977**

## SECTION 3:

### REVIEWING SUBJECT GUIDELINES

#### 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. The candidate will have a **detailed** knowledge of:
2. The candidate will have a **sound** knowledge of:
3. The candidate will have a **basic** knowledge of:
4. The candidate will **be able to**:

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

*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 core literature.

##### 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. Example entries are given in the template

##### EXAMINATIONS

Please review the Blue Book/Red Book. Additional information should be included in the Subject Guidelines only if your subject examination will differ from the Blue Book OR if additional clarification is required. The general principle is to not include additional information unless it is necessary.

Give a general indication of the scope of each of the Written Papers and the Oral and Practical Examination.

## **FELLOWSHIP SPECIFIC COMPONENTS OF GUIDELINES**

### **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 Blue Book 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 Blue Book or if clarification is required on particular issues. A selection of mandatory disciplines or choices of disciplines is usually incorporated here.

### **EXTERNSHIPS**

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

### **ACTIVITY LOG AND ACTIVITY LOG SUMMARY**

Review the Blue Book and Appendices. Choose appropriate templates and list within them the specific categories relevant to your particular subject. Include a template for each ALS and the AL.

### **PUBLICATIONS**

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

*Instructions to guideline authors appear in italics, and should be deleted from the final document.*

(Date Approved)

## FELLOWSHIP GUIDELINES

**Subject Title** (*ensure Subject Title is correct in ACRVS subject listings*)

**ELIGIBILITY** (*specify membership requirement but otherwise include this wording verbatim*)

1. The candidate must meet the eligibility prerequisites for Fellowship outlined in the Blue Book.
2. Membership of the College must be achieved prior to the Fellowship examination.
3. Membership *insert either the words “may be in any discipline” or “must be in (list of Membership Subject(s)) and specify the subject(s)”*.

**OBJECTIVES** (*insert subject title but otherwise include this wording verbatim*)

To demonstrate that the candidate has attained sufficient knowledge, training, experience, and accomplishment to meet the criteria for registration as a specialist in (*Name of Subject*).

## LEARNING OUTCOMES

*List, in detail, what the candidate must know, under one or more of the following three(3) subsections. Definitions for the levels of knowledge required are given in the footnote. Please retain this footnote in the final document as a guide to candidates.*

1. The candidate will have a **detailed knowledge** of:
  - 1.1
  - 1.2
  - 1.3 etc
2. The candidate will have a **sound knowledge**<sup>1</sup> of:
  - 2.1
  - 2.2
  - 2.3 etc
3. The candidate will have a **basic knowledge** of:
  - 3.1

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<sup>1</sup> **Knowledge levels:**

**Detailed knowledge** - candidates must have an in-depth understanding of the topic, including differing points of view and the published literature. The highest level of knowledge.

**Sound knowledge** – candidate must know the principles and some of the finer detail of the topic, including differing points of view and the core literature. A middle level of knowledge.

**Basic knowledge** – candidate must know the principles of the topic and the core literature.

- 3.2
- 3.3 etc

*List, in detail, what the candidate must be able to do. Using the terms defined in the footnote, indicate the level of skill required in brackets or italics at the end of each skill listed.*

- 4. The candidate will **be able to**<sup>2</sup>:
  - 4.1 ... (detailed expertise)
  - 4.2 ... (basic expertise)
  - 4.3... etc

## **EXAMINATIONS**

*Include the following statement verbatim:*

Refer to the Blue Book Section 7.

*Additional information should be included in the Subject Guidelines only if your subject examination differs from the Blue Book OR if additional clarification is required. The general principle is to not include additional information unless it is necessary. Please indicate if calculators should be taken to the examination room.*

**Written Paper I:** *(insert subject title but otherwise include this wording verbatim unless there is good reason to change it. Additional statements may be added for clarification if necessary)*

This paper is designed to test the Candidate's knowledge of the principles of (*Name of Subject*) as described in the Learning Outcomes. Answers may cite specific examples where general principles apply, but should primarily address the theoretical basis underlying each example.

**Written Paper II:** *(insert subject title but otherwise include this wording verbatim unless there is good reason to change it. Additional statements may be added for clarification if necessary)*

This paper is designed to (a) test the Candidate's ability to apply the principles of the (*Name of Subject*) to particular cases/problems or tasks, and to (b) test the Candidate's familiarity with the current practices and current issues that arise from activities within the discipline of (*Name of Subject*) in Australia and New Zealand.

**Practical and Oral Examinations:** *(include the following statement verbatim.)*

These examinations further test the candidate's achievement of the above-mentioned Learning Outcomes.

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<sup>2</sup> **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.

*Follow this statement by specifying the format of this component of the examination. In particular, specify:*

- a) the duration (which can be a range given by minimum and maximum if desired, and must fall within the range specified in the Blue Book section 7.3.1);*
- b) the method(s) of delivery of the question material (for example examination of radiographic films, microscopic examination of histopathological sections, audiovisual presentation of images, verbal presentation of scenarios, written presentation of clinical material);*
- c) the method(s) by which the candidate will deliver their response to the question (for example: oral explanation, report writing);*
- d) the proportion of the examination allocated to various sections of material or question types, if this is applicable to the subject;*
- e) any other information needed to provide candidates with a clear picture of the structure of the exam*

### **TRAINING PROGRAMS**

*Include the following statement verbatim:*

Refer to the Blue Book Section 4.3

*Only include additional information here if your training program requirements exceed those detailed in the Blue Book or if clarification is required on particular issues. Insert list of subject-specific training program requirements.*

### **TRAINING IN RELATED DISCIPLINES**

*Include the following statement verbatim:*

Refer to the Blue Book Section 3.4.2.

*Only include additional information here if your training program requirements exceed those detailed in the Blue Book or if clarification is required on particular issues. Insert list of subject-specific training in related disciplines requirements.*

### **EXTERNSHIPS**

*Include the following statement verbatim:*

Refer to the Blue Book Section 3.4.1.

*Only include additional information here if your training program requirements exceed those detailed in the Blue Book or if clarification is required on particular issues. Insert list of subject-specific externship requirements.*

### **ACTIVITY LOG AND ACTIVITY LOG SUMMARY**

*Give explicit details of how activity logs and activity log summaries should be recorded, including some illustrative sample entries as appendices to this document. If the blue book templates are suitable, refer candidates to these using the wording as follows. Otherwise give detailed explanation of how the log is to be constructed including the categories to be used.*

The Activity Log (AL) should be recorded using Blue Book Section (*insert Blue Book reference, example 8.5*). An example of an Activity Log Entry is included in Appendix 1.

The Activity Log Summary (ALS) should be kept in the format of BOTH Section (*insert Blue Book reference, example 8.7*) and Section (*insert Blue Book reference, example 8.8*). An example of an Activity Log Entry is included in Appendix 2.

Categories for Section (*insert Blue Book reference, example 8.5*) and (*insert Blue Book reference, example 8.8*) are as follows: (*Insert list of Subject-specific Categories.*)

## **PUBLICATIONS**

*Include the following statement verbatim:*

Refer to the blue book Section 3.11.

*Only include additional information here if your training program requirements exceed those detailed in the Blue Book or if clarification is required on particular issues, in which case insert detailed subject-specific publication requirements.*

## **RECOMMENDED READING LIST**

*Include the following statement verbatim:*

The candidate is expected to research the depth and breadth of the knowledge of the discipline. This list is intended to guide the candidate to some core references (indicated by an \*) and source material. The list is not comprehensive and is not intended as an indicator of the content of the examination.

*Insert list of subject-specific recommended reading list information. Provide full bibliographic details. The breadth of the reading list should reflect the breadth of the learning objectives. Indicate the most important reading material either by an asterisk, or by subdividing readings into “core” and “additional”.*

*Please use a consistent format for bibliographic entries.*

*List all authors if there are five or fewer.*

*When there are more than five authors, list only the first three and add 'et al'.*

*Write titles of books, journals and other publications in italics.*

*Do not underline or use bold letters.*

*The abbreviation of journals follows that of Serial sources for the BIOSIS previews database.*

*Example entries are:*

1. Gibson KT, Hodge H, Whitem T. Inflammatory mediators in equine synovial fluid. *Aust Vet J* 1996;73:148-151.

2. Peterson ME, Randolph JF, Mooney CT. Endocrine diseases. In: Sherding RG, editor. *The Cat: Diseases and Management*. 2nd edn. Churchill Livingstone, New York, 1994:1403-1506.
3. Rhodes AP. Infectious bovine keratoconjunctivitis vaccination. In: *Proceedings of the 23rd Seminar, Sheep and Beef Cattle Society*, New Zealand Veterinary Association, June 1993.
4. Australian Veterinary Association. Tethering of sows and sow stalls. In: Greenwood PE, editor. *Members' Directory and Policy Compendium*. 1997:B5
5. Where do we stand on manpower? [editorial] *Vet Rec* 1995;137:1
6. Homberger FR. Mäusehepatitis-Virus. *Schweiz Arch Tierheilkd* 1996;138:183-188.
7. Council of Docked Breeds. The case for docking <http://www.cdb.org>. 1992. Retrieved 15 October 2001.
8. *Australian Veterinary Journal*

*Include the following statement verbatim at the end of the document (before any appendices):*

For further information contact The Chief Examiner

#### **APPENDIX 1: ACTIVITY LOG TEMPLATE**

*Insert an example of the Activity Log Template required for this subject which includes a few illustrative sample entries.*

#### **APPENDIX 2: ACTIVITY LOG SUMMARY TEMPLATE**

*Insert an example of the Activity Log Summary Template required for this subject which includes a few illustrative sample entries.*

*Instructions to guideline authors appear in italics, and should be deleted from the final document.*

(Date Approved)

## **Membership Guidelines** (Subject Title)

### **INTRODUCTION** (include this wording verbatim)

These Membership Guidelines should be read in conjunction with the Red Book: Advice to Membership Candidates.

### **ELIGIBILITY** (include this wording verbatim)

Refer to the Red Book: Advice to Membership Candidates

### **OBJECTIVES** (insert subject title but otherwise include this wording verbatim)

To demonstrate that the candidate has sufficient knowledge of and experience in (Subject Title), to be able to give sound advice in this field to veterinary colleagues.

### **LEARNING OUTCOMES**

List, in detail, what the candidate must know, under one or all of the following subsections. Definitions for the levels of knowledge required are given in the footnote. Please retain this footnote in the final document as a guide to candidates.

1. The candidate will have a **detailed knowledge** of:
2. The candidate will have a **sound knowledge**<sup>3</sup> of:
3. The candidate will have a **basic knowledge** of:

List, in detail, what the candidate must be able to do. The level of skill required should also be indicated using the terms defined in the footnote.

4. The candidate will **be able to**<sup>4</sup>:

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#### <sup>3</sup> **Knowledge levels:**

**Detailed knowledge** - candidates must have an in-depth understanding of the topic, including differing points of view and the published literature. The highest level of knowledge.

**Sound knowledge** – candidate must know the principles and some of the finer detail of the topic, including differing points of view and the core literature. A middle level of knowledge.

**Basic knowledge** – candidate must know the principles of the topic and the core literature.

#### <sup>4</sup> **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.

## EXAMINATIONS

*Include the following statement verbatim:*

For information on the both the standard and the format of the Written and Oral examinations, candidates are referred to the Red Book: Advice to Membership Candidates.

*Additional information should be included in the Subject Guidelines only if your subject examination differs from the Red Book OR if additional clarification is required. The general principle is to not include additional information unless it is necessary. Please indicate if calculators should be taken to the examination room.*

**Written Paper I:** *(insert subject title but otherwise include this wording verbatim unless there is good reason to change it. Additional statements may be added for clarification if necessary)*

This paper is designed to test the Candidate's knowledge of the principles of *(Name of Subject)* as described in the Learning Outcomes. Answers may cite specific examples where general principles apply, but should primarily address the theoretical basis underlying each example.

**Written Paper II:** *(insert subject title but otherwise include this wording verbatim unless there is good reason to change it. Additional statements may be added for clarification if necessary)*

This paper is designed to (a) test the Candidate's ability to apply the principles of *(Name of Subject)* to particular cases/problems or tasks and (b) test the Candidate's familiarity with the current practices and current issues that arise from activities within the discipline of *(Name of Subject)* in Australia and New Zealand.

**Oral/Practical Examination:** *(include the following statement verbatim)*

This examination further tests the candidate's achievement of the above-mentioned Learning Outcomes.

*Follow this statement by specifying the format of this component of the examination. In particular, specify:*

- f) the duration (which can be a range given by minimum and maximum if desired, and must fall within the range specified in the Red Book section 11.1);*
- g) the method(s) of delivery of the question material (for example examination of radiographic films, microscopic examination of histopathological sections, audiovisual presentation of images, verbal presentation of scenarios, written presentation of clinical material);*
- h) the method(s) by which the candidate will deliver their response to the question (for example: oral explanation, report writing);*
- i) the proportion of the examination allocated to various sections of material or question types, if this is applicable to the subject;*
- j) any other information needed to provide candidates with a clear picture of the structure of the exam*

## RECOMMENDED READING MATERIAL

*Include the following statement verbatim:*

The following list of recommended reading material is intended as a guide only. Candidates should not necessarily limit themselves to only studying material on the list.

*Insert a list of subject-specific recommended reading material. Provide full bibliographic details. The breadth of the reading list should reflect the breadth of the learning objectives*

*Please use a consistent format for bibliographic entries.*

*List all authors if there are five or fewer.*

*When there are more than five authors, list only the first three and add 'et al'.*

*Write titles of books, journals and other publications in italics.*

*Do not underline or use bold letters.*

*The abbreviation of journals follows that of Serial sources for the BIOSIS previews database.*

*Example entries are:*

1. Gibson KT, Hodge H, Whitem T. Inflammatory mediators in equine synovial fluid. *Aust Vet J* 1996;73:148-151.
2. Peterson ME, Randolph JF, Mooney CT. Endocrine diseases. In: Sherding RG, editor. *The Cat: Diseases and Management*. 2nd edn. Churchill Livingstone, New York, 1994:1403-1506.
3. Rhodes AP. Infectious bovine keratoconjunctivitis vaccination. In: *Proceedings of the 23rd Seminar, Sheep and Beef Cattle Society*, New Zealand Veterinary Association, June 1993.
4. Australian Veterinary Association. Tethering of sows and sow stalls. In: Greenwood PE, editor. *Members' Directory and Policy Compendium*. 1997:B5
5. Where do we stand on manpower? [editorial] *Vet Rec* 1995;137:1
6. Homberger FR. Mäusehepatitis-Virus. *Schweiz Arch Tierheilkd* 1996;138:183-188.
7. Council of Docked Breeds. The case for docking <http://www.cdb.org>. 1992. Retrieved 15 October 2001.
8. *Australian Veterinary Journal*

*Include the following statement verbatim at the very end of the document:*

For further information contact The Chief Examiner

## SECTION 4:

### EXAMINER CHECKLIST FOR WRITTEN PAPERS AND KEYS

#### PREPARATION OF WRITTEN PAPERS AND KEYS EXAMINER CHECKLIST

	Action	Responsibility	Due Date	Date Completed
1.	Set questions and forward to Subject Head Examiner	Each Examiner	5/1/08	
2.1	Compile Written Paper and Answer Keys	Head Subject Examiner	19/1/08	
2.2	Liaise with the CEC Examination representative about Written Paper and Answer Keys to ensure conformity with Subject Guidelines and the Purple Book.	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>	2/2/08	
2.3	Submit *Written Papers and Answer Keys to College office for review	Head Subject Examiner	28/2/08  <b>*(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)</b>	
3.0	Editorial review of final version of Written papers and Answer Keys	Chief Executive Officer, Assistant Chief Examiner (Fellowship) or (Membership) and possibly Chief Examiner	28/3/08	
4.0	College reviewed paper returned to examiners for final check and return to College office	Examiners to do final check	12/4/08	

## SECTION 5:

### EXAMINER CHECKLIST FOR ORAL/PRACTICAL EXAMINATIONS

#### EXAMINER CHECKLIST ORAL AND PRACTICAL EXAMINATIONS

Action	Responsibility	Due Date	Date Completed
Preparation of questions and answer keys	Examiner 1 – HSE (head subject Examiner) Examiner 2	June 1	
Fill in Template 5.1 in the Purple Book: Advice to Examiners	Examiner 1	June 1	
Prepare instructions re the examination e.g the oral examination will be 45 minutes, In this time the candidate will be asked...	Examiner 1	June 1. These instructions will be forwarded to fellowship candidates and membership candidates of subjects which have practical examinations prior to the exams	
Review of questions, particularly quality of images, clarity of questions	CEC examination liaison	June 15th	
Review Appendix A in the Purple Book: Advice to Examiners	All examiners		
Set up of examination	Examiner 1 Examiner 2	Exam day or preferably day before	
Review of Exam	All examiners	At end of exams	

At the end of exams please feel free to discuss any aspect of the examination with your Board of Examiners (BoE) observer. We strive to continually improve and review the examination process.

#### **Examinations involving candidates moving between workstations during the practical exam:**

It is important that these exams are set up well in advance of the examination start time. It may be possible to get access the night before the examination, if you need access the day before please do not hesitate to contact Elaine at the College Office, or on mobile 0402 223 890 during the exam week.

Please

- ensure that the workstations are clearly labeled with the question number, and that the questions are on the correct workstation.

- ask the Board of Examiners (BoE) observer to quickly review the exam before the candidate is brought in.
- clearly write out the instructions for the practical examination, making sure that the candidate and the (BoE) observer carefully understand the instructions.

## **SECTION 6:**

### **STRUCTURE AND FUNCTION OF THE FELLOWSHIP TRAINING AND CREDENTIALS COMMITTEE (FTCC)**

The Chapter FTCC differs from the Chapter CEC. The terms of reference of the FTCC are included her for the information of CEC members.

#### **Composition**

1. Five members comprise the FTCC for each Chapter
2. The Chief Executive Officer is a member of all FTCCs.
3. Two Board of Examiners representatives on all FTCCs include the Assistant Chief Examiner (Fellowship) -ACE(F)- who is the Chair, and one other member of the Board of Examiners.
4. Two Chapter representatives on an FTCC will be appointed by Chapters on an annual basis. These two FTCC members are different for each Chapter.
5. In the absence of a Chapter, or of Chapter-appointed members, suitable College members will be chosen by the ACE (F).

#### **Function**

6. The Chief Executive Officer and BoE representatives will:
  - Conduct an administrative check of the contents of any submission to the FTCC.
  - Review Training Program Documents.
  - Advise Candidates on the suitability or otherwise of proposed Training Programs.
  - Specify changes to Training Program Documents and ensure that proposed Training Program Documents meet the requirements of the Blue Book and the Fellowship Subject Guidelines.
7. The Assistant Chief Examiner (Fellowship) as Chair of the FTCC, and the Chief Executive Officer will:
  - Review regular reports from Candidates and Supervisors during training (including Supervisor Reports and Activity Log Summaries) and will advise Candidates and Supervisors on necessary changes to training.
8. Chapter representatives on the FTCC will:
  - Be consulted regarding the content of proposed Training Programs only when specific points relevant to the Subject Guidelines require clarification. Chapters must ensure that

Subject Guidelines are clear, concise, current and compatible with the current version of the Blue Book.

- Review the Six-Months Activity Log of each Candidate and advise the ACE (F) of any perceived deficiencies.
- Assess the Credentials Document of each Candidate and advise the ACE (F) on its acceptability. The FTCC may request additional information.

### **Reporting**

- 9.** The FTCC will report to the College office on progress of Candidates' Training Programs.
- 10.** The FTCC will assess each Credentials Document and advise the outcome to the Chief Examiner.
- 11.** The Assistant Chief Examiner (Fellowship), as Chair FTCC, will advise each Candidate the outcome of the assessment of the Credentials Document.

### **Decision Making**

- 12.** The FTCC will advise the Assistant Chief Examiner (Fellowship), as Chair FTCC.
- 13.** The Assistant Chief Examiner (Fellowship) will make all final decisions.

## **SECTION 7. SPECIALIST REGISTRATION**

Veterinary Specialists are registered by the state **Veterinary Surgeons Boards (VSBs)** 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 a committee originally established by the College and which is now responsible to the Australasian Veterinary Boards Conference (AVBC). The ACRVS advises the Australian state Veterinary Surgeons Boards and the Veterinary Council of New Zealand on matters pertaining to Specialist registration. The College has a representative on this committee, the Chief Examiner. Appointees of the VSBs, the Veterinary Council of New Zealand, Universities and Veterinary Associations make up the other members.
3. Applications for Specialist registration are directed to the individual Australian State Veterinary Surgeons Board or the Veterinary Council of New Zealand who pass the application to the ACRVS for evaluation. The ACRVS recommends suitable Candidates to the registering authorities for registration.
4. Acquisition of a Fellowship does not guarantee registration as a Veterinary Specialist. However those Candidates who complete an approved Fellowship Training Program and pass the Fellowship examinations will have met the training and examination requirements for registration as a Veterinary Specialist.

## **SECTION 8        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)**.

### **Minimum Standards Document**

**(Set and Approved by the Australian Veterinary Boards Conference, May 1998)**

#### **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 must 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 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 residency course; **OR**
- b) an alternate training program considered to provide an equivalent level of training to a formal training programme

### **5.3 The period of supervised training**

Training programmes 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 Programme:**  
Training occurs continuously in a full-time residency of two (2) years or more.
- b) **Alternative Training Programme:**  
The alternative training programme 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.

## **5.6 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.