



Roles and Responsibilities of Examination Boards and Specialty Committees with Regards to Examinations

Role of the Specialty Committee

- to ensure that the overall evaluation process is conducted in a manner that integrates in-training assessment and the certification examination
- approve and recommend members for the Examination Board
- draft and submit proposed examination format changes to the Royal College Examination Committee
- review Chair's Examination Report
- review the Royal College Examination Committee annual review report

Role of the Examination Board

- develop and maintain the blueprint
- define content and appropriate assessment methods for the examination
- set the pass mark
- draft and submit proposed examination format changes to the Royal College Examination Committee
- oversee the development of the examination
- review the Royal College Examination Committee annual review report

Distribution of ERU Reports and Communication of Information Contained in the Reports

Three reports are produced by the Exam Quality and Analytics (EQA): the Psychometric Examination Report (PER); the Multiple-choice Question (MCQ) Report and the Post Examination Survey (PES) Report.

The purpose of these reports is to provide information that will assist members of the examination board in revising and developing the overall examination as well as specific information required for the understanding and revision of each of the examination components.

The Psychometric Examination Report (PER)

Psychometric exam reports contain descriptive data on the examination, the candidates, examination results and relationships between the examination components. Specific information is provided for each of the examination components. In addition these reports may contain short answer question reviews to indicate strengths and weaknesses in the short answer question components of the examinations.

These reports are distributed to the chairs of examination boards as well as the chairs of the various examination components. The reports enable the chairs to evaluate the functioning of the entire examination and the interrelationship of the components. In addition, they provide specific information on the examination components for the purposes of review and modification.

Only the information described below can be discussed with the Specialty Committee members.

- Examination blueprints, marking schemes
- Psychometric Reports beyond the first page (after item 3.1)
- Specific percentages from the Candidates' Post-Examination Surveys (it is fine to give a general idea of the responses using "neutral" words such as many, most, the majority, etc.)
- Information that might lead program directors to identify a candidate, particularly for boards with small numbers of candidates. For example, to mention the number of borderline performances or the number of failures would not be appropriate.
- Information regarding examination content other than what appears on the examination format.

Multiple-choice Question Reports

Multiple-choice question reports contain descriptive data including pass rates, performance on new and used items, test time, reliability, number of items in the test item bank and information regarding the performance of individual items.

These reports are distributed to the chairs and executive secretaries of test committees as well as examination board co-chairs of the MCQ component. The reports enable the test committees to assess and improve the quality of the MCQ component.

The information contained in these reports provides specific details that are primarily of interest to the chairs of the test committees. **Only the overall pass rates** can be discussed with the Specialty Committee members.

Post Examination Survey Reports

Post Examination survey reports contain descriptive statistics and comments from candidates regarding their perception of the Royal College examinations.

These reports are distributed to the chairs of examination boards as well as the chairs of the various examination components. The information regarding the perception of candidates can be helpful in identifying the strengths and weaknesses within the various exam components as well as in the administration of the examination.

As the information contained in these reports represents the *perception* of candidates, it may not accurately represent the examination characteristics. For this reason, **none** of the information contained in these reports can be discussed with the specialty committee members.