Aims of Presentation

1. Explain role of examiner (and moderator) for NZIMLS written examinations
2. Advice to examination candidates

Areas of competency for a QMLT/QSST

- Knowledge
- Skills
- Attitudes

Practical logbook, e.g. Demonstrates patience with people, copes well with interruptions

Written examination, e.g. Describe the safe handling and transportation of histology specimens

Components in the written examination

- Common Syllabus
- Discipline Specific Syllabus

Covered by a single 3-hour written examination
100 marks
40% Common Syllabus
60% Discipline Specific Syllabus

Why become an examiner/moderator?

- A professional development activity
- Contribution to the profession
- Uphold standards
- Personal satisfaction

The role of an examiner

- Develop/design examination question paper with model answers and marking scheme
- Grade candidates’ answers

The role of a moderator

- Checks examination question paper, model answers and marking scheme for accuracy, clarity, fairness, coverage
- Checks that candidates’ answers have been fairly graded
Good Examination

Learning Outcomes: Syllabus
Careful wording of questions to match LOs
Clear layout of exam paper
Clear marking schedule
Fair grading
Careful moderation
Examiner’s report
For grading

Where do you start? What help can I get as an examiner/moderator?

• Annual one-day examiners/moderators workshop

Examination setting: Can we do it? Yes we can!

2011 workshop title

Intended Learning Outcomes for the Workshop

By the end of this workshop you will be able to:
• Critique a past NZIMLS final examination
• Design a good ten-mark question for a future NZIMLS final examination
• Understand the requirements and purposes of moderation
• Understand the format for the examination paper as prescribed by the NZIMLS
• Understand the requirements and purposes of the examiner’s report and be familiar with a common template suggested by the NZIMLS

Specific elements for consideration

• Matching exam questions with learning outcomes in the syllabus
• Using appropriate action verbs, e.g. list, describe
• Mark allocation, e.g. ½ mark per fact
• Using a variety of test item types, e.g. MCQ, calculations, labelling of diagrams, essay
• Awareness of Bloom’s Taxonomy – cognitive domain
• Adhering to prescribed format

Action Verbs in NZIMLS examinations (from QMLT Common Syllabus)

- LIST: Headings only
- DEFINE: State meaning clearly and concisely
- OUTLINE: Write brief notes incorporating the essential facts
- IDENTIFY: Recognise according to established criteria
- DESCRIBE: Give a complete account demonstrating a thorough practical knowledge
- RECOGNISE: Be able to identify the main points
- INDICATE: Briefly point out
- CLASSIFY: Be able to describe a group
- DIFFERENTIATE: Briefly and concisely state the main differences
- CRITICISE: Briefly point out the main differences
- CRITICIZE: Give details, explaining both the positives and negatives

Bloom’s Taxonomy – Cognitive Domain

• Mental skills – what candidate knows about the subject
• Level 1 – Remembering
• Level 2 – Understanding
• Level 3 – Applying
• Level 4 – Analyzing
• Level 5 – Evaluating
• Level 6 – Creating (Design)
**The NZIMLS Exam Format**

<table>
<thead>
<tr>
<th>% of marks</th>
<th>Test Item type</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>30 MCQ or 30 gap-fill questions</td>
</tr>
<tr>
<td>10</td>
<td>Labelling of diagrams (e.g., anatomy, hazard identification, instruments)</td>
</tr>
<tr>
<td>10</td>
<td>Complete a table, match columns or definitions</td>
</tr>
<tr>
<td>10</td>
<td>Calculations</td>
</tr>
<tr>
<td>30</td>
<td>Short answer questions (one or more words, short sentences, bullet points)</td>
</tr>
<tr>
<td>25</td>
<td>Essay type questions to examine depth of knowledge Can offer essay choice or multiple long answer questions on a theme/scenario under various headings</td>
</tr>
</tbody>
</table>

**Examples of issues that are discussed at the Examiners’/Moderators’ workshop**

- Spelling by candidates – mark allocation
- Rounding of marks
- Model answers
- What exactly is an essay?
- Common Syllabus questions – who sets these? One examiner for all exams, or subject specific examiners?

**Advice to those sitting the examination**

- Plan a study timetable – stick to it!
- Delegate home duties
- Avoid distractions
- Maintain good fitness, diet
- Talk to those who have sat the examination in the past, lab colleagues, supervisors
- Work through past exam papers
- Action verbs – know what is expected

**Use a Study plan**

- **Recall** – what do you know? Write it down
- **Read** – check textbook, read difficult parts, highlight things, scribble notes
- **Summarise** – key points
- **Test** – pretend to be the examiner, ask questions and answer them, create outlines
- **Revise** – memory techniques, check that you have covered the learning outcomes

**Advice to those sitting the examination**

- Use mind maps, draw pictures and diagrams, cue cards, colourful lists
- Talk aloud, talk to yourself, make audio recordings of notes, procedures, definitions, speak to others, ask questions, listen to others
- Walk around as you think, create posters, hide answers under flaps
Advice to those sitting the examination

The day before the exam

• Prepare your resources/equipment
• Check out venue
• Know starting time
• Go through whole syllabus

Advice to those sitting the examination

The night before the exam

• Don’t cram – just revise
• Exam resources ready at front door
• Relax
• Eat normally
• Have a good sleep

Advice to those sitting the examination

The hour before the exam

• Listen to music in car, or mp3 player
• Arrive early
• Control nervousness
• Eat nutritious food for energy
• Avoid last minute discussions with colleagues

Advice to those sitting the examination

During Exam

• Reading time (10 min)
• Actual exam (3 hours)

Advice to those sitting the examination

Reading time

• Check the paper – is everything there?
• Read the instructions
• Scan the questions
• Identify action verbs – know what they mean
• Allocate time: 180 min = 100 marks,
  – 5 marks = 9 min, 10 marks = 18 min
• Plan to do easy questions first
• Jot down what you think you’ll forget
• Jot down key words for longer answers

Advice to those sitting the examination

Actual exam

• Easy questions first
• Stick to time allocation
• Don’t waste time on difficult questions – answer what you can and leave space for later
• Use pencil for MCQs
• Remember – 2 facts per mark
• Don’t leave blank spaces - answer the question!
• Write legibly
• Don’t look around – focus!
• Don’t panic
• Bullet points if you appear to run out of time
Advice to those sitting the examination

After the exam

• No post mortems
• Have that drink!
• Wait for results

Back yourself - Know that you’re a winner!


Thank you for your attention!

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