

# August 2021 CEQ

## Post-examination Report



### **CEQ Examination**

The Committee for Examinations followed established procedures to set the August 2021 CEQ Examination and to determine the pass mark. Standard setting to determine the pass mark involved Fellows from around Australia and New Zealand.

The Committee for Examinations reviewed the performance of borderline candidates across the examination.

Candidates are provided feedback as to their performance in identified curriculum areas taken from the syllabus in their result letter. Candidates were informed on 10<sup>th</sup> November 2021, earlier than scheduled, of the outcome of their attempt. Result letters were released via InTrain, and the MY RANZCP website, on 24<sup>th</sup> November 2021 for trainees and SIMG candidates respectively.

No. of candidates enrolled in the CEQ paper	240
No. of candidates successful	183 (76.25%)
No. of candidates passing on their first attempt	78%
No. of SIMG candidates passing	43%
No. of trainee candidates passing	79%

A total of 174 candidates sat for both the MEQ and the CEQ exams on the day. About 45% of those candidates passed both the exams and 33% passed one of the two exams.

### **Critical Essay Question (CEQ)**

The purpose of the CEQ assessment is to test skills considered essential for consultant psychiatrists. The skills align with CANMED roles, and allow candidates to demonstrate the ability to evaluate and critically appraise a proposition relevant to psychiatry, apply evidence-based assessment and demonstrate a capacity for balance reasoning.

The candidates were provided with a prompt in the form of a quote. They were expected to address the quote and critically discuss it in essay form, including a consideration of contrasting view points, and providing a conclusion. Members of the Writtens Subcommittee noted that the topical and broad say quote would allow for a range of opinions and responses.

Candidates responses were assessed across six domains of the CEQ Marking Guide with ethics and professionalism combined under one competency. High quality essays were wide-ranging in scope, reflective and, provided balanced appraisals of the quote. There was evidence of critical thinking in many of the essays. Of interest, the quote (sourced from *Crichton, P., Carel, H., & Kidd, I. (2017). Epistemic injustice in psychiatry. BJPsych Bulletin, 41(2), 65–70*) provided candidates the opportunity to display their knowledge of wider aspects of stigma and the need to practice psychiatry with a biopsychosocial-cultural focus and patient centred care. Examiner feedback consistently included reports of candidates being able to approach this essay in a structured and logical manner, and to apply their clinical experience in a considered fashion.

The [August 2021 CEQ Marking Guide \(ranzcp.org\)](https://www.ranzcp.org) (password required)

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The ability to communicate clearly in terms of appropriate grammar and vocabulary shows continuing improvement (64.8% average score). The ability to identify and develop a number of lines of argument that are relevant to the quote, and the ability to consider counter arguments performed well (63.8% average score).

Of concern to the committee was the preponderance of generic essay responses which can cause candidates not to accrue marks.

Another concern was the provision of limited and inaccurate history and social context for this question. Candidates were found also to draw unreasonable conclusions and connections from the history provided in their responses. The expectation is that knowledge is accurate and understood well.

Candidates would do well to avoid the use of melodramatic language as it is not suitable to a formal essay and high-stakes examination.

Candidates are reminded of College resources and strongly advised to practice on past examination papers which can be found here ([Critical Essay Question - previous exams | RANZCP](#)). Candidates are encouraged to use supervision opportunities to discuss consultant perspectives in their daily clinical work and to seek advice and formative feedback on practice answers.

Again, there were instances where markers had major trouble deciphering some candidates' handwriting. We strongly recommend that candidates are mindful of their handwriting to ensure marks are not missed because the examiner cannot decipher what had been produced in the examination. CEQ markers are mindful of the time pressure for candidates in this examination and every effort is made to decipher poor handwriting.

It is hoped that College will be able to publish on the web exemplars of candidate responses from this examination.

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**Chair**  
**Committee for Examinations**

**Dr Sanjay Patel**  
**Co-Chair**  
**Written Subcommittee**

**A/Prof Brett Kennedy**  
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