

Writing Conditions to Pass for students awarded a Conditional Pass

September 2018 update

MASC have undertaken to provide some guidance to Module Conveners on the writing of Conditions to Pass, particularly as ELM move towards the use of the Conditional Pass for their students.

This document has been circulated as a Word document, with the expectation that Module Conveners can copy, paste, and further modify the provided examples to create a list of Conditions to Pass.

We envisage that Module Conveners may develop a set of frequently occurring Conditions to Pass, which could usefully be added to this document for their future reference and use.

As with the *Assessment Policies and Procedures* document, changes made to the previous edition of this document are highlighted thus.

The Conditional Pass

A student receives a Conditional Pass as the outcome of a module, generally accompanied by a summary of the performance including the deficits that led to this outcome. The Module Convener then sets the Conditions to Pass: a set of requirements to guide the student in their future learning to achieve the required standard to Pass the module.

A Module Convener may, but is not obliged, to offer opportunities for additional learning. Where such opportunities are offered, the Conditions to Pass and any advisory correspondence to students could include the following:

OMS expect you to take a professional approach to offers of additional learning opportunities made to assist you to achieve a Pass in this module. While you are not obliged to accept this offer, it is expected that you will acknowledge the offer, and if declining, that you will confirm the alternative learning opportunities you intend to undertake. (Refer the *Code of Professional Conduct for Medical Students at the Universities of Auckland and Otago*, Sections 9.3 and 9.10).

Conditions to Pass should include:

- the specific(s) details, Domain(s), Core Professional Activity(ies), the Conditions to Pass relate to (a full list of Domains and Core Professional Activities is appended to his document)
- the standard to be achieved
- the format(s) of the assessment
- how/when it will occur: repeat assessments and/or in other module

*The following **can** be Conditions to Pass:*

- Demonstrating satisfactory performance in a repeat of the regular assessment(s) – allowing for sampling i.e. the questions may differ, the core content matter remains the same.
- Demonstrating satisfactory performance in an equivalent assessment(s) of component(s) not yet at standard – allowing for sampling, e.g. an MCQ test might be used to assess knowledge previously assessed in an SAQ test; history-taking skills might be assessed in an OSCE comprising solely of history-taking stations or observed consultations.
- Attending learning support, remediation and/or additional learning opportunities appropriate to the identified deficiency can be included, but only for students currently unable to self-regulate their learning (*Code of Professional Conduct for Medical Students*, D. 9).

*Things that **cannot** be Conditions:*

- Demonstrating satisfactory performance in a re-assessment that is not a repeat of the regular assessment(s) nor equivalent to an assessment(s) of component(s) not yet at standard – allowing for sampling.
- Prescribed remediation/additional learning opportunities for those who have undertaken **sufficient** self-directed education (*Code of Professional Conduct for Medical Students*, D. 9)
- Additional time-based learning experience, where attendance, experience, and/or workplace-based performance was not an identified deficiency.
- Attendance at a meeting with ADSA

At the end of the year: reporting unmet Conditions to Pass

At the end of the year, SPCs will recommend students who have not met their Conditions to Pass be Denied Terms, or be granted Terms Deferred, which will allow them to sit their end-of-year examinations, and receive their results after they successfully complete their Conditions to Pass. SPCs report student deficits by Domain along with unmet Conditions to Pass.

Where the module outcome is Incomplete

If a student is unable to complete assessments through unavoidable circumstances e.g. illness, or through reasons not related to them e.g. assessor absence, the student's result for the module is Incomplete.

An Incomplete result can progress to a module result of Fail, CP, Pass, or PD.

The Module Convener and SPC can explore assessment performance in domains/specific details equivalent to that in which the student is still Incomplete at the end of the year. If the aggregated information is sufficient to allow equivalence of completion, a progress decision may be made without further assessment.

Examples of Conditions to Pass:

Note: Examples 5, 14, 18, 20 could be used for a Condition to Pass at the end of the year:

1	<p>You have failed to demonstrate a satisfactory standard in case documentation (Clinical skills & Diagnostics and Therapeutics domain) (<i>CPA Doctor-patient consultation, Communicating clinical reasoning</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none">• Submit two case documentations at a satisfactory standard for Y4 before [DATE]
2	<p>You have failed to demonstrate a satisfactory standard in case documentation (Clinical skills & Diagnostics and Therapeutics domain) (<i>CPA Doctor-patient consultation, Communicating clinical reasoning</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none">• Demonstrate a satisfactory standard in all case documentations in subsequent modules
3	<p>You have failed to demonstrate a satisfactory standard in Consultation skills ((Clinical skills & Diagnostics and Therapeutics domain) (<i>CPA Doctor-patient consultation</i>)).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none">• Demonstrate a satisfactory (minimum for Y5) standard in an assessment of consultation skills (OSCE) which has been arranged for [DATE].
4	<p>You have failed to demonstrate a satisfactory standard in Consultation skills (Clinical skills & Diagnostics and Therapeutics domain) (<i>CPA Doctor-patient consultation</i>)).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none">• Demonstrate a satisfactory (minimum for Y5) standard in all assessments of consultation skills in subsequent modules
5	<p>You have failed to demonstrate a satisfactory standard in Consultation skills (Clinical skills & Diagnostics and Therapeutics domain) (<i>CPA Doctor-patient consultation</i>)).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none">• Demonstrate a satisfactory (minimum for Y5) standard in assessment of consultation skills in all modules during this paper/year

6	<p>You have failed to demonstrate a satisfactory standard in Consultation skills (Clinical skills & Diagnostics and Therapeutics domain) (CPA <i>Doctor-patient consultation</i>).</p> <p>Your conditions to pass this module are:</p> <ol style="list-style-type: none"> 1. Demonstrate a satisfactory (minimum for Y5) standard in an assessment of consultation skills (OSCE) which has been arranged for [DATE]. 2. Demonstrate a satisfactory (minimum for Y5) standard in all assessments of consultation skills in subsequent modules.
7	<p>You have failed to demonstrate a satisfactory standard in patient care (Clinical skills & Diagnostics and Therapeutics domain) (CPA <i>Core diagnostics, Chronic illness management</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for Y6) standard in patient care during a repeat team attachment arranged for [DATE]-[DATE].
8	<p>You have failed to demonstrate a satisfactory standard in patient care (Clinical skills & Diagnostics and Therapeutics domain) (CPA <i>Core diagnostics, Chronic illness management</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for Y6) standard in patient care in all subsequent modules
9	<p>You have failed to demonstrate a satisfactory standard in patient care (Clinical skills & Diagnostics and Therapeutics domain) (CPA <i>Core diagnostics, Chronic illness management</i>).</p> <p>Your conditions to pass this module are:</p> <ol style="list-style-type: none"> 1. Demonstrate a satisfactory (minimum for Y6) standard in patient care in subsequent modules 2. Demonstrate a satisfactory (minimum for Y6) standard in patient care during a repeat team attachment arranged for [DATE]-[DATE].
10	<p>You have failed to demonstrate a satisfactory standard in knowledge (Science, Scholarship and Research Domain) (CPA <i>Normal structure and function, Abnormal structure and function</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for Y4) standard in an SAQ examination arranged for [DATE].
11	<p>You have failed to demonstrate a satisfactory standard in knowledge (Science, Scholarship and Research Domain) (CPA <i>Normal structure and function, Abnormal structure and function</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for Y4) standard in all assessments of knowledge in subsequent modules
12	<p>You have failed to demonstrate a satisfactory standard in knowledge (Science, Scholarship and Research Domain) (CPA <i>Normal structure and function, Abnormal structure and function</i>).</p> <p>Your conditions to pass this module are:</p> <ol style="list-style-type: none"> 1. Demonstrate a satisfactory (minimum for Y4) standard in an SAQ examination arranged for [DATE] 2. Demonstrate a satisfactory (minimum for Y5) standard in all assessments of knowledge in subsequent modules
13	<p>You have failed to demonstrate a satisfactory standard in Interactions with patients and their families (Clinical skills & Diagnostics and Therapeutics domain) (CPA <i>Doctor-patient consultation, Navigating illness</i>) and related to this, have failed to demonstrate adequate self-regulation of learning (refer <i>Code of Professional Conduct for Medical Students</i>, D. 9).</p> <p>Your condition to pass is:</p> <ul style="list-style-type: none"> • Attend the ELM2 OSCE remediation sessions arranged for [DATE].

13	<p>You have failed to demonstrate a satisfactory standard in Interactions with patients and their families (Clinical skills & Diagnostics and Therapeutics domain) (CPA <i>Doctor-patient consultation, Navigating illness</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for Y6) standard in Interactions with patients and their families in all subsequent modules.
14	<p>You have failed to demonstrate a satisfactory standard in Interactions with patients and their families (Clinical skills & Diagnostics and Therapeutics domain) (CPA <i>Doctor-patient consultation, Navigating illness</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for Y6) standard in Interactions with patients and their families in all Y6 modules.
15	<p>You have failed to demonstrate a satisfactory standard in Relationships with staff and colleagues (Professional Practice Domain) (CPA <i>Communicating clinical reasoning, Teamwork</i>).</p> <p>Your condition to pass this ELM paper/year is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for ELM) standard in Relationships with staff and colleagues in the remainder of the ELM paper/year.
16	<p>You have failed to demonstrate a satisfactory standard in Relationships with staff and colleagues (Professional Practice Domain) (CPA <i>Communicating clinical reasoning, Teamwork</i>).</p> <p>Your condition to pass this ELM paper/year is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for ELM) standard in Relationships with staff and colleagues throughout this ELM paper/year.
17	<p>You have failed to demonstrate satisfactory attendance (Professional Practice Domain) (CPA <i>Continuing professional development</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for Y4) standard of attendance in all subsequent modules
18	<p>You have failed to demonstrate satisfactory attendance (Professional Practice Domain) (CPA <i>Continuing professional development</i>).</p> <p>Your condition to pass this module is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for Y4) standard of attendance in all Y4 modules
19	<p>You have failed to demonstrate satisfactory attendance (Professional Practice Domain) (CPA <i>Continuing professional development</i>).</p> <p>Your condition to pass this ELM paper/year is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for ELM) standard of attendance in all subsequent learning experiences.
20	<p>You have failed to demonstrate satisfactory attendance (Professional Practice Domain) (CPA <i>Continuing professional development</i>).</p> <p>Your condition to pass this ELM paper/year is:</p> <ul style="list-style-type: none"> • Demonstrate a satisfactory (minimum for ELM) standard of attendance in all learning experiences during this paper/year.

The Domains are:

- Clinical skills & Diagnostics and Therapeutics
- Hauora Māori
- Population Health and Epidemiology
- Professional Practice
- Science, Research and Scholarship

The CPAs (Core Professional Activities) are:

Short descriptor	CPA
<i>Abnormal structure and function</i>	Apply the science of abnormal structure and function to prevent, diagnose and manage health problems
<i>Acutely unwell and deteriorating patients</i>	Recognise and initiate management of the acutely unwell and/or deteriorating patient
<i>Behavioural and social sciences</i>	Apply the behavioural and social sciences to optimize health and manage conditions
<i>Challenging patient interactions</i>	Recognise and appropriately manage situations when the interaction with the patient is challenging/difficult
<i>Chronic illness management</i>	Contribute to the shared management of patients with chronic illness.
<i>Communicating clinical reasoning</i>	Communicate patient information to health professional colleagues in a way which demonstrates clinical reasoning
<i>Confidentiality</i>	Respect and protect patient confidentiality, recognising and managing circumstances in which there are limits to confidentiality
<i>Consent</i>	Follow appropriate process/procedures for consent in health care recognising and managing circumstances when consent is not obtained/possible.
<i>Continuing professional development</i>	Undertake CPD by recognising and managing personal limits, and seeking and responding appropriately to feedback.
<i>Conversations at end-of-life</i>	Contribute to discussions with patients about poor prognosis, advance care planning, end-of-life and resuscitation status
<i>Core diagnostics</i>	Select, organise and/or perform and interpret appropriate core diagnostic tests and explain the tests/procedures and the results to patients
<i>Core therapeutics</i>	Select, organise and/or perform or prescribe, monitor and/or evaluate appropriate core therapeutic interventions.
<i>Cultural competence</i>	Apply appropriate cultural competencies to interactions with patients, family/whānau and communities.
<i>Doctor-patient consultation</i>	Complete a consultation addressing patient needs, perspectives, cultural aspects and also completing medical tasks and duties
<i>Environmental factors</i>	Apply the science of environmental, microbiological, radiation and other external factors to prevent, diagnose and manage health
<i>Error and harm</i>	Recognise and respond to systems/individual factors where there is risk of error/harm/sub-optimal care and respond when these have occurred
<i>Ethical discussions</i>	Contribute to health care team discussions involving the range of ethical dilemmas arising in clinical practice.
<i>Evidence based practice</i>	Formulate a question, gather, critically appraise and interpret relevant information and evidence, and apply these to the question.
<i>Guidance from Māori health</i>	Appropriately incorporate advice and guidance from a Māori health clinician, worker or provider

Short descriptor	CPA
<i>Handover</i>	Contribute to the effective provision and receipt of handover of care of a patient.
<i>Health determinants</i>	Identify major determinants of health, and interventions that reduce inequities and improve health of populations
<i>Health promotion</i>	Apply health promotion principles to develop and/or evaluate an initiative designed to improve the health of a population.
<i>Impaired competence/autonomy</i>	Use appropriate assessment and management strategies where the patient has impaired competence and/or autonomy.
<i>Impaired practitioners</i>	Recognise and respond to situations where impairment of wellbeing/competence of a peer/colleague could pose a risk
<i>Individualising patient care</i>	Adapt assessment and management approach to take account of context, patient factors, population risks and prevalence rate
<i>Legislation</i>	Comply with legislation relevant to clinical practice in New Zealand
<i>Moral divergence</i>	Recognise and manage situations where personal moral values differ from those of individual patients and/or accepted ethical codes
<i>Māori patient consultation</i>	When the patient identifies as Māori manage the consultation to include Māori health models of engagement and assessment
<i>Navigating illness</i>	Help patients navigate their illness-related journeys considering the whole person and working with health care teams
<i>Normal structure and function</i>	Apply the science of normal structure and function (from genome to whole body) to optimise health.
<i>Pacific patient consultation</i>	When the patient identifies as Pacific, manage consultation to include Pacific health models of engagement and assessment
<i>Paediatric consultation</i>	Complete an age-appropriate consultation of a paediatric patient, including adolescent, child, infant and new-born.
<i>Patient impairment/disability</i>	Use appropriate strategies where the patient has impaired communication, language difficulties, and/or disability
<i>Peer development</i>	Contribute to the professional development and/or supervision of students, peers and health professional colleagues.
<i>Peri-operative care</i>	Assess and manage patients around the time of an operation
<i>Personal wellbeing</i>	Recognise and manage risks to personal wellbeing that could impact on practice and/or professional development.
<i>Populations and individuals</i>	Recognise and decide when a health problem requires a choice between a population approach or an individual approach
<i>Prevention</i>	Engage patients in preventive and population strategies to improve individual and population health.
<i>Professional boundaries</i>	Maintain appropriate professional boundaries, seek and offer support where there is recognisable risk of boundary violations.
<i>Quality improvement</i>	Contribute to quality assurance and quality improvement of health care delivered by individuals and systems
<i>Research methods</i>	Understand common qualitative and quantitative study designs and interpret and apply study findings to practice
<i>Shared decision-making</i>	Share information and decision-making with a patient, family/whānau in order to construct an acceptable management plan
<i>Teamwork</i>	Function competently as a member of a health care team using respectful and effective communication, and calling for help and/or closer supervision