

Purpose

In accordance with Committee on Accreditation of Canadian Medical Schools (CACMS) standards and elements:

Standard 4: Faculty Preparation, Productivity, Participation, and Policies

The faculty members of a medical school are qualified through their education, training, experience, and continuing professional development and provide the leadership and support necessary to attain the institution's educational, research, and service goals.

4.5 Faculty Professional Development

A medical school and/or the university provides opportunities for professional development to each faculty member (e.g., in the areas of teaching and student assessment, curricular design, instructional methods, program evaluation or research) to enhance his or her skills and leadership abilities in these areas.

Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety

A medical school ensures that its medical education program includes a comprehensive, fair, and uniform system of formative and summative medical student assessment and protects medical students' and patients' safety by ensuring that all persons who teach, supervise, and/or assess medical students are adequately prepared for those responsibilities.

9.4 Assessment System

A medical school ensures that, throughout its medical education program, there is a centralized system in place that employs a variety of measures (including direct observation) for the assessment of student achievement, including students' acquisition of the knowledge, core clinical skills (e.g., medical history-taking, physical examination), behaviors, and attitudes specified in medical education program objectives, and that ensures that all medical students achieve the same medical education program objectives.

9.5 Narrative Assessment

A medical school ensures that a narrative description of a medical student's

performance, including his or her non-cognitive achievement, is included as a component of the assessment in each required learning experience in the medical education program whenever teacher-student interaction permits this form of assessment.

9.7 Timely Formative Assessment and Feedback

A medical school ensures that the medical education program provides timely formative assessment consisting of appropriate measures by which a medical student can measure his or her progress in learning. Each medical student is assessed and provided with formal formative feedback early enough during each required learning experience four or more weeks in length to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the learning experience. In medical education programs with longer educational experiences (e.g., longitudinal integrated clerkship, year-long courses) formal feedback occurs approximately every six weeks. For required learning experiences less than four weeks in length alternate means are provided by which a medical student can measure his or her progress in learning.

9.8 Fair and Timely Summative Assessment

A medical school has in place a system of fair and timely summative assessment of medical student achievement in each required learning experience of the medical education program. Final grades are available within six weeks after the end of a required learning experience.

The Undergraduate Medical Studies (UGMS) Committee has established a standing subcommittee to address these standards.

Membership

The UGMS Committee will appoint the voting academic staff Subcommittee members and Chair. The Medical Students Society will appoint the undergraduate medical student members. PARNL will appoint the resident member. Persons selected will have expertise or an interest in medical education and/or assessment.

Voting members will be:

- One Student Assessment Subcommittee Chair (an academic staff member at large)
- One academic staff member appointed from each of the Phase Management Teams for Phases 1-4. Normally, this will be the Assessment Lead.
- One medical student not yet in Phase 4

- One medical student in Phase 4
- One PGY1 or PGY2 resident, normally a graduate of Memorial University
- One or two faculty members at large who have a special interest in medical education and/or assessment.

Ex-officio members (non-voting) will be:

- Associate Dean, Undergraduate Medical Education
- One representative from Program Evaluation Subcommittee (PESC)
- Educational Specialist (Assessment)
- Manager of Health Education and Technology
- Academic Program Assistant (Assessment)
- Support staff, as deemed necessary by the SAS Chair

The Committee must include a minimum of two academic staff members who are clinicians and two who are non-clinicians. Voting members are expected to attend at least 75% of the meetings in an academic calendar year.

Operations

- The quorum for meetings is 50% of voting members and must include at least one learner (either a medical student or resident). Delegates may be sent to represent members of the committee with prior approval of and at the discretion of the Chair.
- The Subcommittee will meet monthly from September to June with additional ad hoc meetings as needed and at the call of the Chair
- The term for members will be three years, renewable in three year intervals by mutual agreement of the individual, subcommittee members, and the UGMS.
- The Chair will serve for a three year term renewable in three year intervals by mutual agreement of the individual, the subcommittee, and UGMS.
- The Chair will be a member of the UGMS Committee.

Responsibilities

The Subcommittee:

- Advises on and monitors opportunities for professional development for faculty members in the area of student assessment.
- Reviews and develops an overall strategy for student assessment for the curriculum leading to the M.D. degree.
- Advises the UGMS Committee on student assessment policy and its

implementation.

- Evaluates all aspects of the assessment of student achievement in the curriculum.
- Recommends *methods of assessment* that are appropriate to learning outcomes
- Recommends *systems of assessment* that:
 - foster self-directed learning in students
 - test problem solving, clinical reasoning and communication skills
 - are criteria-based, on specified curricular learning objectives
- Advises on and monitors appropriate *volume of assessment*, both formative and summative.
- Advises on and monitors procedures for analyzing *validity and reliability of assessment* methods
- Advises on and monitors procedures for *non-cognitive achievement*
- Collects and monitors data/metrics pertinent to accreditation standards on assessment.