

Max Rady College of Medicine Undergraduate Medical Education Policy

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| Policy Name: | Formative Assessment |
| Application/ Scope: | Year I to Year IV Undergraduate Medical Education Students |
| Approved (Date): | May 2018 |
| Review Date: | May 2023 |
| Revised (Date): | February 2018 |
| Approved By: | Progress Committee [January 2018] Dean's Council [February 2018] College Executive Council [February 2018] Senate Committee on Instruction and Evaluation (SCIE) [March 2018] Senate Executive Committee [May 2018] Senate [May 2018] |

1. **PURPOSE**

To ensure that students have an opportunity to participate in formative assessment experiences in each course or rotation and receive feedback on performance. In preparation for the summative evaluations administered at the end of each Course/Module and Rotation in accordance with University of Manitoba Final Examination and Final Grades policy and related procedures.

2. **DEFINITIONS**

- 2.1 **Pre-Clerkship** – Year I and Year II of the UGME program
- 2.2 **Clerkship** – Year III and Year IV of the UGME program.
- 2.3 **Course/Module** – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.4 **Rotation** – A unit of clinical work in Clerkship.
- 2.5 **Formative Assessment** – An assessment designed to provide feedback to students in order to improve performance. May consist of multiple choice, short answer, or assignments which in some cases may be used in assessing summative progress in a course.
- 2.6 **Midpoint In-Training Evaluation Report (MITER)** – Is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core Rotation that is of at least four (4) weeks duration and must be completed and submitted electronically. This must include a narrative description of medical student performance

- 2.7 **Formative-OSCE-type Examination (FOSCE)** – A formative Objective Structured Clinical Examination used to assess the clinical skills of students.
- 2.8 **The Pre-Clerkship Student Evaluation Committee and Clerkship Student Evaluation Committee(s) (PSEC/CSEC)** - Are responsible for the development and approval of assessment policies and rules. Responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendations to the Progress Committee for approval.
- 2.9 **UM Learn (UML)** – UM Learn is a University of Manitoba adopted eLearning solution.
- 2.1 **Longitudinal Integrated Clerkship - Longitudinal Integrated Clerkship** — takes all of the components of the current Clerkship and disperses them over an academic year allowing students to follow the course of illness.

3. **POLICY STATEMENTS**

- 3.1 In the first week of each course/module within Pre-Clerkship and Clerkship rotation, students will be informed of the format, date and time of each Formative Assessment.
- 3.2 Formative Feedback will be provided to all students at least every six weeks in Longitudinal, Year-Long Courses.
- 3.3 For shorter preclerkship courses, one or more formative assessments may be developed and administered for each course/module in the Preclerkship Program at the discretion of the course leader.
- 3.4 A FOSCE will be developed, organized and administered to Year I students prior to completion of the Year I program.
- 3.5 A MITER will be completed by each student for each Clerkship rotation of four (4) weeks or more duration.
- 3.6 The Clerkship Director/designate will review each student’s completed MITER in a timely and efficient manner.
- 3.7 Students enrolled in the Longitudinal Integrated Clerkship must receive formative feedback at least every six weeks.
- 3.8 This policy will be reviewed every five years following the approval date.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Avail of each opportunity to participate in the course formative assessments at the Pre-Clerkship level.
- 4.2 Avail of each opportunity to discuss the results of each course formative assessment at a time set by the Course Leader.
- 4.3 Participate in each opportunity to prepare for FOSCE’s.
- 4.4 Participate in FOSCE’s at the designated time and under the designated conditions.

- 4.5 Complete MITER's as required and participate in the meeting to address the information submitted in the MITER.
- 4.6 Actively engage in addressing deficiencies in knowledge and experience identified through the formative assessment process in the Pre-Clerkship and Clerkship programs.

RESPONSIBILITIES OF COURSE LEADERS

- 4.7 Inform students of number, types and dates of formative assessments.
- 4.8 Inform the Course Assistant of the times and dates of formative assessments.
- 4.9 Develop a bank of formative assessment questions.
- 4.10 Ensure that the Course Assistant has a copy of the bank of formative assessment questions for the course if administrative assistance is required in administering formative assessments.
- 4.11 Choose formative assessment questions for each assessment and provide them to the Course Assistant at least two (2) weeks before the scheduled assessment such that questions may be input and structured within the University of Manitoba's Learning Management System (D2L,UMLEARN).
- 4.12 Ensure each formative assessment is administered on the specified date and time.
- 4.13 Provide students with written or oral feedback on their performance on each formative assessment as appropriate.

RESPONSIBILITIES OF THE DIRECTOR, CLINICAL SKILLS

- 4.14 Identify the date and time of FOSCEs.
- 4.15 Inform the Administrator, Pre-Clerkship and Assistant to Administrators, Evaluation of the date and time of FOSCEs in support of scheduling.
- 4.16 Develop cases for FOSCE.
- 4.17 Oversee the execution of FOSCE in collaboration with the Assistant to Administrators, Evaluations and CLSP personnel.
- 4.18 Ensure the FOSCE is corrected in accordance with the requirements of the Examination Results Policy and Procedures.
- 4.19 Ensure each student receives feedback on his/her performance on FOSCEs.

RESPONSIBILITY OF THE CLERKSHIP DIRECTORS

- 4.20 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and identify ways the student can address areas of concern.

RESPONSIBILITY OF DIRECTOR, PRE-CLERKSHIP, DIRECTOR, CLERKSHIP, AND DIRECTOR, EVALUATION

- 4.21 Work collaboratively to ensure each Course Leader, Pre-Clerkship Director, Clinical Skills and Clerkship Director is aware of his/her responsibilities related to formative assessments.

RESPONSIBILITY OF THE ADMINISTRATOR, PRE-CLERKSHIP

- 4.22 Ensure the scheduled formative assessments are included in the OPAL schedule for each course within the module.

RESPONSIBILITIES OF COURSE ASSISTANTS

- 4.23 Prepare formative assessments under the direction of the Course Leader as required.
- 4.24 Score and reports results for formative assessments for the Course Director if required.

ASSISTANT TO ADMINISTRATORS, EVALUATION

- 4.25 Organize FOSCE under the direction the Director, Clinical Skills and with CLSP personnel as required.
- 4.26 Support the Coordinator, OSCE-type Evaluations with the scoring and distribution of results of FOSCE in accordance with the requirements of the Examination Results Policy and Procedures.

5. **REFERENCES**

- 5.1 Shute, V. (2008). Focus on Formative Feedback. Review of Education. Research. 78 (1), 154-189
- 5.2 University of Manitoba Examination Policy and Procedures
- 5.3 UGME Policy and Procedures - Examination Results
- 5.4 UGME Policy and Procedures - Midpoint In-Training Evaluation and Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 5.5 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 5.6 UGME Policy and Procedures – Deferred Examination
- 5.7 UGME Policy and Procedures – Supplemental Examinations
- 5.8 UGME Policy and Procedures – Promotion and Failure
- 5.9 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.10 University of Manitoba – Final Examination and Final Grades Policy
- 5.11 University of Manitoba – Deferred and Supplemental Examinations Procedures
- 5.12 University of Manitoba – Final Examination Procedures
- 5.13 University of Manitoba – Final Grades Procedures

6. **POLICY CONTACT**

Director, Evaluation