



2022-2023 Assessment Procedural Document

Purpose

This document serves to complement the process of Progress and Promotion outlined in the Progress Regulations document. Students should familiarize themselves with the content of both documents and understand the expectations of assessment at each level of training. This document will be updated each year to reflect these changes and keep students abreast of what is happening for their specific year of graduation. Students should review the unit syllabi so they understand how each unit, elective or clinical educational experience will be assessed.

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1. General Procedures

Wherever a Policy or Regulation is referred to in this document, it can be accessed through the following link:

<https://medicine.dal.ca/departments/core-units/undergraduate/current-students/policies-regulations.html>

1.1. Definitions/General

Feedback. Following each end-of-unit examination and before the release of the results of the examination, the student unit representative will meet with the Unit Head/Clerkship Director to provide feedback on the examination. This meeting may occur in person, by phone or through email correspondence.

Feedback following Direct Observation: This involves oral and/or written feedback provided by someone observing you doing something. This might be taking a history, doing a physical examination, presenting cases on rounds, or performing a skill.

Examination Grades: All examination results are reviewed by the Exam Review Committee and presented to the Progress Committee for approval. The grades will be released within 15 working days from the end of unit examination, or end of rotation, whichever is later.

Formative assessments (F): These assessments are intended to provide students with feedback that will allow them to make changes and improve before the final assessment. This does not go on the student transcript.

Mastery assessments (M): These are the final assessments of the anatomy/histology learning objectives. Failing to meet the standard to pass will result in a repeat of the assessment until the standard is met. Failure on a Mastery exam does not count toward the total number of failures allowed in an academic year.

Summative assessments (S): These are the final assessments of the unit, rotation or elective. These pass/fail results determine if you have passed a unit.

1.2. Professional Behaviours

As outlined in the Professionalism Policy and Progress and Promotion Regulations, students must meet professionalism standards for the undergraduate program in order to be promoted from one year to the next and to graduate from the undergraduate medical program.

1.3. Case-Based Learning Tutorials

1.3.1. Attendance and Participation

Attendance at tutorials and other group learning activities, such as team-based learning sessions or PIER sessions, are mandatory. If there are any absences, anticipated or unanticipated, students must notify the Undergraduate Medical Education (UGME) office and their tutor as per the Progress Regulations.

1.3.2. Tutorial Assessment

Tutors assess students on their comprehension, integration and application of knowledge, professionalism, participation, facilitation of others' learning and preparation for tutorials. Students receive a formative assessment halfway through each unit, and a summative assessment at the end of the unit. Given the length of the unit, there are two formative assessments in Professional Competencies 1 and 2.

1.3.3. Successful Completion

The end of unit tutorial summative assessment forms will normally be completed by tutors within 10 working days after the completion of a unit. Ideally the tutor should meet with each student in his/her group to review his/her assessments. Students must pass their tutorial assessments, review and sign their assessments in order to successfully complete a unit. Students who fail their tutorial assessment or for whom tutors have identified concerns in the narrative part of the assessment, must meet with the Associate Dean, UGME, or Dalhousie Medicine New Brunswick (DMNB), as appropriate, and undergo remediation work as outlined in the Progress regulations.

1.4. Examination Rules

1.4.1. General

Students in the undergraduate medical curriculum must abide by the rules of academic integrity for Dalhousie University. Cheating, disobeying administrative staff during an examination, or any other unprofessional behaviour related to examinations will be reported to the Dalhousie University Academic Integrity Committee.

1.4.2. Conduct

The following apply to all examinations in the undergraduate curriculum:

- All belongings (phones, i-watches or equivalent, backpacks, hats, etc.) are to be left at the front of the room or in personal lockers.
- All cell phones and i-watches, or their equivalent, must be either off completely or in 'airplane mode' and placed at the front of the room for the duration of the examination.
- Students must bring their Dalhousie Student ID to the examination.
- If scrap paper is provided during an examination, it must be returned to the invigilator at the end of the examination.
- Students must follow all of the invigilator's instructions and not begin the

exam before instructed.

- When instructed to stop the examination, students must comply immediately.

1.4.3. Deferral of Examinations

A student who is experiencing personal or health problems that may interfere with academic performance should, as early as possible and **before** the end-of-unit examination, identify these problems to the Assistant Dean, Student Affairs. If an illness is involved, documentation by a physician will be required. Deferrals on the basis of illness or personal difficulties **require the support of the Student Affairs Office prior to submitting the request to UGME**. Note that any contact with the Student Advisor Program and the Student Affairs Office is confidential, therefore contact with either of the two is not considered to be official notification.

A student requesting permission to defer an examination must submit a written request to the Associate Dean of Undergraduate Medical Education using the form available on the UGME website. The request must be submitted prior to the commencement of the end-of-unit assessment. The Associate Dean UGME or DMNB may allow a deferral at any time before the examination in the event of unforeseen circumstances. The Progress Committee will be informed of all deferrals granted to students.

All deferred examinations will be written at the end of the academic year. The date will be posted by UGME at the beginning of the academic year.

In determining the deferred examination format, the Unit Head or Clerkship Director will, in consultation with the Committee on the Assessment of Student Performance (CASP) and/or Associate Dean UGME or DMNB:

1. Administer a different exam, based on the same objectives; or
2. Use another method to assess the student.

A student who fails a deferred examination will be required to complete a supplemental assessment at the end of the academic year. The date will be posted by UGME at the beginning of the academic year. Normally, each end-of-unit examination may be deferred only once. Students may defer only one examination in a single academic year. In exceptional circumstances, consideration may be given to deferral of more than one written examination.

1.4.4. Supplemental Examinations

If a student fails an end of unit summative assessment, she/he must meet with the Associate Dean UGME or DMNB to review any concerns. She/he is eligible to take a supplemental examination. A Med 1, 2 or 3 student may fail a maximum of two summative examinations (including written and OSCE) to be eligible to sit the supplemental examination. If a student fails more than this, they are in repeat status as outlined in the Regulations.

Successful completion of the supplemental examination will allow the student to be promoted to the next year. A student who fails the supplemental examination is eligible to apply to repeat the year as outlined in the regulations.

1.4.5. Appealing Examination Process

Should a minimum of 67% of students who wrote a particular examination believe the examination process (not content) was unfair, a written submission may be made to the Examination Review Committee within 5 working days of the writing of the examination. All students supporting the submission must sign the written submission. The Examination Review Committee will review the submission and will make recommendations to the Progress Committee. The subsequent decision of the Progress Committee is final.

1.4.6. Accommodations

Students requiring accommodations for certain needs, as outlined in Dalhousie University policy, must arrange this in advance of sitting an examination. They may seek the assistance of the Student Affairs office.

1.5. Remediation

The Associate Dean UGME or DMNB has the ability to identify students at risk for poor performance. This includes persistently low performing students compared to their peers. As such, the program, through the Progress Committee, Associate Deans of Undergraduate Medical Education and Dalhousie Medicine New Brunswick, may require students to meet remediation requirements, as outlined in the Progress regulations.

1.6. Leaves of Absence

Students on a leave of absence must be reviewed by the progress committee prior to re-entering the undergraduate medical program. If deemed necessary by the Associate Dean UGME or DMNB, they must come before the Progress Committee in person. They must provide documentation of their readiness to return and the supports they have in place.

1.6.1. Illness-Related Leave

Please see related policy document.

1.6.2. Non-Illness-Related Leave

Please see related policy document.

2. Year-Specific Procedures

2.1. Skilled Clinician OSCE Examinations

The Skilled Clinician is a longitudinal unit extending over the four years that provides students with the skills of professionalism, communication, history

taking and physical examinations. Students are assessed by their tutors, peers and in an end of year OSCE examination. All four OSCE examinations are summative. The pass mark is determined using a method of standard setting called the Borderline Linear Regression method. For more information please see the BLR document on the Brightspace Assessment page.

2.2. Classes of 2024 and 2025

2.2.1. Med 1 and 2 Summative End-of-Unit Examinations

The end-of-unit summative examinations test knowledge, comprehension and application. As students progress through the four years, there is increasing application of knowledge. A range of questions will be used some of which are intended to be more challenging, and which we know not all students will get correct.

Students will receive feedback on their performance in a number of ways. End-of-unit marks will be presented in an individualized report that depicts the performance on both the examination as a whole as well as components (raw score and class average) and their standardized scores. The latter depicts the scores with a mean of 80 and a standard deviation of 8. Additionally, for the computer-based multiple-choice examinations using ExamSoft, students will receive the titles of the questions for which they were not successful. Success on an examination will be determined by a standardized score of 65 or higher. If student performance is below this standard, the student must write a supplemental examination, and if they fail this, they would be in repeat status, as outlined in the regulations.

2.3. Class of 2023

2.3.1. Formative End-of-Unit Examinations

The end-of-unit Formative examinations test knowledge, comprehension and application. As students progress through the four years, there is increasing application of knowledge. A range of questions will be used some of which are intended to be more challenging, and which we know not all students will get correct.

Students will receive feedback on their performance in a number of ways. End-of-unit marks will be presented in an individualized report that depicts the performance on both the examination as a whole as well as components (raw score and class average) as well as their standardized scores. The latter depicts the scores with a mean of 80 and a standard deviation of 8. Additionally, for the computer-based multiple-choice examinations using ExamSoft, students will receive the titles of the questions for which they were not successful. Success on an examination will be determined by a standardized score of 65 or higher. If

student performance is below this standard, they are required to sit a supplemental examination, and if they fail this they would be in repeat status as outlined in the regulations.

2.3.2 Comprehensive Clerkship Examination

The Comprehensive Clerkship Examination is the final written summative examination in Clerkship. Students must pass the examination to graduate. Success on the examination will be determined by a standardized score of 65 or higher. Results will be reviewed by the Progress Committee and remediation for those students who are unsuccessful will be determined based on identified strengths and weaknesses.

2.3.3 ITERs In Med 3

Throughout the Med 3 year, students receive formative and summative in-training evaluation reports (ITERs) for each clinical educational experience. In addition to the summative written examination, students must pass the summative ITER for each clinical educational experience in order to pass. If remediation is required, the students must successfully complete the remediation in order to pass the clinical educational experience. If the student is not successful in completing the remediation, they will be deemed to have failed the clinical educational experience and must meet with the Progress Committee to make a decision regarding further assistance and promotion.

2.4. Class of 2022

2.4.1. Electives

Students in the Med 4 year participate in a variety of electives reflecting their chosen area(s) of interest. Students are responsible for ensuring their preceptors have access to an In-Training Evaluation Report (ITER) for completion at the end of every elective. When they start their rotations, they should arrange a meeting with their preceptor to review their assessment before leaving the rotation. If the preceptor has any difficulty accessing one45, they can complete a paper ITER. Students must pass all ITERs in order to graduate. Any issues identified in knowledge, professionalism or skills must be successfully remediated in order to graduate as outlined in the regulations.

3. Contacts

If you have any questions about the content of this document, please contact the appropriate person from the list below:

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