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OSCE Addendum to 2018-2019 Promotion and Reassessment / Remediation Plans

Document Name 1	2018-2019 Phase 1 Promotion and Reassessment/Remediation Plan (approval date 2018Jun21)				
Document Name 2	2018-2019 Phase 2 Promotion and Reassessment/Remediation Plan (approval date 2018Jun21)				
Submitted By:	OSCE Committee, care of Dr. Elaine Hogard.				
Approval Date:	2018 Nov 01	Proposed Effective Date:	2018 Nov 01		
Responsible Portfolio/Unit/Committee:	SAPC Student Assessment and Promotion Committee				
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Decision	SAPC approved				
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1) Phase 1 and Phase 2 OSCE Reassessment and Remediation Updated Expression

The OSCE Committee piloted a more thorough and tailor made practice last year which took account of best practice (Harden, Lilley & Patricio, 2016; Kalet, Tewskbury, Ogilvie, Buckjvar-Keltz, Porter and Yingling, 2013; Pell, Fuller, Homer and Roberts, 2012). We are revisiting the P2 and P1 Promotion, Reassessment and Remediation plan to be sure that it best expresses the process which was developed so that we can continue delivering this holistic one-to-one support specifically designed for each student in difficulty.

2) Phase 2 Summative OSCE

2.1) Previous:

Students will meet with the Phase 2 Director to discuss the failing grade. The Phase 2 Director will, after consulting with the appropriate Chairs of the OSCE Committee, advise the SAPC on how the failing grade should be reassessed or remediated.

Students will be assigned a "Clinical Performance Coach" (CPC). The Clinical Performance Coach will review the student's OSCE performance, previous OSCEs, and clinical and academic performance to date. The student will meet with their CPC who will propose a learning plan to reassess or remediate the issues identified. The proposal to reassess or remediate will depend upon the number of stations failed and the results of the performance review.

All learning plans will be reviewed by the OSCE Chair, OSCE Leads, T5 Chair and Director of Assessment and forwarded to SAPC for approval. Recommendations may include: tutorial sessions, work with facilitators to improve specific clinical skills or OSCE examination skills, work on specific relevant content or if determined a repeat of the year.

Completion of the approved learning plan will mean that the student met the required competencies for progression. Students will be In Progress until the learning plan is complete. Completion of the reassessment or remediation is set for September 30th of the same academic year.

If there are academic and/or clinical performance concerns identified, the SAPC may request repeat of Phase 2 or withdrawal from the program.

2.2) Revised:

The student's academic and clinical performance to date will be reviewed by an OSCE Chair/Lead and a Theme Content Lead. A recommendation on offering reassessment, remediation or repeat will be conveyed to the SAPC for final review and decision. If reassessment or remediation are directed, a meeting with the student and OSCE Chair/Lead will take place to develop a tailor made Learning Plan for the student. All learning plans will be reviewed by the OSCE Chair, OSCE Leads, T5 Chair and Director of Assessment and Program Evaluation forwarded to SAPC for approval. Learning Plans may include: self-directed learning objectives, tutorial sessions, work with facilitators to improve specific clinical skills or OSCE examination skills and/or work on specific relevant content, reassessment activities. Completion of the approved learning plan will mean that the student met the required competencies for progression. Students will be In Progress until the learning plan is complete. Completion of the reassessment or remediation is set for July 31st of the same academic year.

3) Phase 1 Year 1 Formative OSCE:

3.1) Remains the Same:

Students receiving an INCOMPLETE grade will meet with the Chair of the OSCE committee to discuss the Incomplete grade. The Chair of the OSCE committee, after consulting with the Chair of the Theme 5 Committee, will advise the SAPC on if and how the incomplete grade should be cleared.

4) Phase 1 Year 2 Formative OSCE:

4.1) Remains the same:

Students receiving an INCOMPLETE grade will meet with the Chair of the OSCE committee to discuss the Incomplete grade. The Chair of the OSCE committee, after consulting with the Chair of the Theme 5 Committee, will advise the SAPC on if and how the incomplete grade should be cleared.

5) Phase 1 Year 2 Summative OSCE

5.1) Previous:

Students will meet with the Chair of the OSCE Committee to discuss the FAIL grade. The Chair of the OSCE Committee, after consulting with the Chair of the Theme 5 Committee, will advise the SAPC on if and how the failing grade should be addressed. This may include the student resitting and passing the entire OSCE, passing an OSCE with a reduced number of stations, or passing any other assessment(s) deemed appropriate, with or without undertaking a period of remediation as determined by the SAPC.

5.2) Revised:

The student's academic and clinical performance to date will be reviewed by an OSCE Chair/Lead and a Theme Content Lead. A recommendation on offering reassessment, remediation or repeat will be conveyed to the SAPC for final review and decision. If reassessment or remediation are directed, a meeting with the student and OSCE Chair/Lead will take place to develop a tailor made learning plan for the student. All learning plans will be reviewed by the OSCE Chair, OSCE Leads, T5 Chair and Director of Assessment and forwarded to SAPC for approval. Learning Plans may include: self-directed learning objectives, tutorial sessions, work with facilitators to improve specific clinical skills or OSCE examination skills and/or work on specific relevant content, reassessment activities. Completion of the approved learning plan will mean that the student met the required competencies for progression. Students

will be In Progress until the Learning Plan is complete. Completion of the reassessment or remediation is set for July 31st of the same academic year.

6) References

Harden, Lilley, Patricio. (2016). The Definitive Guide to the OSCE. Elsevier, New York.

Kalet, Tewskbury, Ogilvie, Buckjvar-Keltz, Porter and Yingling, (2013) "Remediation of Learners Who Perform Poorly on an OSCE" pgs 35-38 in Objective Structured Clinical Examinations. Springer: New York.

Pell, Fuller, Homer and Roberts. (2012). "Is short-term remediation after OSCE failure sustained? A retrospective analysis of the longitudinal attainment of underperforming students in OSCE assessments". Medical Teacher 34(2), 146-150.