



Northern Ontario
School of Medicine
École de médecine
du Nord de l'Ontario
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Responsible Office(s): SAPC, UME
Responsible Officer(s): SAPC/Theme Chairs; Phase 3 Director
Version: 1.0
Approved by: SAPC

2019 – 2020 PHASE 3 PROMOTION and REASSESSMENT/REMEDIATION PLAN

As per sections 2.1 and 7.4 of the SAP Regulations, a general remediation plan for each mandatory or summative element of the curriculum will be defined in the annual assessment plans for each Phase and Theme and reviewed by the SAPC. Where students have not met the passing standards for any portion of a Theme or Phase, or failed to complete a mandatory element, they may be required to undergo remediation in order to successfully demonstrate mastery of the required knowledge or skills in order to continue in the MD program. Note that eligibility for remediation is not automatic and may be denied by the SAPC. Students should be advised that they may be required to disclose successful remediation to licensing bodies.

As per section 7.6 of the SAP Regulations, where the SAPC determines that remediation is appropriate, a faculty member responsible for overseeing the remediation will be identified and charged with the development of a tailored remediation plan describing the specific nature of the remediation to be carried out, using these general remediation plans as a guide. The tailored plan will be reviewed and approved by the SAPC Chair.

NOSM UME Program Definition of Remediation:

Based on consideration of factors including, but not limited to, the magnitude of deficiency in attainment, the importance of the curricular element, and student's previous record, students who have not satisfied the passing requirements may be required to (i) undergo reassessment of the failed requirement using any appropriate method of assessment, or (ii) undergo a process of remediation.

Reassessment is simply re-sitting the test material and readdressing the learning objectives without new formal study with faculty. This is a more straightforward exercise. The student would likely go over their previous preparation materials and notes to be confident that they have understood the content and will meet the learning objectives which are being re-tested. This reassessment exercise is meant to demonstrate proper attainment and mastery.

Remediation is a process that requires a student to undertake additional curricular work, the purpose of which is to assist the student in satisfying any promotion or graduation requirement for which they have not received a passing grade. The additional curricular work may include (i) repeating elements of the MD degree already undertaken, (ii) completing new curricular work requirements which are in addition to the regular requirements of the MD degree program, or a combination of (i) and (ii), as determined and required by the SAPC. It is important to note that the decision to require either re-assessment or remediation is entirely at the discretion of the SAPC which may choose to offer neither, depending on certain circumstances.

Accommodated Students:

Student accommodations may be granted that modify this plan. In the event that the accommodation is incompatible with items in this plan the accommodation will prevail.

Supplementary Document: [Hogard, E. \(2016, October 29\). *Distinguishing Between Reassessment and Remediation*](#)

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- M (Mandatory)
- O (Optional)
- F (Formative)
- S (Summative)

Program Requirements: Phase 3 Year 4

M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
M	S	ACHIEVE a PASS for each of the 5 Themes as defined in their assessment plans for Year 4.	See the Theme Assessment Plans for reassessment/remediation Details

Theme Requirements: THEME 1

*In Theme 1, submissions received more than 24 hours late will be automatically deemed “fail” and require remediation unless an extension has been granted (see section 5.6.1 of the SAP Regulations).

PHASE	YEAR	M/O	S/F	ASSESSMENT	REASSESSMENT OR REMEDIATION OR FAIL/CLEARING OF INCOMPLETE
P3	Y4	M	S	Must submit and ACHIEVE a PASS on each of the TWO Theme 1 Assignments .	Students will consult with the Phase 3 Director with respect to the reason for the failing grade. The Theme 1 Chair will advise the SAPC as to how the failing grade for the assignment will be rewritten to consolidate the learning deficits identified by the assessor which led to the fail. This will occur prior to completion of the Phase 3 academic year.
P3	Y4	M	S	Must COMPLETE the Theme One component Standard 6.2 Required Clinical Learning Experiences List	Students who do not meet the minimum number of clinical encounters for Theme 1 will be required to make up the deficiencies during additional clinical time in consultation with the Theme 1 Chair and Phase 3 Director, at the end of the academic year to meet the requirements prior to graduation

Theme Requirements: THEME 2

PHASE	YEAR	M/O	S/F	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P3	Y4	M	S	ACHIEVE a PASS on Professionalism in Phase 3. This will be based on any reports of professional behaviour falling below the standard described in the Code of Student Conduct and the UME Policy on Student Professionalism including, but not limited to the mandatory summative “Assessment of Professional Behaviour” in the various Phase 3 assessments, core clerkship rotations and electives. Professionalism will also be assessed outside of the sessions and experiences noted above when the student is engaged in any activities related to their MD degree, and unprofessional behaviour may result in the student failing this promotion requirement.	Where a failing grade is awarded by the Committee to Support Student Professionalism (CSSP) (after review of the students' professionalism file and any professionalism report referred to it), student will meet with the Co-chairs of the CSSP (and as required Phase 3 Director) to discuss the reason for the failing grade. The Co-chairs of the CSSP will advise the SAPC on how the failing grade should be reassessed or remediated. It should be noted that unprofessional behaviour may also result in additional sanctions being imposed in addition to the professionalism failing grade as described in the Code of Student Conduct; sanctions may continue to be in effect following completion of the reassessment and/or remediation process.
P3	Y4	M	S	COMPLETE all 4 of the Phase 3 Quarterly Progressive Assessments (P3QPAs)	Students who do not complete all 4 of the Phase 3 Quarterly Progressive Assessments will be required to make alternate arrangements with the Phase 3 Director and the Assessment Office to complete any missed Phase 3 Quarterly Progressive Assessments during or at the end of the academic year to meet the requirement prior to graduation.

PHASE	YEAR	M/O	S/F	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P3	Y4	M	S	COMPLETE the Standard 6.2 – Required Clinical Learning Experiences List	Students who do not meet the minimum number of clinical encounters for Theme 2 will be required to make up the deficiencies during additional clinical time in consultation with the Theme 2 Chair and Phase 3 Director, at the end of the academic year to meet the requirements prior to graduation

Theme Requirements: THEME 3

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P3	Y4	M	S	COMPLETE all 4 of the Phase 3 Quarterly Progressive Assessments (P3QPAs)	Students who do not complete all 4 of the Phase 3 Quarterly Progressive Assessments will be required to make alternate arrangements with the Phase 3 Director and the Assessment Office to complete any missed Phase 3 Quarterly Progressive Assessments during or at the end of the academic year to meet the requirement prior to graduation.
P3	Y4	M	S	ATTEND the Journal Club Sessions, <i>and</i> LEAD at least one Journal Club Session, <i>and</i> ACHIEVE a PASS on the Journal Club Student Lead assessment	When attendance has not been satisfactory or the student has not led at least one Journal Club Session, an incomplete grade will be awarded. The student will meet with the Phase 3 Director to discuss the incomplete grade. The Phase 3 Director will, after consulting with the Chair of the Theme 3 Committee, assign extra work to the student to address the deficiencies.

Theme Requirements: THEME 4

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P3	Y4	M	S	COMPLETE all 4 of the Phase 3 Quarterly Progressive Assessments (P3QPAs)	Students who do not complete all 4 of the Phase 3 Quarterly Progressive Assessments will be required to make alternate arrangements with the Phase 3 Director, and the Assessment Office to complete any missed Phase 3 Quarterly Progressive Assessments during or at the end of the academic year to meet the requirement prior to graduation.

Theme Requirements: THEME 5

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P3	Y4	M	S	Successfully COMPLETE a minimum of 14 weeks of electives including a minimum of 2 weeks in at least 2 different Canadian Residency Matching Service (CaRMS) categories.	Students who do not complete the minimum of 14 weeks including a minimum of 2 weeks in at least 2 different Canadian Residency Matching Service (CaRMS) categories will be required to pursue additional elective time at the end of the academic year to meet the requirements prior to graduation.
P3	Y4	M	S	COMPLETE all 4 of the Phase 3 Quarterly Progressive Assessments (P3QPAs)	Students who do not complete all 4 of the Phase 3 Quarterly Progressive Assessments will be required to make alternate arrangements with the Phase 3 Director, and the Assessment Office to complete any missed Phase 3 Quarterly Progressive Assessments during or at the end of the academic year to meet the requirement prior to graduation.
P3	Y4	M	S	COMPLETE 2 Direct Observation of Clinical Skills for each rotation.	Students who do not complete 2 Direct Observation of Clinical Skills for each rotation will be expected to arrange those missing experiences through the appropriate clerkship lead or supervising faculty member
P3	Y4	M	S	MEET the MINIMUM number of clinical encounters as defined by Standard 6.2 – Required Clinical Learning Experiences List	Students who do not meet the minimum number of clinical encounters will be required to make up the deficiencies during additional clinical time in consultation with the clerkship leads and Phase 3 Director at the end of the academic year to meet the requirements prior to graduation.

PHASE	YEAR	M/O	F/S	ASSESSMENT	REASSESSMENT OR REMEDIATION OF FAIL/CLEARING OF INCOMPLETE
P3	Y4	M	S	<p>COMPLETE clerkships in Surgery, Internal Medicine, Emergency Medicine, Women's Health, Mental Health, and Children's Health.</p> <p>AND</p> <p>PASS the Clinical Performance Reviews at the end of each rotation</p>	Students who do not receive a PASS will be required to remediate the identified rotation and/or deficiencies, as determined by the Clerkship Lead and Phase 3 Director, in consultation with SAPC.
P3	Y5	M	S	Successfully COMPLETE a minimum of 16 weeks of electives including a minimum of 2 weeks in at least 2 different Canadian Residency Matching Service (CaRMS) categories ¹	Students who do not complete the minimum of 16 weeks including a minimum of 2 weeks in at least 2 different Canadian Residency Matching Service (CaRMS) categories will be required to pursue additional elective time at the end of the academic year to meet the requirements prior to graduation.

Footnote

1. With the approval of SAPC, students who participated in the first and second iterations of the CaRMS match AND failed to match to a residency during Year 4 of the program will be permitted to enrol into Year 5 of the program.

Distinguishing Between Reassessment and Remediation

The Student Assessment and Promotion Committee (SAPC) has introduced a two-tiered system to address underperformance in assessment. Previously, the term 'remediation' was used to describe all aspects of re-addressing deficits in assessments. Unfortunately, whilst correct, it did put NOSM UME students at somewhat of a disadvantage in that licensing bodies require the disclosure of all remediations and this would often be merely the straightforward re-test of a specific examination, as opposed to, a more lengthy and involved undertaking that the licensing bodies require to disclose. Additionally, the overall goal of the SAPC was to become more flexible to issues and provide a more responsive alternative for underperforming students.

We have implemented the opportunity for students to undertake a **reassessment** which is simply, re-sitting the test material and the learning objectives without any additional or new formal study with faculty. This is a more straightforward exercise. The student would likely go over their previous preparation materials and notes to be confident that they have understood and will meet the learning objectives which are being re-tested to demonstrate proper attainment.

What can now be considered the second tier, and the more substantive version of re-addressing deficits in assessment, is the actual **remediation** which is also a re-examination; however, "it may also include, repeating elements of the MD degree previously undertaken, completing new requirements which are additional to the regular requirements of the MD degree program or a combination of the two (Section 7, pg.10, SAPC Regs)". For example, this may be a formal period of further study with additional guided readings and potential tutorial discussions or sessions with the appropriate faculty, or possibly, depending on the magnitude of the underperformance, repeating the academic year. Alternatively, depending on the original curricular event and deficit, it may include additional supervised practice time focused on a particular clinical skill or area. Again, the student would be re-examined on the deficit material but the remediation, as opposed to the reassessment, requires more in-depth formal preparation because of the level of the learning deficit, the significance of that particular curricular event and/or the student's record.

It is important to note that as per the SAPC regulations neither reassessment, nor remediation, is automatic (SAPC Reg 7.1 p.10). It is decided upon and granted by the Student Assessment and Promotion Committee which deliberates on a case-by-case basis in order to be sensitive to identifying problems and taking account of a number of potential variables.

Dr. Elaine Hogard,
Director of Assessment & Program Evaluation

October 29, 2016

Glossary

AD-UME Associate Dean - UME
 CaRMS Canadian Residency Matching Service
 CSSP Committee to Support Student Professionalism
 DOCS Direct Observation of Clinical Skills
 F Indicates a formative element
 ICE Integrated Community Experience
 IP In progress
 M Indicates a mandatory element
 O Indicates an optional element

OSCE Objective Structured Clinical Examination
 P3 Phase 3
 PaRRP Promotion and Reassessment / Remediation Plan
 P3QPA Phase 3 Quarterly Progressive Assessment
 S Indicates a summative element
 SAPC Student Assessment and Promotion Committee
 T1, T2, T3, T4, T5 Theme 1, Theme 2, Theme 3, Theme 4, Theme 5
 UMEC Undergraduate Medical Education Committee
 Y4 Year 4

Version Control and Change History

DO NOT REMOVE THIS DOCUMENT HISTORY RECORD		
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