

Responsible Office(s): SAPC, UME
Responsible Officer(s): SAPC/Theme Chairs; Phase 1 Asst. Dean
Version: 2.0
Approved by: SAPC

2019 – 2020 PHASE 1 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)

Phase 1 Year 1 Promotion 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).

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 1	MEDS 5005	M	S	ACHIEVE A CUMULATIVE GRADE OF 60% or higher on Theme 1 summative assessments covering CBMs 101 - 106	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1	Theme 1 Chair
Y1	Theme 1	MEDS 5005	M	S	COMPLETE Community Learning Sessions (CLS) Attendance and Professionalism Logs for modules CBMs 102-105	When attendance at CLS has not been satisfactory, or when the log has not been submitted by the established deadline, an INCOMPLETE grade will be awarded. The student will meet with the Chair of the CLS committee to discuss the incomplete grade. The Chair of the CLS committee will advise the SAPC on if the incomplete grade should be cleared, and design and implement a Completion Plan as appropriate.	CLS Committee Chair (delegated from Theme 1)

Y1	Theme 1	MEDS 5005	M	S	<p>COMPLETE the Integrated Community Experience in an Indigenous Community (CBM 106). Aside from time spent travelling to and from the community, students are required to remain in the community for the entire placement period including weekends except as provided for in the “Phase 1 Interruptions to Student Attendance and Leaves of Absence” protocol. To be considered to have completed CBM 106, students must attend all Community Sessions, other community events as determined by the hosting community, and other required curriculum sessions during the placement period except when on leave as per the “Phase 1 Interruptions to Student Attendance and Leaves of Absence” protocol. The maximum number of days permitted to be on leave during the 106 placement that is consistent with the</p>	<p>Students will consult with the Chair of the Theme 1 Committee with respect to the reason for the incomplete grade. The Chair of the Theme 1 Committee will, after consulting with the Module Coordinator(s) for 106, advise the SAPC as to if the incomplete grade will be cleared, and design a Completion Plan if appropriate. This will usually entail an additional period of time spent in an Indigenous Community not to exceed 4 weeks.</p>	Theme 1 Chair
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YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
					placement being 'complete' is 3. In addition to these attendance requirements, to be considered 'COMPLETE' on this requirement students must participate fully and respectfully, in all events scheduled by the placement community, and must attend all Module 106 Module Coordination Sessions (MCS) occurring during the module, and the Module 106 MCS preparation sessions occurring prior to the placement.		
Y1	Theme 1	MEDS 5005	M	S	ACHIEVE A PASS on the Theme 1 component of the "End-of-Module Assessment of CBL/CLS" in CBMs 102, 103 and 105.	See Footnote 6 , Reassessment and remediation of failing to meet performance standards for the End-of-Module Assessment of CBL/CLS.	CLS Committee Chair (delegated from Theme 1)

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 1	MEDS 5005	M	S	ACHIEVE A PASS on the both the oral and written components of two “Critical Reflection Assessments” in CBMs 103 and 105	See Footnote 5 Reassessment and remediation of failing to meet performance standards for the Critical Reflection Assessment.	CLS Committee Chair (delegated from Theme 1)
Y1	Theme 1	MEDS 5005	M	S	ACHIEVE A PASS on the Theme 1 component of the Self-Study Project for CBM106	See Footnote 2 , Reassessment and remediation of failing to meet performance standards for the Self-Study Project for CBM106	Theme 1 Chair

Phase 1 Year 1 Promotion Requirements – Theme 2

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDIATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 2	MEDS 5025	M	S	ACHIEVE A CUMULATIVE GRADE OF 60% or higher on Theme 2 questions of the Phase 1 Summative Assessments covering CBM 101 - 106	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1	Theme 2 Chair
Y1	Theme 2	MEDS 5025	M	S	ACHIEVE A PASS on Professionalism in Phase 1, Year 1. This will be based on any reports of professional behaviour falling below the standard described in the Code of Student Conduct and UME Policy on Student Professionalism including, but not limited to, "Assessment of Professional Behaviour in Clinical Encounters" for all Year 1 modules, and the "Assessment of Student Performance in the Integrated Community Experience (ICE)" for module 106 only. 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 FAIL 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), students will meet with the Co-Chairs of the CSSP to discuss the reason for the failing grade. The Co-Chairs of the CSSP will advise the SAPC on if the FAIL grade should be reassessed or remediated, and collaborate with the Chair of the Theme 2 Committee to design a reassessment/remediation plan. 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.	Theme 2 Chair

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 2	MEDS 5025	O	F	Students will be provided with optional formative questions (FMR) each module	N/A	N/A
Y1	Theme 2	MEDS 5025	M	S	ACHIEVE A PASS on the Theme 2 component of the “End-of-Module Assessment of CBL/CLS” in CBMs 102, 103 and 105	See Footnote 6 , Reassessment and remediation of failing to meet performance standards for the End-of-Module Assessment of CBL/CLS.	CLS Committee Chair (delegated from Theme 2)
Y1	Theme 2	MEDS 5025	M	S	ACHIEVE A PASS on both the oral and written components of two “Critical Reflection Assessments” in CBMs 103 and 105	See Footnote 5 : Reassessment and remediation of failing to meet performance standards for the Critical Reflection Assessment.	CLS Committee Chair (delegated from Theme 2)

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 2	MEDS 5025	M	F	COMPLETE "Facilitator Assessment of the Learner for CBL and TOS End of Module" for all Year 1 Modules (CBMs 101-106)	Missing assessment items will be investigated by the Director of Assessment and Program Evaluation. If missing due to the assessing faculty member(s) failing to submit these assessment items the student will receive an IN PROGRESS grade which can be changed to a COMPLETE grade by the SAPC. In all other circumstances the student will receive an INCOMPLETE grade. The student will then meet with the Chair of the Theme 2 Committee to discuss the reason for the INCOMPLETE grade, after which the Chair will advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Theme 2 Chair
Y1	Theme 2	MEDS 5025	M	S	ACHIEVE A PASS on the Theme 2 component of the Self-Study Project for CBM 106	See Footnote 2 , Reassessment and remediation of failing to meet performance standards for the Self-Study Project for CBM106	Theme 2 Chair
Y1	Theme 2	MEDS 5025	M	S	ACHIEVE A PASS on the Theme 2 component of the CBM 104 Heroes & Villains Assignment	See Footnote 3 , Reassessment and remediation of failing to meet performance standards for the CBM104 Heroes and Villains Assignment	Historian of Medicine (Delegated from Theme 2)

Phase 1 Year 1 Promotion Requirements – Theme 3

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDIATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 3	MEDS 5045	M	S	ACHIEVE A CUMULATIVE GRADE OF 60% or higher on Theme 3 questions of the Phase 1 Summative Assessments covering CBMs 101 - 106	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1	Theme 3 Chair
Y1	Theme 3	MEDS 5045	O	F	Students will be provided with optional formative questions (FMR) each module	N/A	N/A
Y1	Theme 3	MEDS 5045	M	S	ACHIEVE A PASS on the Theme 3 component of the "End-of-Module Assessment of CBL/CLS" in CBMs 102, 103 and 105	See Footnote 6 , Reassessment and remediation of failing to meet performance standards for the End-of-Module Assessment of CBL/CLS.	CLS Committee Chair (delegated from Theme 3)
Y1	Theme 3	MEDS 5045	M	S	ACHIEVE A PASS both the oral and written components of two "Critical Reflection Assessments" in CBMs 103 and 105	See Footnote 5 Reassessment and remediation of failing to meet performance standards for the Critical Reflection Assessments.	CLS Committee Chair (delegated from Theme 3)

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 3	MEDS 5045	M	S	ACHIEVE A PASS on the Theme 3 component of the Self-Study Project for CBM 106	See Footnote 2 , Reassessment and remediation of failing to meet performance standards for the Self- Study Project for CBM106	Theme 3 Chair
Y1	Theme 3	MEDS 5045	M	S	ACHIEVE A PASS on the Theme 3 component of the CBM 104 Heroes & Villains Assignment	See Footnote 3 , Reassessment and remediation of failing to meet performance standards for the CBM104 Heroes and Villains Assignment	Historian of Medicine (Delegated from Theme 3)

Phase 1 Year 1 Promotion Requirements – Theme 4

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDICATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 4	MEDS 5065	M	F	Complete all laboratory assignments for CBMs 101 - 106	Students receiving an INCOMPLETE grade will meet with the Chair of the Laboratory Committee to discuss the incomplete grade. The Chair of the Laboratory Committee, will, after consulting with the Chair of the Theme 4 Committee, advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Laboratory Committee Chair (Delegated from Theme 4)
Y1	Theme 4	MEDS 5065	M	S	ACHIEVE A GRADE OF 60% or higher on the Phase 1 Summative Assessments (P1SA) for every module in year 1 (CBMs 101, 102, 103, 104, 105, and 106).	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1. In addition, students receiving a grade of less than 60% in 3 or more P1SA in modules 101-106 will be required to repeat the year or be withdrawn from the program.	Theme 4 Chair

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDICATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 4	MEDS 5065	M	S	ACHIEVE A GRADE OF 60% or higher on the Lab Bell Ringer exam (BRE) for every module in year 1 that has a BRE (CBMs 102, 103, 104, 105, and 106).	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1. In addition, students receiving a grade of less than 60% in 3 or more Lab Bell Ringer Exams in modules 102-106 will be required to repeat the year or be withdrawn from the program.	Theme 4 Chair
Y1	Theme 4	MEDS 5065	O	F	Students will be provided with optional formative questions (FMR) each module		

Phase 1 Year 1 Promotion Requirements – Theme 5

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDIATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 5	MEDS 5085	M	F	COMPLETE all laboratory assignments in CBMs 101 - 106	Students receiving an INCOMPLETE grade will meet with the Chair of the Laboratory Committee to discuss the incomplete grade. The Chair of the Laboratory Committee, will, after consulting with the Chair of the Theme 5 Committee, advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Laboratory Committee Chair (Delegated from Theme 5)
Y1	Theme 5	MEDS 5085	M	F	COMPLETE a formative OSCE	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 the incomplete grade should be cleared, and design a Completion Plan if appropriate.	OSCE Committee Chair (Delegated from Theme 5)
Y1	Theme 5	MEDS 5085	M	S	ACHIEVE A CUMULATIVE GRADE OF 60% or higher on Theme 5 questions of the Phase 1 Summative Assessments covering CBMs 101 - 106	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1	Theme 5 Chair

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Theme 5	MEDS 5085	M	F	COMPLETE the "Structured Clinical Skills End of Module Assessment" for all Year 1 Modules CBMs 101-106	Missing assessment items will be investigated by the Director of Assessment and Program Evaluation. If missing due to the assessing faculty member(s) failing to submit these assessment items the student will receive an IN PROGRESS grade which can be changed to a COMPLETE grade by the SAPC. In all other circumstances the student will receive an INCOMPLETE grade. The student will then meet with the Chair of the Theme 5 Committee to discuss the reason for the INCOMPLETE grade, after which the Chair will advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Theme 5 Chair
Y1	Theme 5	MEDS 5085	O	F	Students will be provided with optional formative questions (FMR) each module	N/A	N/A

Phase 1 Year 1 Promotion Requirements – Program

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDICATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Program	None	M	S	COMPLETE the 'SafeTalk' suicide awareness session. Students who have successfully completed SafeTALK within the last 2 academic years may apply for a Leave as per the relevant protocol and submit their Certificate of Completion in lieu of participating in the NOSM session.	Students who fail to attend the scheduled safeTALK session will be awarded an INCOMPLETE grade. They should consult with the Assistant Dean, Phase 1 who will advise the student as to how this requirement will be met. This would normally involve the student attending safeTALK at a session offered by parties other than NOSM.	Assistant Dean, Phase 1
Y1	Program	None	M	S	COMPLETE all mandatory components of the Career Advising curriculum	Students who fail to complete all mandatory components will be awarded an INCOMPLETE grade. They should consult with the Assistant Dean Phase 1 who will advise the student as to how this requirement will be met.	Assistant Dean Phase 1

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y1	Program	None	M	S	ATTEND all mandatory scheduled curriculum sessions	Failure to attend any mandatory curriculum session without having obtained prior approval (except in cases of medical or personal emergency) may result in an INCOMPLETE grade being awarded. The Assistant Dean, Phase 1 will advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan after consulting the Assistant Dean, Learner Affairs. In addition, the Assistant Dean, Phase 1 may refer the matter to the Committee on the Support of Student Professionalism.	Assistant Dean, Phase 1
Y1	Program	None	M	S	BE IN ATTENDANCE FOR 50% OR MORE of days on which teaching is scheduled during each of CBMs 101-106. For CBM 106 this is in addition to the placement attendance requirements described elsewhere in this table.	Students who are on leave (approved or unapproved) for 50% or more of the days on which teaching sessions are scheduled may be awarded an INCOMPLETE grade for the module. The Assistant, Dean Phase 1 will advise the SAPC if the incomplete grade should be cleared, and design a Completion Plan after consulting the Assistant Dean, Learner Affairs. This may include repeating the module in its entirety or engaging in other forms of 'make-up' time.	Assistant Dean, Phase 1

Phase 1 Year 2 Promotion 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).

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDICATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 1	MEDS 5205	M	S	ACHIEVE A CUMULATIVE GRADE OF 60% or higher on Theme 1 summative assessments covering CBMs 107,109,111	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1	Theme 1 Chair
Y2	Theme 1	MEDS 5205	M	S	COMPLETE Community Learning Sessions (CLS) Attendance and Professionalism Logs for modules CBMs 107- 111	When attendance at CLS has not been satisfactory, or when the log has not been submitted by the established deadline, an INCOMPLETE grade will be awarded. The student will meet with the Chair of the CLS committee to discuss the incomplete grade. The Chair of the CLS committee will advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	CLS Committee Chair (delegated from Theme 1)

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 1	MEDS 5205	M	S	COMPLETE Community Learning Sessions (CLS) Attendance during ICE Log for modules CBMs 108 and 110	When attendance at CLS has not been satisfactory, or when the log has not been submitted by the established deadline, an INCOMPLETE grade will be awarded. The student will meet with the Chair of the CLS committee to discuss the incomplete grade. The Chair of the CLS committee will advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	CLS Committee Chair (delegated from Theme 1)
Y2	Theme 1	MEDS 5205	M	S	ACHIEVE A PASS on the written components of the Theme 1 Rural Self-Study Project in CBM108 and CBM110. To be considered to have completed the Rural Self-Study, students must also participate in the Theme 1 ICE Placement Debrief Session.	See Footnote 7 Reassessment and remediation of failing to meet performance standards for the Rural Self-Study Project for CBM108 and CBM110.	Theme 1 Chair

Y2	Theme 1	MEDS 5205	M	S	<p>COMPLETE two Integrated Community Experiences (CBMs 108 and 110). At least one, and preferably both, of the 108 and 110 placements must occur in a remote and/or rural community. Aside from time spent travelling to and from the community, students are required to remain in the community from Monday to Friday for the duration of the placement period except as provided for in the “Phase 1 Interruptions to Student Attendance and Leaves of Absence” protocol. Daily commuting to the placement community is not considered to be a remote and/or rural community placement. To be considered to have completed CBM 108 or CBM 110, students must attend all Clinical Time sessions and other required curriculum sessions during the placement period except when on leave as per the “Phase 1 Interruptions to Student Attendance and</p>	<p>Students will consult with the Theme 1 Chair with respect to the reason for the incomplete grade. The Theme 1 Chair, after consulting with the Chair the Integrated Community Experiences committee, will advise the SAPC as to if the incomplete grade will be cleared, and design a Completion Plan if appropriate. This will usually entail an additional period of time spent in the same or similar community which the student was originally assigned to.</p>	Theme 1 Chair
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YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
					Leaves of Absence” protocol. The maximum number of days permitted to be on leave during each of the CBM 108 or CBM 110 placements that is consistent with each placement being ‘COMPLETE’ is 3.		
Y2	Theme 1	MEDS 5205	M	S	ACHIEVE A PASS on the Theme 1 component of the “End-of-Module Assessment of CBL/CLS” in CBMs 107, 108, 109, 110 and 111	See Footnote 6 . Reassessment and remediation of failing to meet performance standards for the End-of-Module Assessment of CBL/CLS.	CLS Committee Chair (delegated from Theme 1)
Y2	Theme 1	MEDS 5205	M	S	ACHIEVE A PASS both the oral and written components of two “Critical Reflection Assessments” for CBM 109 and CBM 111	See Footnote 5 . Reassessment and remediation of failing to meet performance standards for the Critical Reflection Assessments.	CLS Committee Chair (delegated from Theme 1)

Phase 1 Year 2 Promotion Requirements – Theme 2

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDIATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 2	MEDS 5225	M	S	ACHIEVE A CUMULATIVE GRADE OF 60% or higher on Theme 2 questions of the Phase 1 Summative Assessments covering CBMs 107 - 111	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1	Theme 2 Chair
Y2	Theme 2	MEDS 5225	M	S	ACHIEVE A PASS on Professionalism in Phase 1, Year 2. This will be based on any reports of professional behaviour falling below the standard described in the Code of Student Conduct and UME Policy on Student Professionalism including, but not limited to, “Assessment of Professional Behaviour in Clinical Encounters” for all Year 2 modules, and the “Assessment of Student Performance in the Integrated Community Experience (ICE)” for modules 108 and 110 only. 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 FAIL grade is awarded by the Committee to Supporting Student Professionalism (CSSP) (after review of the students’ Professionalism File and any professionalism report referred to it), students will meet with the Co-Chairs of the CSSP to discuss the reason for the failing grade. The Co-Chairs of the CSSP will advise the SAPC on if the FAIL grade should be reassessed or remediated, and collaborate with the Chair of the Theme 2 Committee to design a reassessment/remediation plan. 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.	Theme 2 Chair

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDICATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 2	MEDS 5225	O	F	Students will be provided with optional formative questions (FMR) each module		
Y2	Theme 2	MEDS 5225			ACHIEVE A PASS on the Theme 2 component of the “End-of-Module Assessment of CBL/CLS” in CBMs 107, 108, 109, 110 and 111	See Footnote 6 . Reassessment and remediation of failing to meet performance standards for the End-of-Module Assessment of CBL/CLS.	CLS Committee Chair (delegated from Theme 2)
Y2	Theme 2	MEDS 5225	M	S	ACHIEVE A PASS on both the oral and written components of two “Critical Reflection Assessments” for CBM 109 and CBM 111	See Footnote 5 : Reassessment and remediation of failing to meet performance standards for the Critical Reflection Assessments.	CLS Committee Chair (delegated from Theme 2)

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 2	MEDS 5225	M	F	COMPLETE "Facilitator Assessment of the Learner for CBL and TOS End of Module" for all Year 1 Modules (CBMs 107-111)	Missing assessment items will be investigated by the Director of Assessment and Program Evaluation. If missing due to the assessing faculty member(s) failing to submit these assessment items the student will receive an IN PROGRESS grade which can be changed to a COMPLETE grade by the SAPC. In all other circumstances the student will receive an INCOMPLETE grade. The student will then meet with the Chair of the Theme 2 Committee to discuss the reason for the INCOMPLETE grade, after which the Chair will advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Theme 2 Chair

Phase 1 Year 2 Promotion Requirements – Theme 3

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDIATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 3	MEDS 5245	M	S	ACHIEVE A CUMULATIVE GRADE OF 60% or higher on Theme 3 questions of the Phase 1 Summative Assessments covering CBM 107 - 111	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1	Theme 3 Chair
Y2	Theme 3	MEDS 5245	O	F	Students will be provided with optional formative questions (FMR) each module		
Y2	Theme 3	MEDS 5245	M	S	ACHIEVE A PASS on the Theme 3 component of the “End-of-Module Assessment of CBL/CLS” in CBMs 107, 108, 109, 110 and 111	See Footnote 6 . Reassessment and remediation of failing to meet performance standards for the End-of-Module Assessment of CBL/CLS.	CLS Committee Chair (delegated from Theme 3)
Y2	Theme 3	MEDS 5245	M	S	ACHIEVE A PASS both the oral and written components of two “Critical Reflection Assessments” for CBM 109 and CBM 111	See Footnote 5 Reassessment and remediation of failing to meet performance standards for the Critical Reflection Assessments.	CLS Committee Chair (delegated from Theme 3)
Y2	Theme 3	MEDS 5245			COMPLETE attendance or achieve a PASS for a workplace tour or session (either in Year 1 or 2)	Students will meet with the Chair of the Theme 3 Committee to discuss the INCOMPLETE grade. The Theme 3 Chair will, after consulting with the Chair of Theme 1, advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Theme 3 Chair

Phase 1 Year 2 Promotion Requirements – Theme 4

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDIATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 4	MEDS 5265	M	F	COMPLETE all laboratory assignments for CBM 107 - 111	Students receiving an INCOMPLETE grade will meet with the Chair of the Laboratory Committee to discuss the incomplete grade. The Chair of the Laboratory Committee, will, after consulting with the Chair of the Theme 4 Committee, advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Laboratory Committee Chair (Delegated from Theme 4)
Y2	Theme 4	MEDS 5265	M	S	ACHIEVE A GRADE OF 60% or higher on the Phase 1 Summative Assessments (P1SA) for every module (CBMs 107, 108, 109, 110, and 111).	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1. In addition, students receiving a grade of less than 60% in 3 or more P1SA in modules 107-111 will be required to repeat the year or be withdrawn from the program.	Theme 4 Chair

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDICATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 4	MEDS 5265	M	S	ACHIEVE A GRADE OF 60% or higher on the Lab Bell Ringer exam (BRE) for every module in year 1 that has a BRE (CBMs 107, 108, 109, 110, and 111).	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1. In addition, students receiving a grade of less than 60% in 3 or more Lab Bell Ringer Exams in modules 107-111 will be required to repeat the year or be withdrawn from the program.	Theme 4 Chair
Y2	Theme 4	MEDS 5265	O	F	Students will be provided with optional formative questions (FMR) each module	N/A	N/A
Y2	Theme 4	MEDS 5265	M	S	COMPLETE attendance at an Autopsy (in either Year 1 or Year 2)	Students will meet with the Chair of the Laboratory Committee to discuss the INCOMPLETE grade. The Chair of the Laboratory Committee will advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Laboratory Committee Chair

Phase 1 Year 2 Promotion Requirements – Theme 5

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDIATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 5	MEDS 5285	M	F	COMPLETE all laboratory assignments for CBM 107-111	Students receiving an INCOMPLETE grade will meet with the Chair of the Laboratory Committee to discuss the incomplete grade. The Chair of the Laboratory Committee, will, after consulting with the Chair of the Theme 5 Committee, advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Laboratory Committee Chair (Delegated from Theme 5)
Y2	Theme 5	MEDS 5285	M	F	COMPLETE a formative OSCE	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 the incomplete grade should be cleared, and design a Completion Plan if appropriate.	OSCE Committee Chair (Delegated from Theme 5)
Y2	Theme 5	MEDS 5285	O	F	Students will be provided with optional formative questions (FMR) each module	N/A	N/A

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 5	MEDS 5285	M	S	ACHIEVE A CUMULATIVE GRADE OF 60% or higher on Theme 5 questions of the Phase 1 Summative Assessments covering CBM 107 - CBM 111	See Footnote 1 , Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1	Theme 5 Chair

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDIATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 5	MEDS 5285	M	S	PASS the Summative OSCE	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.	OSCE Committee Chair (Delegated from Theme 5)

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 5	MEDS 5285	M	S	COMPLETE the Pelvic Examination Session	Students will meet with the Chair of the Theme 5 Committee to discuss the INCOMPLETE grade. The Chair of the Theme 5 Committee will advise the SAPC on if the INCOMPLETE grade should be cleared, and design a Completion Plan if appropriate.	Theme 5 Chair
Y2	Theme 5	MEDS 5285	M	F	COMPLETE the "Structured Clinical Skills End of Module Assessment" for all Year 2 Modules CBM 107-111	Missing assessment items will be investigated by the Director of Assessment and Program Evaluation. If missing due to the assessing faculty member(s) failing to submit these assessment items the student will receive an IN PROGRESS grade which can be changed to a COMPLETE grade by the SAPC. In all other circumstances the student will receive an INCOMPLETE grade. The student will then meet with the Chair of the Theme 5 Committee to discuss the reason for the INCOMPLETE grade, after which the Chair will advise the SAPC on if the incomplete grade should be cleared, and design a Completion Plan if appropriate.	Theme 5 Chair

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDiation OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Theme 5	MEDS 5285	M	S	During the ICE Placement COMPLETE the following clinical skill activities: conduct patient interview(s) and physical examination(s); document findings with written complete history and physical, and/or SOAP notes. The ICE preceptors in community will be required to approve that the activities were completed to a satisfactory level.	When students do not COMPLETE the clinical skill activities outlined above, students will be required to meet with the ICE Committee Chair and Theme 5 chair to discuss how to complete the requirements prior to promotion.	

Phase 1 Year 2 Promotion Requirements – Program and Elective

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Elective	MEDS 5305	M	S	ACHIEVE a Complete for a four-week elective between Years 2 and 3. Students who have not received a Complete grade prior to the start of Year 3 may be conditionally promoted pending completion of this requirement.	Students who do not successfully COMPLETE the elective will be required to pursue additional elective time to meet the requirement prior to promotion.	Assistant Dean, Phase 1
Y2	Program	None	M	S	COMPLETE all mandatory components of the Career Advising curriculum	Students who fail to complete all mandatory components will be awarded an INCOMPLETE grade. They should consult with the Assistant Dean Phase 1 who will advise the student as to how this requirement will be met.	Assistant Dean Phase 1
Y2	Program	None	M	S	ATTEND all mandatory scheduled curriculum sessions	Failure to attend any mandatory curriculum session without having obtained prior approval (except in cases of medical or personal emergency) may result in an INCOMPLETE grade being awarded. The Assistant Dean, Phase 1 will advise the SAPC on if the incomplete grade will be cleared. and design a Completion Plan after consulting the Assistant Dean, Learner Affairs. In addition, the Assistant Dean, Phase 1 may refer the matter to the Committee on the Support of Student Professionalism.	Assistant Dean, Phase 1

YEAR	THEME OR PROGRAM	COURSE	MANDATORY (M) OPTIONAL (O)	SUMMATIVE (S) FORMATIVE (F)	ASSESSMENT ⁵	REASSESSMENT OR REMEDATION OF FAIL/ CLEARING OF INCOMPLETE ⁴	DIRECT APPEALS TO
Y2	Program	None	M	S	BE IN ATTENDANCE FOR 50% or more of days on which teaching is scheduled during CBM 107-111. For CBM 108 and 110 this is in addition to the placement attendance requirements described elsewhere in this table.	Students who are on leave (approved or unapproved) for 50% of the days on which teaching sessions are scheduled may be awarded an INCOMPLETE grade for the module. The Assistant, Dean Phase 1 will advise the SAPC if the incomplete grade be cleared, and design and a Completion Plan after consulting the Assistant Dean, Learner Affairs.. This may include repeating the module in its entirety or engaging in other forms of 'make-up' time.	Assistant Dean, Phase 1

Footnotes

Footnote 1: Reassessment and remediation of failing to meet performance standards during written assessments in Phase 1. For Theme 1 students receiving a FAIL grade students will consult with the Theme 1 Chair with respect to the reason for the fail. The Theme 1 Chair will advise the SAPC on if the failing grade will be reassessed or remediated, and design a Reassessment or Remediation Plan if appropriate. For Theme 2-5 students may be required to be undertake reassessment or remediation during the summer term or, in exceptional circumstances, at other times as required by the SAPC. In order to facilitate this process the Director of Assessment and Program Evaluation will provide the student's academic record to the appropriate Theme Committee Chairs and request a suitable reassessment or remediation plan. To do so the Theme Committee Chair will consult with the appropriate Division Head(s) regarding faculty availability, and with the Director and/or Administrative Manager of Assessment and Program Evaluation regarding capacity in the Assessment Office, prior to finalising the plan. Any reassessment examination will reassess the failed Theme in a manner determined by the SAPC but will usually follow the format of the assessment failed such as the P1SA or BRE. The reassessment may include assessment of the entire Year 1 curriculum of the failed Theme or only certain parts as determined by the Theme. When multiple Themes have been failed the reassessment exam may include assessment items from each Theme for the sake of convenience although each Theme reassessment will be considered independently for the purposes of promotion. If required by the SAPC the student will be reassessed at some time during the week of June 22 – 26, 2020. If the student does not pass the reassessment exam for any Theme no further reassessment will be permitted; the SAPC may, however, then require the student to undertake a period of remediation or withdraw the student from the program. Students who Fail three or more Themes due to failure of these assessments i.e. grades derived from the P1SA, BRE or Theme 1 essay, or their equivalent reassessments, will be withdrawn from the Program or required to remediate by re-taking the failed Theme in a subsequent year.

Footnote 2: Reassessment and remediation of failing to meet performance standards for the Self-Study Project for CBM106. Students who have received a FAIL grade will meet with the appropriate Theme Chair to discuss the reason for the failing grade. The Theme Chair will then advise the SAPC on if the failing grade will be reassessed or remediated, and design a Reassessment or Remediation Plan if appropriate. In the case of a poorly prepared or presented post-placement presentation the SAPC may require that the presentation is revised with subsequent reassessment. This would normally take place in the summer term. In cases where, in the opinion of the assessor, insufficient experiential data has been collected, the Theme(s) may require the student to repeat all or part of the placement component of module 106 usually during the summer term.

Footnote 3: Reassessment and remediation of failing to meet performance standards for the CBM104 Heroes and Villains Assignment. Students who have received a FAIL grade will meet with the Historian of Medicine with respect to the reason for the failing grade. The Historian of Medicine, after consulting with the Chairs of the Theme 2 or 3 Committees as appropriate, will advise the SAPC as to if the failing grade will be reassessed or remediated, and design a Reassessment or Remediation Plan if appropriate. If the failing grade is due to a poor presentation, the SAPC will normally require that the presentation be revised and reassessed. If the research component of the exercise is unsatisfactory, remediation will be required during which the student to better investigate the history of the chosen subject. Reassessment or remediation of Heroes and Villains will normally take place during the summer term.

Footnote 4: When numerical passing grades are mentioned in this document these refer ONLY to students enrolled in a full course load. For students enrolled in less than a full course load due to SAPC ordering remediation the SAPC may modify the requirements to pass the course. In addition, the SAPC may modify these Promotion requirements for students who have been placed on Academic Probation.

Footnote 5: Reassessment and remediation of failing to meet performance standards for the Critical Reflection Assessments. Students receiving a FAIL grade will meet with the Chair of the CLS committee to discuss the reason for the failing grade. The Chair of the CLS Committee will, after consulting with the Chairs of Themes 1, 2 and 3 advise the SAPC on if the failing grade will be reassessed or remediated, and design a Reassessment or Remediation Plan if appropriate.

Footnote 6. Reassessment and remediation of failing to meet performance standards for the End-of-Module Assessment of CBL/CLS. Students receiving a fail grade will meet with the Chair of the CLS Committee to discuss the reason for the failing grade. The Chair of the CLS committee will, after consulting with the Chairs of Theme 1, 2 and 3 Committees, advise the SAPC on if the failing grade will be reassessed or remediated, and design a Reassessment or Remediation Plan if appropriate.

Footnote 7. Reassessment and remediation of failing to meet performance standards for the Rural Self-Study Project in CBM108 and 110. Students who have received a FAIL grade will meet with the Theme 1 Chair to discuss the reason for the failing grade. The Theme Chair will then advise the SAPC on if the failing grade will be reassessed or remediated, and design a Reassessment or Remediation Plan if appropriate. In the case of a poorly submitted rural self-study project the SAPC may require that it is revised with subsequent reassessment.

Glossary

AD-UME	Associate Dean - UME
CBL	Case-Based Learning session
CBM	Case-Based Module
CLS	Community Learning Sessions
F	Indicates a formative element
FMR	Formative Module Review
ICE	Integrated Community Experience
IP	In progress
M	Indicates a mandatory element
O	Indicates an optional element
OSCE	Objective Structured Clinical Examination
P1	Phase 1
P1SA	Phase 1 Summative 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
TOS	Topic-Oriented Sessions
Y1, Y2	Year 1, Year 2

Section 1: Phase 1 Assessment Protocols and Additional Information

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Phase 1 Final OSCE Standard Setting

The purpose of the final OSCE of Phase 1 is to ensure that our students have attained competence in core clinical skills prior to advancing to clerkship.

The examination is a 16 station OSCE. As previously approved by UME and SAPC, students must pass 14 out of 16 stations to pass the OSCE. (Approved November 6 2006)

There are many different methods in the OSCE literature describing how standards are set. These have been extensively reviewed. The following standard setting and data handling methods are recommended to ensure that NOSM students are assessed fairly and to comply with the principle of criterion referenced assessment, the approach adopted by the NOSM Undergraduate medical education committee.

Skills Assessed

The Communication, Interviewing, Examination and Procedural skills presented in the objectives of the Clinical Skills in Health Care (Theme 5) curriculum will be assessed.

Station Development

The OSCE committee will set the exam blueprint and create the examination stations. A modified Angoff method will be used for setting the pass standard for each of the OSCE stations. This method is also used by the Medical Council of Canada.

The scoring of the stations will be based on both a station specific checklist and global rating scales. The global rating scales use a Likert scale with a rubric to identify the overall assessment of skill competency. The OSCE literature has identified that both elements are essential for a reliable and valid assessment of student performance.

The checklist is created by the committee. It is meant to identify only elements that are important for completion of the skill. For interview stations, approximately 30 checklist items are used. For examination or procedural stations, approximately 20 checklist items are used.

Critical performance elements are identified for each station. Only those elements essential to demonstrate patient centred communication or patient safety are considered to be critical performance elements. Examples of patient safety elements would include hand washing or sharps disposal. The examiners are blinded to these elements in that they only see them as behaviours to be observed and assessed. The examiners do not know these are elements that will be treated differently in the scoring process.

Achieving a pass on a station

Three elements have been identified as being essential in order to achieve a pass for the station. These include a passing score on the checklists, a pass for the global rating scale, and successful completion of items identified as 'critical performance elements' on the checklist.

The Checklist: To set the pass standard for the checklist, a modified Angoff method will be used. This method is one of the few criterion references methods which have acceptable reliability rates ($r > 0.8$).

The Angoff method involves a panel of experts each of whom imagines a student who would fail the OSCE. They operationally describe their failing student by filling out a score for this student on the checklist. The experts then discuss one another's rationale and revise their own marks accordingly. The mean of the experts' imaginary failing students sets the pass standard for the station.

The Angoff method commonly results in the pass rate being set at between 65 and 75 percent. Thus, students are commonly required to demonstrate 65-75% of the desired behaviours to obtain a grade of pass.

The Global Rating Scales: The global rating scales allow examiners to identify strengths and deficiencies in the overall process of the skills demonstrated in the station. It includes organization, relationship to the patient, and the overall approach to the problem. It allows students to be identified who seem to score well on the content of the checklist but lack the understanding, insight or interpersonal skills essential to completion of the task. The modified Angoff method has been applied to the global rating scale, and the experts have determined that a score of three or greater on each of the global rating items and a "pass" for the station are required to successfully pass the station.

Critical Performance Elements: Students also have to demonstrate each of the critical performance element(s) for the station in order to pass the station. For example, failure to dispose properly of sharps in an injection station puts patients and staff at risk and would result in a failure even if all other elements were properly executed. Similarly, if a student on a physical exam station achieves the acceptable number of items, but does not acknowledge the patient during the demonstration of skills, this too would be unacceptable.

Statistical Analysis of the Examination

It is critical in this high stakes examination with multiple variables that a thorough analysis is done to ensure that each of the stations, checklist items and examiner's marks meet acceptable standards.

In a broad sense the OSCE is testing history taking, communications, and physical examination skills. To insure that these are the psychological constructs we are, in fact, measuring, the station scores will be subjected to factor analysis. Each station that does not factor load on the construct we assumed it was to measure will be further scrutinized to determine why the station correlates poorly with its comparators. If the station is deemed to be an invalid measure, it will be eliminated from counting in the examination. Should this occur, students will still be permitted to fail up to two stations and pass the exam as a whole. More than two failed stations is deemed a failure of the examination as a whole.

Checklists will be analyzed to ensure that the scores obtained on each checklist item are comparable across evaluators. The level of agreement among the evaluators will be examined by comparing the responses given by each evaluator to the pooled responses of the other evaluators. The Scott/Fleiss kappa statistic will be calculated to estimate the strength

of association between each evaluator's use of the item and that of the other evaluators. Once these values are determined, any item that is found to have an unacceptably kappa will be removed prior to scoring of the station. It is anticipated that the kappa values will be .60 and above.

A statistical analysis will also be done of the scores given by each of the individual evaluators and an adjustment will be made for any examiner scores deemed to demonstrate unacceptable variations in scoring for the station.

Assuming that each evaluator observes a representative subpopulation of the total population of students, their responses to the students' performance should be somewhat similar. If we find that an evaluator is consistently scoring students low or high, their scores will be adjusted to mirror the scores of the other pooled evaluators observing that station.

By placing the checks and balances above in the scoring process we should control for the major issues that cause difficulty to those conducting OSCE examinations and the resultant data will be as reliably valid as we can make it.

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V1.0	30 April 2007	Approved by SAPC
	02 May 2007	Approved by UME Committee

Features of Phase 1 Formative Module Reviews and Phase 1 Summative Assessments

Formative Module Review

Formative Module Reviews (FMRs) are 'self-test' formative assessments which are provided to learners at the start of each Phase 1 module. These are to be provided to the Office of Assessment by each Theme Committee according to the dates described in the Phase 1 Deadlines Calendar. Particular attention should be paid to ensuring that the FMR is reflective of the types and difficulty of the assessment items learners will have to answer in the Phase 1 Summative Assessment. The number of questions required to be submitted by each Theme Committee is described in Table 1.

Phase 1 Summative Assessment

The Phase 1 Summative Assessment (P1SA) is a summative assessment used as part of the grading system for each Theme. The P1SA may contain multiple choice, fill in the blank, extended matching, or short answer questions. These are to be submitted to the Office of Assessment by each Theme Committee according to the dates described in the Phase 1 Deadlines Calendar. The assessment will normally take place in the final week of the respective module as specified in the Phase 1 Curriculum Schedule.

Each P1SA is a set of summative assessments covering all five Themes and is delivered at the end of each module. The P1SA may include a scholarly essay submission, written examinations (will be separated by Theme), and bellringer examination. The formula for testing time shall be no less than the current standard of the MCCQE Part1 and not exceed 4 hours in a single sitting (SAPC regulation 4.5). When the results of a single P1SA, or combination of P1SAs, shall be used for the purpose of awarding a student a pass or fail grade for a Theme, each question must contribute 2% or less to the total numerical grade. The number of questions to be submitted by each Theme Committee is described in Table 1. Following completion of the P1SA, students will receive the results of the examination within 6 weeks of the date of the P1SA occurring.

Table 1: Number of questions per module by Theme to be included in each P1SA and FMR

Theme	Number of Questions per module	
	FMR	P1SA
Theme 1	0	0
Theme 2	8	15
Theme 3	8	15
Theme 4 ¹	25	55
Theme 5 ²	12	20
Total	53	105

¹ See the Theme 4 P1SA and Bellringer Assessment Blueprint

² Except in module 106; there will be fewer Theme 5 questions on the P1SA

Recommendations of good practice for items on the P1SA and FMR

1. Each multiple choice question shall have one correct, best answer, and three incorrect answers; answers of the type 'none of the above' or 'all of the above' are **not** permitted.
2. All questions shall assess a module learning objective or part thereof.
3. **No** true/false questions are permitted.
4. For the P1SA only: at least 20% of questions included in the examination shall not have been used in the previous year's P1SA.

Theme Content Coordinators/Leads and/or Theme Chairs are responsible for the final review and approval of all exam questions for their respective Themes.

Theme 4 P1SA & Bell Ringer Assessment Blueprint

Theme 4, the Foundations of Medicine, provides assessment items for P1SA based on its approved learning objectives. The learning objectives will be linked to the exam questions in ExamSoft. Students are responsible for mastering the learning objectives communicated to them in each module and demonstrating this mastery of them when assessed. Thus, assessment items must test the mastery of learning objectives at the same level of skill, knowledge, or attitude expressed in the approved learning objective. Students are also expected to be able to integrate knowledge to answer questions that require a mastery of multiple learning objectives and demonstrate an ability to critically reason based on foundational knowledge from previous modules.

The Theme 4 content is primarily delivered to the students via whole group sessions (WGS), Topic-oriented sessions (TOS), the Pharmacology Self-Study (PSS) and laboratories.

In order to ensure consistency in P1SAs, Theme 4 is providing the following guidance regarding the preparation of the examinations:

For each module P1SA, Theme 4 is required to submit **55 questions** allotted approximately as follows:

- 5-7 questions allotted to assess objectives delivered through the Pharmacology Self-Study
- 2-3 questions allotted to an integrated vignette
- 3-5 questions allotted to assess objectives delivered through laboratory activities (please contact Ms. Donna Newhouse at dnewhouse@nosm.ca)
- 8-10 questions allotted to assess objectives delivered through TOSs (the Theme 4 content coordinator may contact the TOS facilitators for MCQs).
- 25-30 allotted to assess objectives delivered through WGSs (the Theme 4 Coordinator should contact the WGS lecturers)

P1SAs may be administered at the end of Academic Week in order to assess curricular content delivered during Academic Week. The format of these exams will be determined based on the curricular content to be assessed.

Written examinations may include multiple choice questions, short answer questions, fill in the blank, extended matching questions as well as bell-ringers, and any other style of question available in ExamSoft.

It is expected that answers will be spelled correctly, however, some discretion is allowed for giving credit for typographical errors. The Theme 4 content coordinator is responsible for making the final decisions regarding spelling errors in answers.

For the P1SA, at least 20% of questions included in the examination shall not have been used in the previous year's P1SA.

In preparing the assessment questions, the following standards must be met:

All questions must assess the approved T4 learning objectives.

All questions must pose a clear question and contain all of the information and instructions required for a competent medical student to answer the question.

In the case of multiple choice questions, they must have 4 distinct answer options.

Bell Ringer Examination (BRE) Blueprint

Bell-ringer examinations are practical exams used as a means to assess Theme 4 objectives. Content experts on the Lab Committee provide assessment items for BRE derived from laboratory (session) objectives and Module objectives. Many of the BRE questions attempt to integrate the Theme 4 content of WGS, TOS, SCS, LABS and PSS.

Students are responsible for mastering the learning objectives communicated to them in each module and demonstrating this mastery of them when assessed. Thus, the majority of BRE assessment items will test the mastery of learning objectives and the same level of skill, knowledge, or attitude expressed in the approved learning objectives. Students are also expected to be able to integrate knowledge to answer questions that require a mastery of multiple learning objectives and demonstrate an ability to critically reason based on foundational knowledge from previous modules. In addition, the students are expected to understand relationships between anatomical structures.

Bell ringer exam (BRE) questions are grouped together into 'stations'. Typically, a station has 1-6 questions pertaining to structures (i.e. artery, vein, nerve, cell, muscle, specific part of bone, etc.) labeled on models, cadaveric specimens, diagnostic images, and digital/glass histological/pathological slides. The questions will be either True/False (and if false, explain why), multiple choice, "identify", short answer, briefly explain or a combination of some or all question types.

Accurate spelling of each word is considered to be an important part of assessment in the BRE, therefore the answers need to be spelled correctly in order to be graded as correct. Changing one letter may change the word and its meaning. Examples include: "ileum" is a part of the small intestine and "ilium" is a bone in the hips, "ped" refers to the foot & "pedia" refers to children, "ab" means away & "ad" means toward.

For each module (except CBM 101), the BRE is a summative assessment and counts for 20% of a student's final Theme 4 mark.

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	2017 08	Dr. Zach Suntres, T4C Chair
	2017 09 14	Reviewed by T4C, revised and approved
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	2018 09 13	Reviewed by T4C, revised and approved
	2018 12 13	Reviewed by T4C, revised and approved

Phase 1 one45 Assessment Form Checklist

CBM 101	Due From Faculty
CBL1 End	October 21, 2019
TOS1 End	
SCS101 + PB1	

CBM 102	Due From Faculty
CBL1 End	December 2, 2019
TOS1 End	
SCS1 + PB1	

CBM 103	Due From Faculty
CBL1 End	February 3, 2020
TOS1 End	
SCS1 + PB1	

CBM 104	Due From Faculty
CBL1 End	March 16, 2020
TOS1 End	
SCS104 + PB1	
H&V	

CBM 105	Due From Faculty
CBL1 End	May 4, 2020
TOS1 End	
SCS1 105 + PB1	

CBM 106	Due From Faculty
CBL1 End	June 12, 2020 *
TOS1 End	
SCS1 + PB1	
ICE 106	
SSP	

CBM 107	Due From Faculty
CBL2 End	November 4, 2019
TOS2 End	
SCS107 + PB2	

CBM 108	Due From Faculty
CBL2 End	December 16, 2019
TOS2 End	
SCS2 + PB2	
ICE 108	<i>Student must distribute</i>

CBM 109	Due From Faculty
CBL2 End	February 10, 2020
TOS2 End	
SCS2 + PB	

CBM 110	Due From Faculty
CBL2 End	March 23, 2020
TOS2 End	
SCS2 + PB2	
ICE 110	<i>Student must distribute</i>

CBM 111	Due From Faculty
CBL2 End	May 19, 2020
TOS2 End	
SCS2 + PB2	

**Earlier due date due to promotion deadlines*

Phase 1 – Year 1 and Year 2 Assessment Form Reference Guide

<i>Document Reference</i>	<i>One45 Picklist Name</i>	<i>Full Title on Assessment Form</i>
CBL1 END	Assessment of the Learner for CBL End Module Year 1	Facilitator Assessment of the Learner for CBL End Module in Year 1
TOS1 END	Assessment of the Learner for TOS End Module Year 1	Facilitator Assessment of the Learner for TOS End Module in Year 1
SCS1	Assessment Structured Clinical Skills End of Module (Standard)	Structured Clinical Skills End of Module Assessment Year 1 (Standard)
SCS101	Assessment Structured Clinical Skills End of Module (CBM101)	Structured Clinical Skills End of Module Assessment Year 1 (Module 101)
SCS104; SCS 105	Assessment Structured Clinical Skills End of Module (CBM104 or CBM 105)	Structured Clinical Skills End of Module Assessment Year 1 (Module 104 or Module 105)
PB1	Assessment of Prof Behaviour in Clinical Encounters Y1	Assessment of Professional Behaviour in Clinical Encounters in Year 1
ICE106	Assessment of Student Performance in ICE106	Assessment of Student Performance in the Integrated Community Experience (ICE) – Module 106
SSP	Assessment: Self Study Project	Self-Study Project Assessment Form
H&V	Assessment: Heroes and Villains	Heroes and Villains Assignment CBM 104

<i>Document Reference</i>	<i>One45 Picklist Name</i>	<i>Full Title on Assessment Form</i>
CBL2 END	Assessment of the Learner for CBL End Module Year 2	Facilitator Assessment of the Learner for CBL End-Module in Year 2
TOS2 END	Assessment of the Learner for TOS End Module Year 2	Facilitator Assessment of the Learner for TOS End Module in Year 2
SCS2	Assessment Structured Clinical Skills End of Module Year 2	Structured Clinical Skills End of Module Assessment Year 2
SCS 107	Assessment Structured Clinical Skills End of Module (CBM107)	Structured Clinical Skills End of Module Assessment Year 2 (Module 107)
PB2	Assessment of Prof Behaviour in Clinical Encounters Y2	Assessment of Professional Behaviour in Clinical Encounters in Year 2
ICE108	Assessment of Student Performance in ICE108	Assessment of Student Performance in the Integrated Community Experience (ICE) – Module 108
ICE110	Assessment of Student Performance in ICE110	Assessment of Student Performance in the Integrated Community Experience (ICE) – Module 110

Student must distribute

Students will receive the assessment form directly in their one45 To Dos. During the first week of ICE placement, students are **required** to select their Preceptor from the drop down list to assign the form for completion. If Preceptor is not listed or the student does not know who to select, they are to send an email to one45@nosm.ca promptly so that the issue can be resolved and the form distributed.



Northern Ontario
School of Medicine
École de médecine
du Nord de l'Ontario
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Office of Assessment

Submission of Assessment Forms in Phase 1

Protocol for Faculty 2019 – 2020

Timely assessment of medical student performance and provision of constructive feedback is crucial to their development and progression in the program. Facilitators must provide feedback throughout the module and are required to document their final assessment using approved NOSM assessment forms. *Providing feedback to your students is critical for their learning and is an important part of teaching. It is **expected** that facilitators complete and submit all of their student assessment forms within 10 business days of the end of a module. Facilitators who neglect to submit their completed assessment forms on time may not be assigned future teaching duties.*

The requirement for form completion varies by module and this is made explicit in the 2019-2020 Promotion and Reassessment/Remediation Plan (PaRRP). All Students and Faculty will be provided with the [Phase 1 one45 Assessment Form Checklist](#) by the Assessment Office at the beginning of the academic year which includes due dates and titles of assessment forms required to meet the promotion requirements for Phase 1 Year 1 and Year 2.

End Module Assessments: Facilitators of CBL, TOS, SCS, and ICE Preceptors are required to complete end module assessments (may be summative or combination of formative/summative) electronically using one45. **All end of module assessments must be submitted electronically as soon as possible following the date of the evaluation & assessment session, and within 10 business days of the module end.** Assessments that are not submitted on time carry implications for accreditation compliance, academic records and administrative processes. Assessments that remain outstanding 10 business days following the end of module will be considered no longer valid; the form will be closed in one45 and no grade will be awarded which will require discussion and remedying at the SAPC by the Phase 1 Assistant Dean. The Assessment Office will monitor for incomplete end-module assessments and provide reports to the Phase 1 Assistant Dean, Director of UME, AD UME, and respective Division Heads for follow up.

Assessment forms specific to your assigned sessions are sent directly to your one45 account early in the module (except for ICE assessments – see below). This allows time for you to review the forms and ensure that you have received all of the required assessments for each of your assigned students. If you accidentally complete the wrong form, receive a form for a student with whom you are not facilitating, are missing a form, want to edit a previously submitted form, have questions, or require any assistance with your one45 account, please email one45@nosm.ca as soon as possible so that your issue can be resolved promptly.

For ICE Placement Assessments: Students will receive the assessment form directly in their one45 To Dos. During the first week of ICE placement, students are required to select their Preceptor from the drop down list to assign the form to you for completion and submission. If the Preceptor is not listed or the student does not know who to select, they are expected to send an email to one45@nosm.ca immediately so that the issue can be resolved and the form distributed to you on time.

Presented to Phase 1 Committee October 20, 2015 - Updated June, 2019 for 2019-2020 AY

Professionalism Reporting Form for Phase 1

Please use this form for reporting all professionalism concerns except for those occurring in ICE modules or Academic Sessions which have professionalism forms specific to those activities.

As part of NOSM UME's commitment to maintaining and promoting professionalism in medicine and the medical education environment this form provides the ability to report unprofessional conduct of Phase 1 students. Professionalism issues will be reviewed and addressed by the Phase 1 Professionalism Review Committee/Committee on Supporting Student Professionalism.

This is also an opportunity to let us know about a student who deserves accolades for his/her exemplary professional conduct.

Date: _____

Name of person reporting concern: _____

Name of student (subject of report): _____

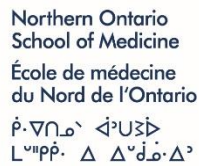
Status: (UME student, UME elective student) _____

Incident Location: _____

Incident Date: _____

Details of incident:

Witness if any: _____



Reporting Form

Attention: NOSM Faculty and Members of the university community

As part of NOSM UME's commitment to maintaining and promoting professionalism in medicine and in the medical education environment, this form provides you with the ability to report exemplary professionalism behavior of a NOSM UME student.

You are receiving this form after an initial review with the Committee to Support Student Professionalism (CSSP) Co-Chair(s) that has determined your observation has merit and is appropriate to be pursued through the CSSP avenue.

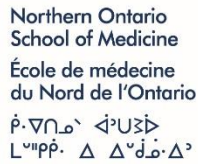
You are now being asked to use this form to submit a draft statement regarding the observation of exemplary professionalism behavior for further review.

Please ensure that your description (see page 2) is factual and includes as much detail as possible, print it off, sign it in ink, scan it, and then **email it to umeprofessionalism@nosm.ca**.

If additional information is required, you will be contacted for more information.

After review by the committee, you will be advised of any action or recognition that results from your submission.

Thank you for taking the time to promote and support professionalism in medicine and medical education in the NOSM UME program.



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Section 2: Supplementary Documentation

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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.

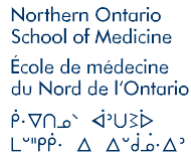
Dr. Elaine Hogard
Director of Assessment & Program Evaluation
October 29, 2016



Invigilation of Written Examinations

Invigilation of all written examinations will take place according to the SAPC regulations circulated by the Assessment Office. All assessments will be invigilated by a NOSM Faculty Member aided by one or more non-faculty Proctors, except in the case of exceptional circumstances as approved by the appropriate Phase Coordinator. Normally examinations will take place in one examination room per campus, with each room having a Faculty Invigilator and non-faculty Proctor present.

In the case of examinations taking place in multiple rooms on a given campus then non-faculty Proctors must be present in all rooms, while a Faculty Invigilator need only be present in one of the rooms as long as all the examination rooms being used are in close proximity (short walking distance), and the Faculty Invigilator can be summoned by Proctors if necessary. The assignment of invigilation and proctor duties will take place prior to the start date of each of the three Phases.



V 10.0

- a. Prior to their arrival at the examination, students should leave all unnecessary materials at home, in their student lockers, or an area designated by the Invigilator.
 - i. Only the following items are permitted beyond the registration table: pens, pencils, eraser, a beverage in a spill proof container, NOSM student identification card, earplugs, reading glasses and glass case, religious apparel and emergency medications (such as auto-injectable epinephrine or an inhaler) if applicable. NOTE: For computer-based testing (CBT) environments, only approved devices are permitted.
 - ii. Items such as jackets, caps or hats, pencil cases, backpacks, textbooks, notes, cellular telephones, unauthorized electronic devices etc. must be left in the students' lockers, and if not available or accessible, at an area designated by the Invigilator. The school is not responsible for the loss or theft of any personal items.
- b. Students will be allowed admittance to the examination facility starting 30 minutes prior to the exam by Staff Invigilators. Students are **required** to arrive 20 minutes early for the examination to allow sufficient time for sign-in and receipt of testing materials (whiteboard, pen, etc.).
- c. If a student arrives and has a reasonable rationale for their lateness, as decided by the Faculty Invigilator, they will be allowed into the room up until 30 minutes from the start of the examination. However, those late students will **not receive any additional examination time**. After 30 minutes of the exam start time, **no student** is allowed to enter the room to join the examination, rather, they will be marked absent and must contact the Associate Dean UME directly.
- d. Those students who have been signed in are not permitted to leave – unless there is an urgent need and then they will be signed out and accompanied. *Requests made after sign-in such as attending the washroom or getting water will be deferred until the exam starts and a Staff Invigilator is available to escort.*
- e. Students must register for the examination by showing their NOSM student ID, and signing in for the examination.
 - i. Cellular telephones must be left in student lockers, at home, or an area designated by the Invigilator; no electronic devices of any kind (unless an approved device for CBT) are permitted in the examination room.
 - ii. By signing in for the examination, students are affirming that they have no unauthorized electronic devices on their person, and that they agree to follow the NOSM Code of Student Conduct and the requirements of the NOSM Student Responsibilities During Written Assessments with respect to their conduct during the examination.

2. EXAMINATION PROCEDURES

- a. Students will keep their assessment material envelopes closed until the Faculty Invigilator tells them to begin.
- b. Silence is expected once the examination begins. Students must not engage in any form of unauthorized communication/interaction once the examination begins.
- c. Students arriving after the 30 minute start time of the examination will not be permitted into the examination room. These late students will be marked absent and must contact the UME Associate Dean directly.
- d. Students who have arrived late, but within the 30 minute start window and have a reasonable rationale, may be allowed into the room to write the exam (Refer to section 1c). However, they will not be given any additional examination time (2 hours – X Minutes arrival (Maximum 30 mins) = New write time (no less than 1.5 hours). They must comply to their revised end time as indicated by the Invigilator and stop answering when told to do so.
- e. During the examination, students are required to follow the assessment protocol stipulated in the General Academic Medical Education Regulations (Section 4). They must:
 - iii. Not cause disruption of the examination process or disruption of their peers writing the examination.
 - iv. Ask the Faculty Invigilator for permission to leave the room.
 - v. Bring no unauthorized or unapproved aids into the examination room (e.g. books, notes, and all personal communication devices such as smart phones, smart watches, iPads, MP3 players, etc.)
 - vi. Not take any exam materials out of the examination room unless directed to do so by the Faculty Invigilator.
 - vii. Leave the examination room with the least amount of disruption to their peers who are still writing.
 - viii. Notify the Faculty Invigilator before departing and sign out of the exam room, if they must leave the examination room for any reason.
 - 1. Students who leave to use the bathroom must sign out and be accompanied by a Staff Invigilator while out of the examination room.
 - 2. Only one student at a time may leave to use the bathroom.
 - 3. Students who wish to leave the examination room for any other purpose must consult the Faculty Invigilator, who will grant or deny the request at their discretion.
- f. Should an emergency arise during the examination, such as a fire alarm, students will exit the room in a calm fashion and assemble in the recognized safety zone. The Invigilators will accompany the class. Absolutely no discussion of the examination nor its contents will take place. As per 1.e.i., since students are not permitted to bring their electronic devices into the examination room, they will not be able to access them during the security time of the fire alarm. If the event is more than a fire drill and the building is evacuated to attend to an ongoing emergency, the Faculty

Invigilator will draw an end to the examination, students will disperse accordingly, and a new date will be set for the examination of that material.

- g. Should any unresolvable hardware or software technical issues arise, Staff Invigilators are prepared to respond to these situations with contingencies, such as providing a paper copy of the exam or an alternate testing station.

3. COMPLETION OF THE EXAMINATION

- a. When a student completes their examination, they must:
 - i. Insert all examination materials into the envelope they were received in.
 - ii. Sign-out of the examination. The Invigilators will confirm electronic exam result submission (for CBT), verify that all examination materials are turned in, and ensure that the student's name and ID number is documented on answer sheets (if applicable).
 - iii. Quietly exit the examination room to keep noise levels to a minimum and avoid disturbing other students.
- b. After leaving the examination room, students must move a suitable distance away from the examination room before initiating conversation, so as not to disturb students still writing. Students who refuse to comply with requests for quiet may be cited under the NOSM Code of Student Conduct for disrupting the examination.

Section 3: Version Control and Change History

DO NOT REMOVE THIS DOCUMENT HISTORY RECORD		
This document will be reviewed annually		
Version	Date	Authors/Comments/Amendments/Approvals
n/a	2017 Sep 14	Phase 1 Component extracted from 2017-2018 PaRRP (compendium) to exist as a standalone document eff. 2018-2019.
1.0	2018 Mar 20	Presented to Phase 1 Committee (P1C) for 1 st reading
	2018 Apr 04	Forms section removed; T1, 2 & 3 revisions completed; name of Assessment of Reflective Practice changed in anticipation of approval of CLS/CBL Assessment proposal
	2018 Apr 17	2018-2019 Phase 1 PaRRP approved by P1C
	2018 May 03	Sent to S.Renton to ensure all comments have been addressed prior to sending to SAPC as a P1C-approved document
	2018 May 03	Comments reviewed by S. Renton and retained. End of Module Assessment of CBL/CLS added for CBM 110 to T1, 2 & 3 Requirements, pending approval by Theme Chairs. If approved by Theme Chairs, this amendment will be approved by P1C Chair's Action and the Phase 1 Committee will be informed of this change.
	2018 May 08	Above mentioned amendment approved by T1, T2, and T3 and P1C Chair's action.
	2018 May 15	Phase 1 Committee informed of above noted change.
	2018 May 16	Correction to Theme 1 (Year 1 and 2) summative assessment, removing the word "essay". Approved by P1C Chair's action.
1.0	2018 Jun 21	2018-2019 Phase 1 PaRRP approved by SAPC
2.0	2019 Mar 19	Presented to Phase 1 Committee for 1 st reading
	2019 Apr 16	2019-2020 Phase 1 PaRRP approved by P1C
	2019 May 09	2019-2020 Phase 1 PaRRP approved by SAPC that it meets the Student Assessment and Promotion Regulations
	2019 Jun 06	2019-2020 Phase 1 PaRRP approved by UMEC with Theme 1 late assignment statement re-inserted