



Max Rady College of Medicine Undergraduate Medical Education Policy

Policy Name:	Formative Assessment
Application/Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	January 2023
Review Date:	May 2022
Revised (Date):	January 2028
Approved By:	Senate Executive

1.0 PURPOSE

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

2.0 DEFINITIONS

- 2.1 **Pre-Clerkship** – Year I and Year II of the UGME program.
- 2.2 **Clerkship** – Year III and Year IV of the UGME program.
- 2.3 **Course**– An educational unit, which covers a single topic or a small section of broad topics and is studied for a given period, which counts towards the completion of the M.D. degree.
- 2.4 **Rotation** – A unit of clinical work in Clerkship.
- 2.5 **Formative Assessment** – An assessment designed to provide feedback to students to improve performance. It may consist of multiple-choice, short answers, or assignments that in some cases may be used in assessing summative progress in a course.
- 2.6 **Midpoint In-Training Evaluation Report (MITER)** – This is a formative assessment report completed by the student and reviewed by the preceptor. It is electronically distributed at the start of each core rotation that is at least four (4) weeks duration and must be completed and submitted electronically. This must include a narrative description of the medical student's performance.
- 2.7 **Formative-OSCE-type Examination (FOSCE)** – A Formative Objective Structured Clinical Examination used to assess the clinical skills of students.
- 2.8 **The Pre-Clerkship Student Evaluation Committee and Clerkship Student Evaluation Committee(s) (PSEC/CSEC)** - Are responsible for the development and approval of assessment policies and rules. As well as the overall management and administration of examination questions and the review and evaluation of results and recommendations to the Progress Committee for approval.

- 2.9 **Longitudinal Integrated Clerkship**— Takes all of the components of the current Clerkship program and disperses them over an academic year allowing students to follow the course of study.

3.0 POLICY STATEMENTS

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

4.0 PROCEDURES

RESPONSIBILITIES OF THE STUDENT

- 4.1 Take each opportunity to participate in the course formative assessments at the Pre-Clerkship level.
- 4.2 Take each opportunity to discuss the results of each course's formative assessment at a time set by the course leader.
- 4.3 Participate in each opportunity to prepare for the FOSCEs.
- 4.4 Participate in the FOSCEs at the designated time and under the designated conditions.
- 4.5 Complete MITERs as required and participate in the meeting to address the information submitted in the MITER.
- 4.6 Actively engage in addressing deficiencies in knowledge and experience identified through the formative assessment process in the Pre-Clerkship and Clerkship programs.

RESPONSIBILITIES OF COURSE LEADERS

- 4.7 Inform students of the number, types, and dates of formative assessments.
- 4.8 Inform the course assistant of the times and dates of formative assessments.
- 4.9 Develop a bank of formative assessment questions.
- 4.10 Ensure that the course assistant has a copy of the bank of formative assessment questions for the course if administrative assistance is required in administering formative assessments.
- 4.11 Choose formative assessment questions for each assessment and provide them to the course assistant at least two (2) weeks before the scheduled assessment.
- 4.12 Ensure each formative assessment is administered on the specified date and time.
- 4.13 Provide students with written or oral feedback on their performance on each formative assessment as appropriate.

RESPONSIBILITIES OF THE DIRECTOR OF EVALUATION

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

RESPONSIBILITY OF THE CLERKSHIP DIRECTORS

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

RESPONSIBILITY OF THE DIRECTORS OF PRE-CLERKSHIP, CLERKSHIP, AND EVALUATION

- 4.21 Work collaboratively to ensure each course leader, the Administrator of Evaluation, and the Directors of Pre-Clerkship, Clerkship, and Evaluation are aware of their responsibilities related to formative assessments.

RESPONSIBILITY OF THE ADMINISTRATOR OF PRE-CLERKSHIP

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

RESPONSIBILITIES OF COURSE ASSISTANTS

- 4.23 Prepare formative assessments under the direction of the course leader as required.
- 4.24 Score and report the results for formative assessments for the course director as required.

ASSISTANT TO THE ADMINISTRATOR OF EVALUATION

- 4.25 Organize the FOSCE under the direction of the Administrator of Evaluation and with CLSP personnel as required.
- 4.26 Support the Administrator of Evaluation with the scoring and distribution of results of the FOSCEs according to the requirements of the Examination Results policy and procedures.

5.0 REFERENCES

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

6.0 POLICY CONTACT

Director of Evaluation