

## ***Standards for monitoring student performance and completion of course requirements***

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**Approved by:** Undergraduate Medical Education Curriculum Committee

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### **A. RESPONSIBILITY FOR ONGOING MONITORING**

#### **i. All course requirements**

Course directors and other curricular leads are responsible for ongoing monitoring of the timely and successful completion of every course requirement by every student enrolled in the course; course requirements include graded components, assessments of professionalism, and in clerkship the completion of specified clinical encounters and procedures. Although the course director may elect to delegate this task to an administrative assistant or another faculty member (e.g. a site coordinator), the overall responsibility remains with the course director.

#### **ii. Achievement of UME program objectives**

Moreover, in all courses in which performance assessments are explicitly linked to the seven categories of UME program objectives, commonly known as “CanMEDS roles,”<sup>1</sup> the course director must monitor each student’s assessed performance in every competency relevant to these roles in order to ensure that the student has achieved a satisfactory level of competence in all domains.

### **B. IDENTIFICATION OF DEFICITS AND NOTIFICATION TO STUDENTS**

It is expected that, through ongoing monitoring of all course requirements and assessments of competency, concerns about any aspect of a student’s performance will be identified within two weeks of a sub-standard assessment, within one week of completing a rotation without fulfilling the required encounters and procedures, and within three days of a missed assessment (due to absenteeism or failure to hand in an assignment by the deadline).

Students must be advised of unsatisfactory performance as quickly as possible after the information becomes available. This notification must in no way be contingent upon other expectations of the student such as their completing an evaluation of the course or teacher.

### **C. RESPONSE AND INTERVENTION**

#### **i. Component grades, final grades, and professionalism**

In the case of component and/or final grades, as well as professionalism evaluations, the UME *Guidelines for the Assessment of Students in Academic Difficulty (Preclerkship and Clerkship versions)* will apply.

#### **ii. “Sub-components” of courses**

In the case of “sub-components,” i.e., individual assessments, parts of assessments, or clinical procedures or encounters that do not constitute a full component in and of themselves, the course director is responsible for meeting with the student to explore the reasons for their inadequate performance. If the

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<sup>1</sup> The seven categories map to the CanMEDS roles, and are: Medical Expert/Clinical Decision Maker, Communicator, Collaborator, Manager, Health Advocate, Scholar, and Professional.

course director deems it necessary, extra work may be assigned to assist the student in improving their skills and abilities.

**iii. UME program objectives**

In addition, for performance that is “below expectations” or “unsatisfactory” on any individual competencies as described in Section A.ii., the course director is expected to discuss the student’s deficits with the Preclerkship and/or Clerkship Director so that appropriate individualized monitoring, possible mentoring, and/or extra work can be instituted. UME requires that by the time of graduation, every student will have demonstrated the expected level of competence in all 40 program objectives. Therefore, the role of monitoring is particularly important in the Clerkship as students move towards the conclusion of their undergraduate training.