



Title:	Assessment, Grading and Standards of Achievement	Number:	004
Approved By:	Undergraduate Medical Education Committee		
Approval Date:	15 May 2023	Next Review:	01 May 2026
Effective Date:	01 June 2023		
Audience:	All students and faculty		
Purpose:	Describes the MD Undergraduate Program (MDUP) assessment framework including: timing of assessments, grading criteria, procedures for review of grades and documentation on the Medical Student Performance Record (MSPR) and transcript.		
Related Policies and Procedures:	<ol style="list-style-type: none"> 1. Advancement, Promotion, Graduation and Academic Standing (#014) 2. Deferred Examinations & Assessments (#013) 3. Student Examination Accommodation Procedure (#030) 4. Years 1&2 WBA Review & Support Process 5. Year 3 WBA Review & Support Process 6. Year 4 MEDD 440 WBA Review & Support Process 7. Sections of the UBC Calendar pertaining to Academic Assessment, Academic Concession, Academic Standing and Advancement Regulations 8. Assessment Packages Years 1-4 		
Exclusions:	None		
Calendar Statement:	http://www.calendar.ubc.ca/		
Contact:	Director of Student Assessment		

Preamble

The MD Undergraduate Program (MDUP) assessment framework is a system of integrated components. There are four assessment modalities. Each assessment modality is designed to assess specific content and competencies. These modalities are combined within a course to create a programmatic assessment framework that ensures learners are developing and meeting the competencies for success in each course, and ultimately for graduation.

The four assessment modalities are:

- Written Examinations (including progress tests and laboratory examinations)
- Portfolios
- Workplace-Based Assessments (WBA)
- Objective Structured Clinical Examinations (OSCE)

All examinations undergo a content review and quality assurance process by faculty members. The Provincial Learner Assessment Team (PLAT) conducts item statistics analyses.

Written examinations and OSCE scores are reviewed prior to release. All failures (<60%) and the highest and lowest scores are checked and re-scored by hand.

The assessment framework will:

- Provide regular, appropriate and timely formative feedback.
- Support effective summative decision-making.
- Ensure that all graduates have achieved the required MDUP exit competencies.



Definitions

Assessment	The methods and tools used to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Results are used to inform academic advising, progress and promotion decisions.
Assessment Modality	The methods chosen by the Program to assess specific content and competencies. The four assessment modalities are: Written Examinations, Portfolios, Workplace-Based Assessments, and Objective Structured Clinical Examinations.
Direct Observation	A type of Workplace Based Assessment (WBA) in which a clinical supervisor provides feedback on directly observed core clinical tasks.
End of Rotation (EoR) and End of Elective (EoE) Assessments	A summative Workplace Based Assessment (WBA) provided at the end of each clinical rotation in Year 3 (EoR) and at the end of each elective in Year 4 (EoE) which is based on CanMeds competencies. These assessments incorporate feedback from multiple assessors, including information from Direct Observations.
Formative Assessment	Assessment activities that provide feedback to students and the Program with the aim of improving student learning, e.g., formative OSCE, and progress tests. These activities are low or no-stakes; however, completion of some formative assessments is required for advancement and promotion.
Objective Structured Clinical Examination (OSCE)	An assessment modality designed to objectively assess students' knowledge, skills and attitudes in a simulated clinical environment with multiple assessors and domains. These may be formative (FOSCE) or summative.
Portfolio	A supported reflective space for students to intentionally learn in/through practice, by setting goals, by guided reflection and by deliberate use of selected assessment data to evaluate performance.
Regional Student Promotions Subcommittees (RSPS)	A Program site-specific subcommittee of the Student Promotion & Review Board that oversees and reviews the academic performance of students at the Program site and confirms assignment of course grades to SPRB according to assessment policies.
Student Promotion & Review Board (SPRB)	A subcommittee of the Undergraduate Medical Education Committee (UGMEC) responsible for students' academic review and promotion.
Summative Assessment	Assessment activities that indicate whether a student has achieved course learning outcomes and/or year-level milestones. Successful completion of summative assessments is required for advancement and promotion.
Supplemental Assessment	An additional assessment following a course failure, provided by the Program and made available to students under prescribed circumstances, e.g. course failure.
Workplace Based Assessment (WBA)	An assessment modality used to provide feedback to students about their knowledge, skills and attitudes in pre-clinical and clinical environments (e.g., CBL, FLEX, Family Practice, Clinical Skills, Clerkship and Electives).



Written Examinations	<p>These include multiple choice questions (MCQs) testing, laboratory examinations and progress tests, which assess knowledge and application of knowledge.</p> <p>Note: for the purposes of Accommodation and the Centre for Accessibility, laboratory examinations are considered separately from other written examinations.</p>
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Policy

1. Governance

- 1.1. Upon recommendation of the Student Assessment Subcommittee (SAS), the Undergraduate Medical Education Committee (UGMEC) will approve the assessment framework for each course. The assessment framework will be included in the course syllabus and assessment package for each course.
- 1.2. The course director and/or departmental designate and/or Assessment Pillar Lead will give final approval for the content of examinations.

2. General

- 2.1. All assessments, both summative and formative (except optional quizzes), are mandatory for all students.
- 2.2. Supplemental assessments/assignments will be designed to assess the same learning objectives as were assessed in the failed assessment/assignment. Where practical, the format of the supplemental exam will be the same as the original format. Except for students on Academic Probation, supplemental examinations will be provided for summative OSCEs, summative Written Examinations and Portfolio assignments (see Policy #014).
- 2.3. The MDUP will retain the summative and formative assessment data in accordance with UBC and Faculty policies.

3. Frequency and Scheduling of Assessments

- 3.1. Assessments will occur throughout the year. The assessment schedule for each course will be provided to students in the assessment package for the course.
- 3.2. Written examinations and OSCEs will be scheduled Monday through Sunday between 7:30 am and 9 pm. Students are expected to arrive 15 minutes prior to the start of an examination (Policy #019).
- 3.3. Students will be notified four weeks in advance of any change to the schedule for written examinations or OSCEs, except in the event of an emergency as detailed in Disruption of Examination Delivery Policy (#038).
- 3.4. WBAs may occur any time that the student is on scheduled courses and clinical placements, including on-call.
- 3.5. In accordance with the Policy on Deferred Examinations & Assessments (#013), a student may request the deferral of an assessment/examination.
- 3.6. Supplemental examinations will normally take place at the student's home site. If the program is not able to provide a supplemental examination (i.e. OSCE or laboratory examination) at the student's home site, the student may be required to sit the examination at a site designated by the program. The program will be responsible for travel costs in accordance with program travel expense guidelines.



- 3.7. Students may submit a request to the Director of Student Assessment to take a supplemental examination at another academic site of the MD Undergraduate Program. If approved, the student will be responsible for any related travel or other costs.

4. Grading Criteria

- 4.1. The grading criteria will be provided to students in the course syllabus and assessment package.
- 4.2. Students must complete all mandatory formative assessments and pass all summative components in each modality independently to pass a course.
- 4.3. The following grading criteria apply:
 - 4.3.1. For OSCEs, the passing score for individual stations is 60%. The number of stations required to pass any OSCE may vary; this is determined by the Faculty and communicated to the students.
 - 4.3.2. For Written Examinations, the cumulative passing score is 60% across all written exams in that course.
 - 4.3.3. For Portfolios, all assignments must be submitted by the deadline and meet minimum criteria set for the portfolio component of the course.
 - 4.3.4. For WBAs, the student must achieve the required observable milestones for the relevant course. Students not achieving milestones will be referred to the RSPS. (See Years 1&2 WBA Review and Support Process, Year 3 WBA Review & Support Process or MEDD 440 WBA Review & Support Process.)
- 4.4. In accordance with UBC grading practices, the MDUP reserves the right to scale grades in order to maintain equity among sections and conformity to program norms.
- 4.5. The MDUP may release individual assessment component scores, pending confirmation by the SPRB, as deemed necessary.
- 4.6. Except for students on Academic Probation, the SPRB will allow a student to repeat a course following a previous course failure. If the student fails the course a second time, no supplemental examination will be offered.
- 4.7. In the case of supplemental written examinations, the passing score is 60%, and successful completion of a Supplemental Assessment will result in assignment of a score of 60% for that component of the course.
- 4.8. There is no supplemental assessment for the failure of the WBA modality. Receiving an incomplete or failing WBA final grade in a course will result in failure of that course.

5. Reporting and Recording of Final Course Grades

- 5.1. Students are graded on a pass/fail basis in the summative assessments for each course.
- 5.2. Grades will be available to students within six weeks of the assessment.
- 5.3. All grades are provisional until reviewed and confirmed by the SPRB.
- 5.4. Numerical grades will not appear on the student transcript. Numerical grades, if assigned, are shared with the student and are used internally within the MDUP for the purposes of making recommendations for academic awards and for the identification of students in academic difficulty.
- 5.5. If a student fails a course, an F is entered on the Official Transcript of Academic Record. If a Supplemental Assessment is passed the transcript will be changed. For the failed course, the F will be changed to an S. The Supplemental will show on the line below and a P will be entered. These are permanent notations on the Transcript.
- 5.6. Final grades are entered on the Official Transcript of Academic Record at the end of the academic year.



Procedures for Review of Grades

1. Formative Assessments

Scores will not be revised or appealed as they do not contribute to the final grade.

2. Written Examinations and OSCEs

Scores will not be revised and are not subject to appeal. Scores for all failures are reviewed by the appropriate faculty members and the Provincial Learner Assessment Team before the grades are finalized and released to the RSPS.

Written exams:

- All failures (<60%) and the highest and lowest scores for all written exams are automatically rescored by hand before finalizing grades.
- Years 1 and 2 laboratory examination (histopathology, anatomy, and histopathology) component scores below 65% are reviewed and remarked by the respective Lab Leads before the scoring is finalized and cumulative scores are calculated.
- Years 1 and 2 laboratory examination (histopathology, anatomy, and histopathology) component scores for students achieving <60% on the cumulative score are reviewed and remarked by the respective Lab Leads before the scoring is finalized and grades are assigned.

OSCEs:

- Individual station scores for failures (passing less than the required number of stations to pass the OSCE) are automatically rescored by hand.
- The marking on the written component of the OSCE (e.g., post-encounter probe) for failures is reviewed and remarked by a faculty member not involved in original scoring.

3. WBA Forms in Years 1&2 and End of Rotation (EoR) Assessment Forms in Year 3 & End of Elective (EoE) forms in Year 4

- 3.1. If a student disagrees with the assessment on any WBA, including an EoR/EoE form, the student should first attempt to find a resolution with the assessor who completed the form.
- 3.2. If unresolved, the student may submit a short-written statement of fact (<250 words) to the contacts listed in 3.3 below, explaining why the assessment should be reviewed.

The statement of fact should not include:

- 3.2.1. requests for review of Direct Observations or formative comments on any WBA, including EoR/EoE forms, as these reflect the suggestions of faculty for further learning. They do not constitute summative assessment and do not appear on transcripts or the MSPR.
- 3.2.2. reviews on compassionate grounds.

3.3. The statement of fact should be submitted as follows:

- 3.3.1. **Year 1 & 2 Case Based Learning, Clinical Skills, Family Practice Assessment and FLEX:** to the MEDD Site Lead who will review the student's statement with the Assessor and make recommendations to the RSPS for a final determination of the grade.
- 3.3.2. **Year 3 EoR Assessment:** to the Year 3 Site Director who will review the student's statement with the Assessor and make recommendations to the RSPS for a final determination of the grade.



- 3.3.3. **Year 4 EoE Assessment:** to the Year 4 Site Director who will review the student's statement with the Assessor and make recommendations to the RSPS for a final determination of the grade.
- 3.4. The request for review must be submitted within 14 calendar days of receipt of the WBA or EoR/ EoE assessment form.
- 3.5. The student will be informed of the decision as soon as possible after they submit the request for review.

4. WBA MSPR Summative Comments

The Year 3 EOR will contain two comments boxes:

- 4.1. MSPR Summative Comments: In accordance with MSPR Policy 012, students may request a review of the MSPR Summative Comments within 14 calendar days of receiving their EOR form.
- 4.2. Formative Comments: cannot be reviewed (see 3.2.1 above).

5. WBA Final Grade

- 5.1. The Chair of the RSPS will inform the student in writing of an incomplete or failing grade.
- 5.2. If a student disagrees with the WBA grade of incomplete or fail, the student may submit a short-written statement of fact (<250 words) to the RSPS Chair or designate(s), explaining why the student believes the final WBA grade should be reviewed. Reviews of WBA Direct Observations or comments or reviews on compassionate grounds should not be included in the statement of fact.
- 5.3. The request for review must be submitted within 14 calendar days of receipt of the overall WBA grade.
- 5.4. The RSPS will inform the SPRB that the student has asked for the WBA grade to be reviewed. The SPRB will evaluate the review and make a final determination of the WBA grade.

6. Portfolio and FLEX Portfolio Final Grade

- 6.1. If a student disagrees with the Portfolio or FLEX portfolio final grade, the student should first attempt to find a resolution with the Portfolio Coach or FLEX Tutor.
- 6.2. If unresolved, the student may submit a short-written statement of fact (<250 words) to the FLEX Site Lead or Course Director as appropriate, and to the Portfolio Pillar Lead, explaining why the student believes the Portfolio/FLEX Portfolio final grade should be reviewed. Requests for reviews on compassionate grounds should not be included in the statement of fact.
- 6.3. The request for review must be submitted within 14 calendar days of receipt of the Portfolio/FLEX Portfolio final grade.
- 6.4. If unresolved, the RSPS will make the final determination.



Review History

Action	Committee	Date	Status
Draft	Student Assessment Subcommittee	May 14, 2015	Endorsed
Review	MD Undergraduate Education Committee (MDUEC)	August 17, 2015	Approved
Revise	Policy Advisory Subcommittee (PAS)	July 13, 2017 by email	Endorsed
Review	MD Undergraduate Education Committee (MDUEC)	July 17, 2017	Approved
Review	Policy Advisory Subcommittee	December 6, 2018	Endorsed
Review	Undergraduate Medical Education Committee	December 10, 2018	Approved
Revise	Policy Advisory Subcommittee	6 February 2019 & by email	Endorsed
Review	Undergraduate Medical Education Committee	16 March 2020	Approved
Review	Policy Advisory Subcommittee	9 July 2020	Endorsed
Review	Undergraduate Medical Education Committee	20 July 2020	Approved
Revised	Policy Advisory Subcommittee	15 April 2021	Endorsed
Reviewed	Legal Counsel	28 April 2021	Endorsed
Reviewed	Undergraduate Medical Education Committee	17 May 2021	Approved
Reviewed	Policy Advisory Subcommittee	19 January 2023	Revised
Reviewed	Policy Advisory Subcommittee and Assessment	28 April 2023	Minor Edits
Reviewed	Undergraduate Medical Education Committee	15 May 2023	Approved