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PGME Assessment Policy

Office of Accountability:	Faculty of Medicine & Dentistry (FoMD)
Office of Administrative Responsibility:	Postgraduate Medical Education (PGME)
Approver:	Postgraduate Medical Education Committee (PGEC)
Classification:	Assessment
Scope:	Residency and Area of Focused Competence (AFC) Programs

Overview

As outlined in the General Standards of Accreditation for Institutions with Residency Programs set by the Canadian Residency Accreditation Consortium (CanRAC), postgraduate medical education institutions must have a systematic process for the evaluation of postgraduate medical education trainees. The relevant standards include the following:

- 5.1: All residents are treated fairly and supported in their academic progression.
 - 5.1.1: There is a fair and transparent oversight of the academic progression of residents.
 - 5.1.1.2: Residents and teachers are involved in the development, approval, and implementation of formal learning plans programs.
 - 5.1.2: Support services are available to facilitate resident achievement and success.

Purpose

This policy applies to all accredited residency programs and Area of Focused Competence (AFC) programs, hereby referred to as “programs” and to all trainees enrolled in these programs. The purpose of this policy is to outline the principles and responsibilities in the assessment of trainees, including professionalism concerns, monitoring, minor learning plans, and major learning plans (formerly referred to as remediation), and requirements to withdraw trainees.

Supporting procedures of this policy should:

- a. Outline the expectations and scope of assessment and documentation of assessment.
- b. Provide tools and guidance to understand and apply a system of assessment and assessment processes.
- c. Provide tools and guidance for the implementation of trainee learning plans.
- d. Describe, organize, and support decision-making as it relates to trainee assessment and performance, learning plans, and requirements to withdraw.

POLICY

The following principles apply in the systematic process of the evaluation of trainees:

1. Assessment of trainees includes all aspects of training performance, including professionalism concerns, learning plans, and requirements to withdraw.
2. All parties involved in trainee assessment will make every effort to regard each case with confidentiality and respect, and information will only be relayed on a need-to-know basis.
3. Processes and procedures must:
 - a. align with the policies and procedures within the FoMD and the University of Alberta;
 - b. adhere to the national standards of accreditation; and
 - c. ensure the systematic collection and interpretation of assessment data on each trainee enrolled in a program
4. Individual program systems of assessment (expectations and consequences) must be documented, easily accessible, and transparent.
5. Assessment of trainees is multifaceted and should not be based solely on one method of evaluation.

** This policy and its related PGME Assessment Procedure, Learning Plans Procedure, and Requirement to Withdraw Procedure replace the following documents:*

- *Resident Assessment Guidelines and Procedures for CBME Programs*
- *Assessment Guidelines and Procedures for Residents (PME Students) in Family Medicine Programs*
- *Resident Assessment Guidelines and Procedures*
- *Remediation Guidelines and Procedures for Residents in Family Medicine Programs*
- *Resident Remediation and Monitoring Guidelines and Procedures*

DEFINITIONS

Definitions are listed in the sequence they occur in the document (i.e. not alphabetical).

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
General Standards of Accreditation for Institutions with Residency Programs	The General Standards of Accreditation for Institutions with Residency Programs are national standards that apply to the accreditation of institutions with residency programs. These standards are maintained by the Canadian Residency Accreditation Consortium which includes the Royal College of Physicians and Surgeons of Canada (RCPSC), College of Family Physicians of Canada (CFPC), and Collège des médecins du Québec (CMQ). The standards apply to faculties of medicine, postgraduate offices, and learning sites, written to provide a framework which aims to provide clarity of expectations, while maintaining flexibility for innovation.
Canadian Residency Accreditation Consortium or CanRAC	The Canadian Residency Accreditation Consortium is composed of the three residency education accrediting colleges in Canada: Royal College of Physicians and Surgeons of Canada (RCPSC), College of Family Physicians of Canada (CFPC) and Collège des médecins du Québec (CMQ).
Trainees	Refers to residents or fellows registered in accredited postgraduate residency or Area of Focused Competence (AFC) programs.