



Undergraduate Medical Education

Teaching, Assessment, and Learning Committee

Terms of Reference

Approved by Curriculum Committee: October 28, 2021

Lead Writers: T. Suart & E. Katsoulas

Supersedes TOR for the former Student Assessment Committee (SAC) and Teaching, Learning, and Integration Committee (TLIC)

Revisions:

Effective date: November 1, 2021

Part I: Mandate and Responsibilities

Mandate

The mandate of the Teaching, Assessment, and Learning Committee (TALC) is to ensure the following within the Undergraduate Medical Education Program, consistent with accreditation and current educational standards, including contributing to the UGME social accountability mandate:

- The optimal use of instructional methodologies and technologies within the program
- That student assessment practices in the program are designed, managed, evaluated, and revised in a coordinated fashion; and
- Longitudinal integration of broad topics throughout the curriculum with appropriate assessment.

Additionally, the TALC supports excellence in teaching, assessment, and learning by facilitating a culture of educational scholarship and participating in the planning of retreats and faculty development programming relevant to teachers in the UGME program.

Major Responsibilities

The Teaching, Assessment, and Learning Committee functions under the authority of the Curriculum Committee, which reviews, approves, and disseminates policies and procedures relevant to the overall program. The TALC has responsibility for oversight of all instructional aspects and student assessment practices in the MD program.

This encompasses the following areas of responsibility:

1. Developing policies regarding instructional methods and technologies, and formative and summative assessment methodologies used in the MD Program.

2. Monitoring the implementation of and adherence to the teaching, assessment, and learning policies in the MD Program

3. Proactively supporting instructional and assessment changes and educational improvements through adopting and applying new and/or other appropriate methodologies and information technologies pertaining to student learning and assessment within the MD Program, including contributing to providing any necessary faculty development.

4. Working to define and articulate longitudinal integrated topics that span courses, terms and curricular segments to ensure appropriate coordinated instruction and assessment of these topics.

5. Assisting with evaluation of adherence with and providing content material for accreditation reports for all of the following elements of the accreditation standards that pertain to teaching, assessment and Learning (Described in Appendix A – to be added):

- 6.3 Self-Directed and Life-Long Learning
- 6.6 Service-Learning
- 7.3 Scientific Method/Clinical/Translational Research
- 7.4 Critical Judgment/Problem-Solving Skills
- 7.5 Societal Problems
- 7.6 Cultural Competence and Health Care Disparities
- 7.7 Medical Ethics
- 7.8 Communication Skills
- 7.9 Interprofessional Collaborative Skills
- 7.10 Professional and Leadership Development
- 8.3 Curricular Design, Review, Revision/Content Monitoring
- 8.7 Comparability of Education/Assessment
- 9.1 Preparation of Resident and Non-Faculty Instructors Standard
- 9.4 Assessment System
- 9.5 Narrative Assessment
- 9.6 Setting Standards of Achievement
- 9.7 Timely Formative Assessment and Feedback
- 9.8 Fair and Timely Summative Assessment

6. Ongoing liaison and collaboration with other groups with related mandates including:

- UGME Educational Developer Team
- The Faculty of Health Sciences Educational Technology Unit
- Bracken Library
- The Office of Professional Development and Educational Scholarship (OPDES)
- The Centre for Teaching and Learning

7. Identifying opportunities for scholarship related to teaching, assessment, and learning.

Specific Functions

1. **Development of Policy:** The Teaching, Assessment, and Learning Committee develops policies regarding instructional methods that are aligned to the mission and values of the MD program, and to direct assessment practices and recommends them to the Curriculum Committee for review and approval. Such policies include those directing types of instructional practices, formative and summative assessment practices throughout the curriculum, overall conduct of assessment of student learning and reliability and validity of assessment methods, guided by educational research literature and best practices.
2. **Definition of Terms:** From time to time, the TALC may develop evidence-based briefing notes providing background and definitions to ensure a common understanding and facilitate effective implementation of preferred instructional and assessment techniques.
3. **Oversight of Assessment:** The TALC has the responsibility for oversight of student assessment throughout the curriculum, through regular review of assessment practices in all courses, working with the Course and Faculty Review Committee where appropriate.
4. **Ensuring Compliance with Instructional Methods and Assessment Policies:** The Teaching, Assessment and Learning Committee is responsible for the tracking and verification of instructional methods used in the MD program, including the regular reporting of these statistics.
5. **Supporting Maintenance of Quality and Implementation of Changes in Instructional and Assessment Methods and Technologies:** The TALC works with identified partners to provide guidance and support to Course Directors, Intrinsic Role Leads and individual faculty and administrative staff on appropriate teaching and assessment strategies and throughout instructional and assessment changes (including technology changes) within the MD Program. This includes advising on the planning and development of regular Faculty retreats and the implementation of other regular faculty development and communication strategies about instructional and assessment policies, methods, and available resources.
6. **Developing and supporting opportunities for self-directed learning and self-assessment:** TALC will work to identify and foster curricular and extra-curricular opportunities for student self-directed learning and self-assessment including (but not limited to): Service Learning, Academic Enrichment Programs, Student Interest Groups, First Patient Project, Critical Enquiry Projects, History of Medicine Projects, mini-Scholar exercises, etc.
7. **Longitudinal integration:** The TALC works to identify and delineate longitudinal topics (known as “integrated threads”) which span courses, terms and/or curricular segments. This includes identifying opportunities, gaps, and redundancies and working with Course Directors, Intrinsic Role Leads, and other experts to define curricular content, sequencing and assessment in order to develop integrated thread proposals for approval by the

Curriculum Committee. The Committee will schedule an annual mini-retreat with the Intrinsic Role Leads to review competency integration and milestones.

8. Educational Scholarship: The TALC is responsible for the facilitation and communication of scholarship in education within the MD Program, in collaboration with the FHS Office of Professional Development and Educational Scholarship. This includes the communication of scholarship opportunities and successes to the teaching faculty and support staff and the tracking of such activities as they relate to the MD Program.

Part II: Leadership & Membership

Leadership

The Chair of the Teaching, Assessment, and Learning Committee is appointed by the UGME Associate Dean. Where the Chair is absent for any reason, an Acting Chair may be appointed by the Chair or, in the absence of such an appointment, by the committee members present. Only voting members may serve as Acting Chair. The Chair, or Acting Chair, will only vote in order to break a tie.

Membership

Ex-officio members:

- Assistant Dean – Curriculum
- Educational Developer
- Assessment & Evaluation Consultant
- Director, Intrinsic Competencies
- VP Academic Aesculapian Society (or delegate)
- Manager, EdTech Unit (or delegate)
- Head, Bracken Library (or delegate)

Appointed Members*:

In addition, the committee will be augmented by the following appointed members who have demonstrated interest and/or training in teaching, assessment or both, who will be nominated by the standing members and appointed by the Curriculum Committee:

- One faculty member representing Scientific Foundations courses
- Three additional faculty members, ensuring representation from pre-clerkship and clerkship, and including one regional faculty member
- One intrinsic role lead
- One additional student representative, from a different cohort than the VP academic, with a preference for a student not serving in any other Aesculapian Society or Class Council role
- Two residents (nominated by the Associate Dean, Postgraduate Medical Education)

** Appointment of faculty members is not limited to Course Directors; membership from across faculty roles is encouraged and preferred*

Corresponding members:

These are non-voting members who will receive agendas and minutes from the Teaching, Assessment, and Learning Committee but will not be expected to routinely attend meetings:

- Associate Dean, UGME
- Assistant Dean- Academic Affairs and Programmatic Quality Assurance
- Director, Education Development, OPDES, FHS (or delegate)
- Director, Pre-clerkship
- Director, Clerkship
- Deputy Director, Clerkship
- Director, Clerkship Curricular Courses
- Director, Clinical Skills
- Director, Clinical Simulation Centre
- Chair, Course and Faculty Review Committee
- Chair, Progress and Promotions Committee
- Chair, Course and Faculty Review Committee

Additional Considerations

- The Chair may invite such guests as are necessary to conduct the meeting.
- All new members will receive the Terms of Reference and will be oriented to the position by the Chair.
- Where a member represents more than one role, another designate should be appointed to represent one of the roles.

Responsibilities of Members

All members will participate actively in the committee by:

- Reviewing all pre-circulated material
- Attending at least 70% of the meetings
- Participating in working groups, as required
- Communicating committee activities and decisions as appropriate

Term of Membership

Appointed members (with the exception of students and residents) will normally serve a three-year term, renewable once. Student and resident members will serve a one-year term, renewable twice.

Part III: Meeting Procedures

Frequency and Duration of Meetings and Retreats

Meetings will be held six times during the academic year and otherwise at the call of the Chair. Retreats will be held up to twice a year, or as needed at the discretion of the Chair.

Quorum

Quorum for the purpose of approving minutes or passing motions will be 50% plus one of all voting members, either present in person or via teleconference. Meetings may be held in the absence of a quorum, but no decisions will be made.

Conflict of Interest

Members are expected to declare a conflict of interest if their real or perceived personal interests might be seen to influence their ability to assess any matter before the committee objectively. They can do so either by personal declaration at a meeting or in writing to the Chair. They will be excused from any discussions regarding the matter in question. The declaration and absences will be recorded in the minutes.

Decision-Making

Decisions that establish program policy changes or directions to subcommittees or faculty members will be discussed in the context of specific motions, passed by a majority vote of members and recorded in the minutes. The Chair will aim to build consensus, if possible (see Appendix B – to be added), but the final decision will be made by voting. Votes may be conducted electronically, if necessary.

Part IV: Administrative Support & Communication

Administrative Support

The Secretary will be a member of the Staff of the Undergraduate Medical Education Office, appointed by a UGME Manager.

Agendas & Minutes

- Agendas and minutes of committee meetings are to be distributed to the committee members by the secretary.
- Minutes are normally distributed electronically to all members within two weeks of meetings.
- Minutes will be uploaded to the Committee's community in Elentra.

Reporting Relationship

The Teaching, Assessment, and Learning Committee reports to the Curriculum Committee. The Teaching, Assessment, and Learning Committee will produce an annual report of its activities to be submitted to Curriculum Committee. That report will be written by the Chair and reviewed and approved by the committee before dissemination. Recommendations for changes in policies will be presented by the Teaching, Assessment and Learning Committee for review and approval by the Curriculum Committee prior to implementation.

Part V: Evaluation

These terms of reference will be reviewed by the Teaching, Assessment, and Learning and Committee on an annual basis and as required.

Part VI: Policy References

The School of Medicine's policies are posted to <http://meds.queensu.ca/undergraduate/policies>

Rules of Order

The School of Medicine's committees follow Bourinot's Rules of Order. A summary of Bourinot's Rules of Order is available at:

<https://www.queensu.ca/secretariat/senate/rules-procedure/senate-rules-procedure-glance>