



Assessment Committee for Temerty Postgraduate Medical Education Terms of Reference

Authority:

Assessment Committee for Temerty Postgraduate Medical Education (ACT Committee) is a subcommittee of the Postgraduate Medical Education Advisory Committee (PGMEAC), operating under the authority of the Associate Dean, Postgraduate Medical Education (PGME).

Mandate:

The ACT Committee is responsible for the strategic planning, process development, and ongoing improvement of learner and faculty assessment processes in PGME, inclusive of Family Medicine and Royal College programs. As such, it is responsible for the development, implementation, and evaluation of evidence-informed assessment strategies that can be adapted across diverse postgraduate programs.

Roles and Responsibilities:

In collaboration with other PGMEAC subcommittees and ensuring alignment with Royal College and Family Medicine accreditation standards, the ACT Committee is responsible for providing evidence-based guidance and structure related to PGME assessment including:

1. Learner Assessment:

- guidance for learners and/or their program leaders in matters of the learner in difficulty, including remediation, and the exceptional learner;
- supporting the development of effective learner-facing assessment summaries and plans;
- summarizing and reporting on the literature and evidence intended to support learner assessment;
- ensuring assessment practices fit within a learning environment that promotes trainee growth, learning, and wellness;
- ensuring that assessment programs are free from systemic bias and/or discrimination that disadvantages any group or individual trainees;
- guidance around issues relating to assessment as they arise from the trainee perspective; and
- guidance on effective and informative trainee-facing information technology systems.

2. Faculty Assessment:

- collaborating across Medical Education committees including Med Ed Exec, Vice Chairs Education, and PGMEAC, as well as other TFOM assessment and program evaluation leads, to support effective and valued faculty assessment practices;
- consultation around how faculty assessments by PG learners align with central processes and coordinate with learner assessment practices, as needed; and
- supporting systems of teacher assessment, including programmatic assessment, that help recognize excellence in teaching and identify performance concerns.



3. Program Support:

- collaborating across PGMEAC and its subcommittees, the Office of Faculty Development (OFD), and the Centre for Faculty Development (CFD) providing support for Program Directors, Residency Program Committees, and Competence Committees in matters related to the assessment of trainees including:
 - the design, development, suggested implementation, and evaluation of assessment programs that span the needs of postgraduate learners and their education leaders throughout all levels of postgraduate training;
 - development and dissemination of process documents, guidelines, and assessment tools, which meet both accreditation standards and evidence-based best practices that can be adapted for program use;
 - support for compliance with evolving program evaluation and CQI standards/science and accreditation standards;
 - assist with faculty development support for learners and faculty assessment needs in liaison with the OFD and CFD;
- informing the development and implementation of technology solutions to facilitate assessment tools, practices, and processes;
- supporting the systems used to manage, collect, and interpret data reporting to support learner assessment, faculty assessment, and program evaluation;
- the identification of and advising on resolutions to threats to assessment plans;
- identify, summarize, and report on the existing and evolving literature and evidence intended to support assessment.

4. Advancement of Assessment Best Practices:

- advancement of scholarship related to assessment in postgraduate medical education;
- collaboration with external partners to advance knowledge and practice of assessment in postgraduate medical education nationally and internationally;
- informing the development and implementation of technology solutions to facilitate assessment tools, practices, and processes;
- ensuring equitable assessment practices that consider Equity, Diversity, Inclusion, and Accessibility (EDIA) of all trainees.

Membership:

- PGME Faculty Lead, Assessment (Chair)
- Co-Chair (appointed by the Associate Dean, PGME)
- Associate Dean, PGME
- PGME Faculty Lead, Curriculum
- PGME Faculty Lead, Fellowships
- At least two (2) current or past Residency Program Directors*
- At least two (2) current or past Competence Committee Chairs or Directors of Assessment*
- Department of Family and Community Medicine representative



- Manager, Curriculum and Learner Assessment
- Project Manager, Learner Support
- Project Manager, Curriculum
- Departmental/faculty experts/education scientists in assessment (2), EDIA (1), learner wellness (1), and information technology (1)
- Professional Association of Residents of Ontario (PARO) resident representatives (2)
- At least two (2) trainees within postgraduate medical education*
- Director, Policy, Analysis, and Systems, PGME
- Representative from MedIT, Temerty Faculty of Medicine
- Chair and/or Co-Chair, Data Management Advisory Group
- Postgraduate Administrators Advisory Committee (PAAC) Executive representative
- UME Learner Assessment Faculty Lead
- Project Manager, Accreditation and Program Evaluation

Ad Hoc Membership:

- Faculty Lead, Simulation
- Manager, Education Technology and Systems Management

*Program Directors, Competence Committee Chairs/Directors of Assessment, and trainee representation should span diverse clinical backgrounds to ensure broad perspectives are represented.

Appointment to the Committee:

Faculty members will be appointed by the Associate Dean, PGME in consultation with the constituencies being represented and PGME Faculty Lead, Assessment. Members will reflect a diverse and inclusive membership.

PARO resident members will be appointed by PARO based on PARO procedures.

The Postgraduate Administrators Advisory Committee (PAAC) Executive representative is chosen by the PAAC Executive.

A single member may represent more than one constituency and/or ex officio membership position.

Non-voting guests, including administrative staff and individuals with relevant experience or expertise may be invited at the discretion of the Chair and Co-Chair.

Term:

Members will sit for terms of 1-3 years, depending on the timeline of the position they are representing. Terms can be renewed once at the discretion of the Associate Dean, PGME in consultation with the constituencies being represented and PGME Faculty Lead, Assessment.



Members will be expected to participate in a minimum of 50% of meetings.

Working Groups:

The ACT Committee may establish working groups to provide advice and recommendations regarding specific areas, topics, or initiatives. Such working groups will be established under the authority of and report to the ACT Committee and may include:

- Diversity, Equity, Inclusion, and Accessibility in Assessment;
- Scholarship in Assessment;
- Faculty Assessment; and
- Information Technology (to advise on the application of technology to support curriculum, assessment, and evaluation).

Quorum and Decision-making:

The ACT Committee may endorse recommendations at a meeting only if 50% or more of its voting membership is present at the meeting, including at least one current or past PD and at least one learner.

Generally, decisions are arrived at by consensus following discussion. When consensus is not clearly established and a decision to endorse a motion is required, a simple majority (50% plus 1) of members at the meeting who vote decides the matter. Voting members who are present at a meeting and choose not to vote are counted as part of quorum, but their abstention is not factored in the tallying of votes.

At the discretion of the Chair and Co-Chair, a vote may be conducted by electronic means. For the vote to be valid, at least 50% of the committee's voting membership must cast a vote. Members who indicate that they would like to abstain from voting are counted as part of quorum, but their abstention is not factored in the tallying of votes.

For both at-meeting votes and votes by electronic means, the Chair and Co-Chair may only vote in order to break a tie.

Meeting Schedule and Administration:

The ACT Committee normally meets six times annually, at the call of the Chair and Co-Chair.

Meeting agendas are determined by the Chair and Co-Chair. Agendas and minutes are provided to committee members electronically, in a timely fashion.

Administrative support is provided by the PGME Office – Jennifer Ditta, Curriculum Coordinator.

Under the leadership of the Chair and Co-Chair, the ACT Committee Terms of Reference and Processes are subject to regular review to inform improvements and optimize operational effectiveness.



Reporting:

The Chair and Co-Chair are responsible for reporting endorsed motions to the Associate Dean, PGME, who is responsible, in their capacity as PGMEAC Chair, for determining the appropriate review and approval process.

The ACT Committee will report annually, at a minimum, to the PGMEAC, normally through their Chair, Co-Chair, or a delegate. Additional reports may be required at the discretion of the PGMEAC Chair.

Approved/Amended: September 26, 2024

Next Review Date: September 2026