Learner Progression Procedure

Preamble

This document is complementary to and does not replace nor contradict the Master of Physician Assistant Studies (MPAS) *Policy for Academic Expectations, Advancement and Promotion* or the MPAS *Assessment Policy*.

Purpose

The purpose of the *Learner Progression Procedure* is to describe the implementation of the MPAS Learner Progression framework and provide transparent processes and supportive interventions for learners.

Scope

This procedure applies to instances where graduate students registered in the MPAS program at the University of Saskatchewan, irrespective of their geographical location to which they are currently assigned, are identified as below the threshold of adequate competency development in relation to the stage of their program.

Principles

The MPAS program assesses learners through a competency-based education framework where advancement is determined by demonstration of competence, not cumulative grades or meritocracy. The program aims to foster a proactive, student-friendly approach to assessment where progress tracking through formative assessments or progress tracker assessments over a six-week block guides learner development over time. Identification of performance gaps and early intervention actions support learners and the MPAS team to collaboratively address concerns and support student success.

Responsibilities

The Assessment Director of the MPAS program is responsible for the oversight and implementation of the *Learner Progression Procedure*, in consultation with the MPAS Learner Progression Committee.

Procedure

MPAS Learner Progression consists of two avenues:

- Informal Intervention
- Formal Remediation

Informal Intervention

Informal intervention offers an opportunity for Learners and Faculty to collaboratively develop an Intervention plan to support the learner's identified needs.

Identification of Need

Informal Intervention relies on early identification of needs and prompt intervention. Performance gaps may be identified through trending information as well as embedded assessments such as SOAP notes, clinical checklists, TBL, class quizzes, MCQs, class assignments, ePortfolios, and other mechanisms.

The entire Informal Intervention process should not exceed 4 weeks from need identification to conclusion of Informal Intervention.

Learners may enter into the Informal Intervention via three avenues including Learner Self-Referral, Faculty Identification, or System Identification. See Table below.

Learners may enter Informal Intervention via three avenues including Automatic System Flagging, Faculty Identification, or Learner Self-Referral:

Automatic System Flag	Faculty Identification	Learner Self-Referral
"Not Meeting Expectations" in ≥2 observations	Faculty may identify borderline trends through class performance or progress tracking	Learners may self-refer for informal intervention via Faculty and/or Learner Experience

Learners should be identified for support within 3 days of progress tracking concerns.
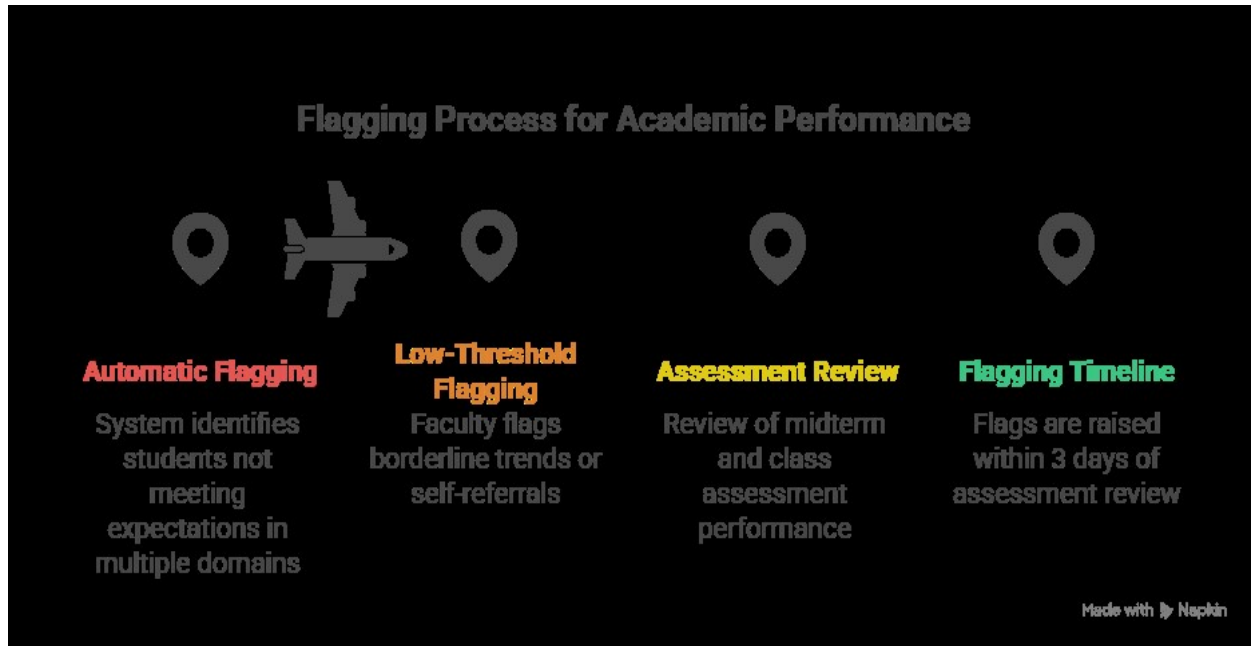
Establishment of Learning Support Plan

Once identified for Informal intervention, an informal meeting between the Student and Faculty should occur. The student and Faculty should assess the learner's needs and develop a plan for support including supportive actions and a measurement plan.

The Learning Support Plan should be drafted within one week of flagging for informal intervention. The duration of a learning support plan should not exceed three weeks, allowing for completion of the overall Informal Intervention process within four weeks.

A *Learner Progression Note* should be developed to document conversations and interventions used to support students identified for an informal intervention. The preceptor/faculty who is providing the coaching (or other) support will monitor, document, and share the learner's progression note with the Course Director and Assessment Director. The number and length of any support sessions shall depend on the learner's needs, as assessed by the course director.

Learner & Course Director assess Learner's needs and develop a Plan.

An Informal Intervention Plan should be drafted **within 1 week of flagging**, and the overall Informal Intervention **Process should not exceed 4 weeks in total**.

Actions may include:

- Academic Strategy Sessions
- Coaching (by Preceptors/ Senior Physician Assistants)
- Wellness Supports
- Other

Intervention Measurement Plan – Consider the following:

- Check-Ins
- How and Who will monitor progress (Student, Course Director, Preceptor, etc)

Learner Progression Notes outlining the Plan and Progress made to be shared with Course Lead and Assessment Director
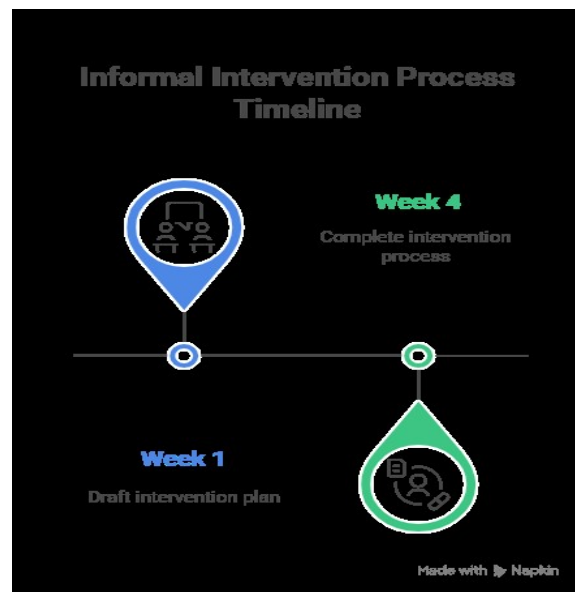

Formal Remediation

Should a learner demonstrate insufficient progress following informal support and completion of an Academic Support plan, the learner will enter Formal Remediation.

Formal Remediation consists of the learner entering a 4-week structured contract with the MPAS Director of Assessment and MPAS Academic Director. Formal remediation may be offered during breaks from the typical academic program. The process likely to be as follows:

- Informal Learner Support Plan concludes, denoting insufficient progress
- Director of Assessment and Academic Director meet with student to develop formal learning contract. Structured contract includes:
  - Defined milestones to achieve desired competence
  - Duration extending no longer than 4 weeks
  - Signature of learner, Director of Assessment, and Academic Director
- Formalized learning contract is shared with Learner Progression Committee for review.
- Student participates in agreed upon activities to achieve competence as outlined in the contract.
- Upon conclusion of the contract, the Learner Progression Committee reviews student progress and determines learner's success in achieving the milestones as outlined in the contract.
  - Should the student meet competencies, the Learner Progression Committee may:
    - Conclude the formal remediation following successful contract conclusion
    - Suggest continued learner supervision, as deemed appropriate
  - Should the student demonstrate insufficient progress following formal remediation and completion of a structured contract, the Learner Progression Committee may recommend:
    - Extended remediation
    - Academic Probation
    - Dismissal as per CGPS policy and procedures.
      - Learner Progression Committee recommendations for extended remediation, academic probation, or dismissal will be escalated to MPAS Academic Affairs Committee for review and action.
- Should competencies remain unmet following formal remediation and conclusion of a formal learning contract, student graduation may be delayed.
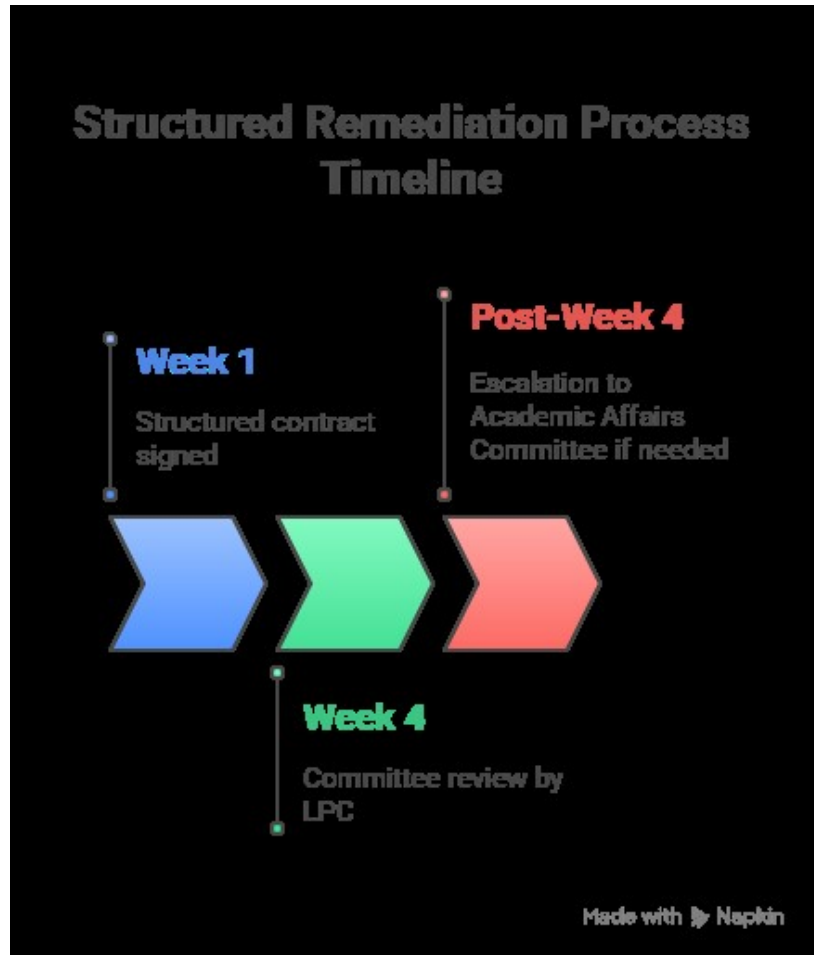
Clinical Rotation Failure

Should a learner's Clinical Rotation performance be deemed insufficient to meet expected competencies, immediate action should occur:

• Immediate review by MPAS Director of Faculty and Clinical Placements
• Director of Faculty and Clinical Placements will discuss with Academic Director and MPAS Competency Committee
• Cases will be reviewed individually, and remediation offered as appropriate.
o Remediation may include repetition of targeted or total rotation (component).
• Following conclusion of remediation, if deemed appropriate, results will be escalated to the MPAS Competence Committee for review and recommendation.
• Competence Committee recommendations will be escalated to MPAS Academic Affairs Committee for review and action.

- Graduation will be delayed if the learner is not able to successfully complete of all clinical requirement and obtain all necessary competencies by the deadline for convocation.

Related Forms

Learner Progression Note