



UNIVERSITY OF SASKATCHEWAN

College of Medicine

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Remediation and Supplemental Assessment Policy

Category: SAMC
Responsibility: Academic Director, UGME
Approval: Student Academic Management Committee

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Remediation and Supplemental Assessment Policy

1. Purpose:

The purpose of the Undergraduate Medical Education Remediation and Supplemental Assessment Policy is to establish the guiding remediation and supplemental assessment practices within the undergraduate medical education program (UGME) at the University of Saskatchewan.

2. Principles:

The College of Medicine requires students to successfully complete all individual course components, as outlined in the course syllabus and assessment plan. If a student has failed a course component as outlined in the syllabus, a student will be offered remediation and supplemental assessment.

3. Definitions:

3.1. Remediation:

It is process where students are provided with feedback on their performance and engage in additional learning to address deficits in their knowledge/skills/attitudes in order to meet the objectives of the course/module component(s) in which they were unsuccessful

3.2. Supplemental Assessment:

Following remediation, assessment completed by the student to demonstrate they have achieved the objectives of the module/course .

3.3. Director:

For the purpose of this policy, Director refers to the module/course/rotation director.

3.4. Academic Support Team: led by the Academic Support Specialist, to include as many of the following as are appropriate to provide support:

1. Academic Support Coordinator Regina
2. Academic Support Faculty Consultant(s)
3. Director
4. Other faculty member(s)with expertise in the subject matter
5. Office of Student Affairs representative

4. Scope of this Policy:

This policy applies to all undergraduate students applying to or registered in the Doctor of Medicine (MD) program at the University of Saskatchewan, irrespective of the geographically distributed site to which they are currently assigned.

5. Related policies/procedures with which this policy interacts include:

- UGME Procedures for Concerns with Medical Student Professional Behaviour
- UGME Promotion Standards
- UGME Academic Appeals Procedures
- UGME Course Syllabi
- USask Academic Courses Policy

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6. Policy:

The steps of remediation include:

1. Identification and notifications of the deficiencies
2. Development of learning plan
3. Implementation of learning plan including updates, monitoring, and access to additional support.
4. Supplemental assessments
5. ongoing assessment of student performance in clerkship.

6.1. Identification and notifications of the deficiencies

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| 6.1.1. | 6.1.1 A student who has failed a course or rotation component but has not met criteria to failure a course will be offered remediation and supplemental assessment of a course/rotation component as outlined in each course syllabus. |
| 6.1.2. | 6.1.2 A student who has met criteria to fail a course may be offered remediation and supplemental assessment dependent on the outcomes of Student Academic Management Committee decisions (as per promotion standards and promotions flowchart processes). |
| 6.1.3. | The Director (module/course/rotation) implements the remediation(s) and supplemental assessment(s) in consultation with the Course Chair, academic support team, and Year Chair |

6.2. Development of remediation plan

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| 6.2.1. | The student will meet with the academic support team to develop a learning plan to address areas of deficiency. |
| 6.2.2. | The specific components and structure of the plan will be determined collaboratively between the student and the director, who will ensure that the chosen strategies are appropriate and effective. The director has the discretion to adjust the plan as needed to support the student's progress and success. |
| 6.2.3. | It is student's responsibility to disclose any accommodation needs and to initiate contact with <i>Access and Equity Services</i> in a timely manner. The Office of Student Affairs is available to assist students in navigating this process and corroborate with AES as needed. |
| 6.2.4. | Students are strongly encouraged to seek non-academic support during the remediation process from the Office of Student Affairs. |
| 6.2.5. | The student is responsible for completing all components of the learning plan. |
| 6.2.6. | Students are strongly encouraged to seek non-academic support during the remediation process from the Office of Student Affairs. |

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6.3. Implementation of the learning plan

- 6.3.1. The student is responsible for completing all components of the learning plan including regular meetings for academic support and/or with relevant individuals, as outlined in the plan.
- 6.3.2. Students are encouraged to access the Office of Student affairs for non-academic support.

6.4. Supplemental assessment

- 6.4.1. In order to show successful completion of learning students will be assessed again on the content they were originally unsuccessful on.
- 6.4.2. The Director retains the right to determine the specific format of this assessment, which may not be the same format as the original assessment.
- 6.4.3. In most cases, supplemental assessment will be offered after the end of the final examination period.
- 6.4.4. Supplemental assessment timelines will be provided to students at the beginning of each academic year and specific dates will be provided as early as feasible in the term.
- 6.4.5. If remediation and supplemental assessment of any part of a course, rotation, or final examination is required, students must be available on an appropriate site for up to 6 weeks post completion of the course to complete remediation, if the format of that remediation must be in-person (e.g. clinical skills remediation). Students must be available for in-person supplemental assessment at the relevant program site.
- 6.4.6. Students who are engaged in required UGME learning activities away from their program site may be provided with remote invigilation, subject to program approval and the availability of appropriate remote invigilation.

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- 6.4.7. Where the assessment is in the form of a more subjective assessment (oral examination, essay, assignment), every effort will be made to try to ensure that the assessor will be different from the original assessor.
- 6.4.8. Students who successfully complete the supplemental assessment will receive the minimum pass requirement for those elements covered by the remediation and supplemental assessment.
- 6.4.9. Students who fail a supplemental assessment will receive a failing grade for the course. No further opportunities for remediation or additional supplemental assessments will be provided unless the SAMC rules in favour of an additional supplemental assessment relating to extenuating circumstances.
- 6.4.10. Where the failure of a course component is on the basis of unprofessional conduct, remediation and supplemental assessment may be offered, but if the conduct is deemed egregious, it may result in failure of the course or required withdrawal from the MD program.

6.5. When Remediation and Supplemental Assessment will NOT be offered

- 6.5.1. Individual course syllabi specify conditions (maximum number of failed components and/or degree of failure) where remediation and supplemental assessment will be permitted. Failure to meet these conditions will result in failure of the course, with no remediation or supplemental assessment being offered.
- 6.5.2. Where there have been multiple failures across courses, remediation and supplemental assessment may not be offered in any of the courses, as outlined in the [Promotions Standards](#).
- 6.5.3. Recommendations regarding remediation, supplemental assessment, and promotion will be provided by the relevant year's promotions committee.
- 6.5.4. All decisions regarding opportunities for remediation, supplemental assessment, and promotion will be adjudicated by the Student Academic Management Committee (SAMC).

6.6. Remediation Activity (with Probationary Period) – Clerkship

- 6.6.1. When a student has failed one or more clinical rotations or SLIC components and is allowed remediation, this may be done as a probationary period.

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- 6.6.2. If a student has not been promoted and is required to repeat a portion of clerkship, they may similarly be placed on a probationary period.
- 6.6.3. A probationary period serves as a formalized opportunity for students to address and remediate identified deficiencies in clinical performance, professionalism, or other core competencies essential to successful progression through clerkship. This period allows for individualized guidance and resources tailored to their specific areas of difficulty. Faculty and clinical supervisors can closely observe the student's progress and provide timely feedback. The structured nature of the probationary period ensures that students are given a clear framework, fair and transparent opportunity to meet the required standards..
- 6.6.4. students requiring a probationary period, a learning plan will be developed by the Year Chair and/or Site Coordinator in consultation with the appropriate Rotation Directors and input from the AST and AD. It will include:
- 6.6.5. List of specific academic or professional behavior concerns as identified from previous assessments e.g., clinical reasoning, time management, professionalism, documentation, etc.
- 6.6.6. List of additional required activities which may include, but are not limited to the following:
 - 1. Observations and assessments in clinical settings;
 - 2. Increased frequency of feedback meetings with rotation coordinator
 - 3. Assigned readings and reflective writing on relevant topics.
- 6.6.7. During a probationary period, the student will be under enhanced supervision, which may include supervision by a smaller number of faculty to allow continuity of feedback and assessment.
- 6.6.8. The student is expected to demonstrate
 - 1. Improvement in previously identified areas;
 - 2. Consistent professional behavior;
 - 3. Achievement of clinical performance objectives
- 6.7. **Outcome of probation:**
 - 6.7.1. If performance is satisfactory throughout the probationary period, the student will be advised that probationary period is completed will continue in clerkship.
 - 6.7.2. Failure to meet expectations will result in a review of performance by rotation or Clerkship sub-committee and will make recommendations to SAMC which may include either;
 - 1. Additional remediation and/or
 - 2. Extension of the clerkship, or

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3. Repeating the year, or Withdrawal from the program

6.7.3. All promotions decisions made by SAMC following these recommendations are subject to appeal in accordance with the UGME academic appeals policy.

7. Responsibilities

- 7.1. The Associate Dean, Undergraduate Medical Education, is responsible for providing oversight to the overall administration of the Undergraduate Medical Education Remediation and Supplemental Assessment Policy at the University of Saskatchewan.
- 7.2. The Academic Director, Undergraduate Medical Education, is responsible for the implementation, monitoring, maintenance, and evaluation of the Undergraduate Medical Education Remediation and Supplemental Assessment Policy at the College of Medicine.

8. Non-compliance:

- 8.1. Instances or concerns of non-compliance with the Undergraduate Medical Education Remediation and Supplemental Assessment Policy should be brought to the attention of the Vice-Dean, Education or the Associate Dean, Undergraduate Medical Education, within the College of Medicine.

9. Procedures:

- 9.1. Standard Operating Procedure, Student Remediation outlines specifics around the remediation process.

10. Communication & Distribution

- 10.1. This policy will be housed on the College of Medicine SharePoint, in the Undergraduate Medical Education Administration common folder.
- 10.2. This policy will be posted on the College of Medicine website, under the Policies tab of the students 'dropdown menu.

11. Contact:

Academic Director, UGME
Phone: 306-966-2750
Email: medicine.ugme@usask.ca