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## PGME Trainee Assessment of Teacher Policy

<b>Office of Accountability:</b>	Faculty of Medicine & Dentistry (FoMD)
<b>Office of Administrative Responsibility:</b>	Postgraduate Medical Education (PGME)
<b>Approver:</b>	Postgraduate Medical Education Committee (PGEC)*
<b>Classification:</b>	Teaching and Learning
<b>Scope:</b>	Residency Programs, Area of Focused Competence Programs

\* This document was also reviewed at the Clinical Department Chairs' meeting April 12, 2023.

### 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 teacher assessment and feedback. This applies to our residency programs and Area of Focused Competence (AFC) programs, hereby referred to as training programs. The relevant standards include the following:

- 6.1.1: There is a process of systematic teacher assessment and feedback.
  - 6.1.1.1: There is an effective process for the assessment of teachers involved in residency education.
  - 6.1.1.2: The process for the assessment of teachers includes trainee input, balancing timely feedback with preserving trainee confidentiality.
  - 6.1.1.3: The process for the assessment of teachers informs teacher recognition, continuous improvement of residency programs, and the assignment of trainees to teachers.
  - 6.1.1.4: Concerns with teacher behavior or performance are addressed in a fair and timely manner.
  - 6.1.1.7: Teachers are aware of and have access to an appeal process for decisions related to their assessments.

### Purpose

As applied to those who teach postgraduate medical education students in a clinical or non-clinical setting, this policy:

- provides Program Directors and others with the principles of trainees' assessment of teaching faculty.
- applies to teaching performance and does not apply to professionalism concerns regarding teachers which is covered by other policies and procedures.
- acknowledges that the assessment of teaching is multifaceted, should not be based solely on one method of evaluation, and that the trainees' assessment of teaching faculty is only one component of the Faculty of Medicine and Dentistry's overall assessment of teaching performance.

## POLICY

The following principles apply to the process of assessment of teaching faculty who teach postgraduate medical education students:

1. The process must adhere to national standards of accreditation.
2. The process must align with policies within the FOMD and University of Alberta.
3. Program Directors must be aware of their Department's process for the reporting of assessment of teaching faculty's performance.

The process must account for differences amongst training programs, including differences in training program size and other characteristics.

## 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.	
<b>Canadian Residency Accreditation Consortium or CanRAC</b>	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).
<b>General Standards of Accreditation for Institutions with Residency Programs</b>	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.