



Postgraduate Medical Education (PGME) Faculty Lead, Assessment

Medical Education at the Temerty Faculty of Medicine (TFOM) encompasses the MD Program, Postgraduate Medical Education, and Continuing Professional Development. Collectively, these programs aspire to support our learners across the continuum to have an excellent educational experience within a supportive learning environment. We remain committed to our [education goals](#) and to [Competency-Based Medical Education](#) (CBME) as we develop, deliver and evaluate all of our programs, and find opportunities for alignment and integration of learner supports, faculty processes, and systems across educational programs.

Role and Responsibilities

The Faculty Lead, Assessment, is responsible for the overall strategic planning, design, implementation, and ongoing improvement of assessment (learner and faculty) in PGME. The role collaborates with program directors, vice chairs education, education scientists, and the PGME executive to develop, implement and support processes related to PGME assessment. This includes best practices for assessment tool design, assessment processes, competence committees, appeals, and remediation.

The Faculty Lead, Assessment reports directly to the Associate Dean, PGME (ADPGME) and works closely with the PG executive and other PGME faculty leads. The Faculty Lead will also work collaboratively with counterparts in the MD Program, Temerty Chair in Learner Assessment and Program Evaluation, and Wilson Centre, including to help ensure consistency in assessment principles and practices across the continuum where relevant.

The time commitment for this position is 1.5 days per week.

Leadership and Organization

In consultation with the Associate Dean, PGME and the PG Executive, the PGME Faculty Lead, Assessment will:

1. Report to and meet regularly with the Associate Dean, PGME, regarding all aspects relevant to learner assessment.
2. Provide strategic oversight and direction of best practices in learner and faculty assessment in PGME. This includes oversight of the scope, standards and quality assurance/improvement and updates of central PGME assessment guidelines, central assessment tools and processes and associated documents.
3. In collaboration with the PGME Faculty Leads for Admissions & Transitions and Fellowships, they will support programs with Assessment Verification Period (AVP) and Pre-Entry Assessment Program (PEAP) processes and documentation.
4. Provide support and recommendations for individual cases related to learner progression within and completion of training programs in PGME.
5. Serve as a non-voting member attendee on the Board of Examiners - Postgraduate (BOE- PG).
6. Act with the authority of the ADPGME at their direction on matters of remediation, appeals etc.
7. Collaborate with the PGME team to ensure that information technology systems strategically and cohesively support Assessment across PGME and the clinical education continuum for medical education.
8. Support PG programs to ensure that learner assessment processes support a competency-based curriculum, consistent with accreditation bodies, and leads to cohesive assessment



procedures.

9. Become a member of Postgraduate Medical Education Advisory Committee (PGMEAC), attend and present at PG Exec and other meetings and committees as needed. They will participate and/or chair relevant committees to their portfolio.
10. In collaboration with the Faculty Lead for Faculty Development, provide workshops and other faculty development sessions to support learner and faculty assessment in PGME. They will advise on required guidelines and processes to support competency committees, accreditation standards, and directions or mandates from governing/regulatory bodies (e.g. RCPSC, CFPC, AFMC, COFM, CPSO) related to assessment.
11. They will represent PGME at local, provincial, national and international committees and meetings related to assessment, as needed.
12. Participate in activities related to advancement of analytics for PGME, and TFOM broadly, from the perspective of assessment.
13. Receive, consider, and act upon reports that are relevant to assessment which may arise from learners, faculty, or external bodies, including promotions and appeals.
14. Advise on and support communication strategies to facilitate information sharing about assessment activities, innovations, and best practices relevant to residency/fellowship education.
15. Develop, in collaboration with the PGME Accreditation team, relevant documentation and evidence to support program and institutional accreditation activities.
16. Advance and oversee scholarly projects related to assessment in PGME.
17. Perform other duties as appropriate, in consultation with the Associate Dean, PGME.
18. Provide an annual report on assessment activities for the Associate Dean, PGME.

Qualifications and Skill Required:

1. Experience in medical education including but not limited to MD, PGME and/or Faculty Development Programs.
2. Demonstrated familiarity with postgraduate assessment as well as regulations, policies, and guidelines.
3. Knowledge of assessment models, theories, and core concepts.
4. Demonstrated abilities in medical education, research, scholarship, innovation, assessment, and program evaluation.
5. Demonstrated knowledge and skills in the educational design of courses, teaching and learning.
6. Demonstrated experience with developing formative and summative evaluations including programmatic learner and teacher assessments and/or high-stake examinations.
7. Demonstrated capacity for collaboration and application of collaborative processes, with learners and other faculty members.
8. Passion for and experience in education related to curricular integration, renewal, and programmatic assessment and/or evaluation.

Term

The term for this appointment is three years, renewable once, contingent upon a successful annual review and performance.