UT Health San Antonio
Joe R. & Teresa Lozano Long School of Medicine

Undergraduate Medical Education (UME) Policy

Title: Formative Assessment and Feedback			
Origination Date: 9/14/2018	*Revision History: 04/16/2026*	*Last amended/reaffirmed: 04/16/2026*	*Review frequency: 4 years*
Purpose:	To ensure that each medical student is assessed and provided with formative feedback early enough during each required course or clerkship to allow sufficient time for remediation.		
Definitions:	**Formative Feedback** (*as defined by LCME*) – information communicated to a medical student in a timely manner that is intended to modify the student's thinking or behavior in order to improve his or her subsequent learning and performance in the medical curriculum. **Assessment** *(as defined by LCME)* – the systematic use of a variety of methods to collect, analyze and use information to determine whether a medical student has acquired the competencies (e.g. knowledge, skills, behaviors and attitudes) that the profession and the public expect of a physician.		
Policy:	All required preclinical courses/modules, regardless of duration, must provide students with some form of formative assessment and it must be provided at least at the mid-point of the course/module. For all clerkships four or more weeks in length, formative feedback must be provided to students by the clerkship director (or faculty designee) at least at the mid-point of the rotation.		
Process:	• Formative assessment methods may include but are not limited to verbal feedback, quizzes, self-testing, peer evaluations, or written narrative. • Forms used for mid-clerkship feedback should include components of student self-assessment/learning goals, formative feedback from faculty members and residents who have worked with the student being assessed, and an action plan to help the student improve their subsequent learning and performance. <u>Central Monitoring of Compliance with this Policy</u> • The Office for Undergraduate Medical Education is responsible for ensuring that each pre-clinical module is designed to meet the requirements of this policy, in that the module affords sufficient opportunities for formative feedback to students at least at the mid-point of the module. • Curriculum Committee monitors that formative assessment and feedback occurred in accordance with the policy for each module during its annual evaluation. • The Curriculum Committee, as part of the annual clerkship review process, monitors provision of midclerkship feedback to all students using data the the clerkships provide to OUME and the information included in the student end of clerkship evaluation.		

Approval Body: Long School of Medicine Curriculum Committee

CERTIFIED BY:

Elizabeth Hanson

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Date: 2026.05.04 09:07:49 -05'00'

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Curriculum Committee Chair ***Date***

Name: Elizabeth Hanson, MD
Title: Professor, Pediatrics

ACCEPTED AND AGREED TO:

Deborah Conway

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Responsible Officer ***Date***

Name: Deborah Conway, MD
Title: Vice Dean for Undergraduate Medical Education

Robert Hromas

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Responsible Executive ***Date***

Name: Robert Hromas, MD, FACP
Title: Dean, Long School of Medicine

Related regulations, policies, and accreditation standards:

LCME Element 9.7: Formative Assessment and Feedback