

ABOUT THIS PRESENTATION

Quality Assurance of OSCEs

OSCEs are widely used to assess clinical, communication and practical skills in health professions education, especially in high-stakes contexts. The quality assurance of OSCEs is therefore of critical importance to ensure that such tests are fair, robust and defensible. OSCEs are highly complex to design and implement, and many different aspects have to be scrutinised, but this not always conducted systematically. We have taken a specific approach to quality assuring OSCEs, using what we refer to as the Kane Validity Framework, as this provides a holistic and systematic framework to use when evaluating the quality of an OSCE.

FACILITATED BY ACCLAIM CO-CHAIRS

A/Prof Dr Karen D'Souza, Prof Bunmi Malau-Aduli and Dr Bradley Williams

Location: [Online via Zoom](#)
Date: Friday, 28th March 2025
Time: 12:30pm-1:30pm AEDT

ABOUT THE SERIES

The Australasian Collaboration for Clinical Assessment in Medicine (ACCLAIM) is a collaborative venture between medical schools in Australia and New Zealand. In addition to the primary focus of ACCLAIM, which is benchmarking graduate outcomes in the clinical domain and quality assurance in clinical assessment, our community of practice extends to fostering professional development in this space. A range of leaders in Medical Education have been invited to present to the ACCLAIM consortium as part of **The ACCLAIM Professional Development Series**.

We invite all colleagues at ACCLAIM member schools to join us for these online, bi-monthly events. Recordings of previous ACCLAIM presentations can be found on our website at <https://acclaim.edu.au/>.

ABOUT THE PRESENTERS



Professor Katharine Boursicot

BSc, MBBS, MRCOG, MAHPE, NTF, SFHEA
Director HPAC, Singapore

Katharine graduated from the University of London with an Honours BSc in Anatomy and MBBS from the Medical College of St Bartholomew's Hospital. She worked as a Consultant Obstetrician and Gynaecologist at St Thomas' and St Bartholomew's and Homerton Hospitals in London, with an Honorary Reader position at Barts and The London School of Medicine and Dentistry.

After studying at the Institute of Education in London, she became a full time medical educationalist, gaining experience and expertise in medical education and led the reform of assessment at the medical schools in the UK and Singapore.

She has published her research in the leading medical education journals, and is an Associate Editor for several journals.

She currently chairs the Assessment Panel for the AMEE ASPIRE Awards, and led the Consensus Group on Performance Assessment for the Ottawa Conferences in 2010 and 2020. She led the ESMEA (Essential Skills in Medical Education: Assessment) course for AMEE from 2008 to 2021.

Katharine has advised on numerous national and international initiatives and has held visiting Professorships at the Karolinska Institute, Stockholm, the University of Hong Kong, Universitas Indonesia, Cyberjaya University, Malaysia and the University of Amman, Jordan.



Professor Sandra Kemp

BHMS(Ed), MA, PhD
Deputy Dean, Innovation and Scholarship, Medical Education

Graduate School of Medicine, University of Wollongong, Australia

Professor Kemp is Deputy Dean, Innovation and



Australasian Collaboration for Clinical Assessment in Medicine

Professional Development Series

Scholarship, Medical Education at the Graduate School of Medicine, University of Wollongong, Australia. She is an education scientist and earned her PhD in Educational Studies at the University of Sheffield, United Kingdom. She is Professor of Medical Education and has expertise in curricula design, assessment, pedagogies, learning, programme evaluation, and educational technologies, specialising in medical and health professions education. Prior to joining University of Wollongong, Professor Kemp played a key role as Director of Learning and Teaching in the successful establishment of the new medical programme at Curtin Medical School, Perth, which graduated its first cohort of doctors in 2021. Professor Kemp has frequently served as an advisor internationally, with substantive experience in establishing new medical education programmes and leading transformation in curricula and assessment. She has worked extensively with medical programme educators globally in the United Kingdom, Ireland, Sweden, Singapore, Indonesia, and Australia to implement quality assessment and curriculum practices.