Assessment of health professionals and evaluation of programmes:

Best practice and future development

OTTAWA 2020
Kuala Lumpur, Malaysia
29 February – 4 March 2020
Kuala Lumpur Convention Centre

Provisional Programme

Organised by:

Supported by:
## Contents

About Ottawa 2020 .................................................. 3
About Malaysia & Kuala Lumpur .......................... 4
About the Kuala Lumpur Convention Center ............. 5
Who should attend Ottawa 2020 ............................... 6
Some key dates .......................................................... 6
Ottawa 2020 at a glance .............................................. 6
Preconference programme .........................................
  - Courses .......................................................... 7-8
  - Workshops ....................................................... 9-13
Plenary presentations ................................................ 14-18
Symposia .................................................................. 19
Exhibition ................................................................. 20
Social events and tours .............................................. 20-21
Awards .................................................................. 22
  - Ian Hart Award for Innovation in Medical Education
  - IMU RHIME Award
Abstract submission .................................................. 23
Registration ............................................................... 24-25
Hotels ..................................................................... 26
Programme & Organising Committees ...................... 27

## Previous Ottawa Conferences

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
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<tr>
<td>1985</td>
<td>Ottawa, Canada</td>
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<td>1987</td>
<td>Ottawa, Canada</td>
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<td>1988</td>
<td>Groningen, Netherlands</td>
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<td>1990</td>
<td>Ottawa, Canada</td>
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<td>1992</td>
<td>Dundee, UK</td>
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<td>1994</td>
<td>Toronto, Canada</td>
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<td>1996</td>
<td>Maastricht, Netherlands</td>
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<td>1998</td>
<td>Philadelphia, USA</td>
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<td>2000</td>
<td>Cape Town, South Africa</td>
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<td>2002</td>
<td>Ottawa, Canada</td>
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<td>2004</td>
<td>Barcelona, Spain</td>
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<td>2006</td>
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<td>2008</td>
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<td>2010</td>
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<td>2012</td>
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<td>2014</td>
<td>Ottawa, Canada</td>
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<td>2016</td>
<td>Perth, Australia</td>
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<td>2018</td>
<td>Abu Dhabi, UAE</td>
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The competence of healthcare professionals and the need to ensure that training programmes are fit for purpose has never been more important. Since its inception in 1985 in Ottawa, Canada, the Ottawa Conference has become the premier event focusing on the assessment of competence in health professions education and the evaluation of programmes.

Ottawa 2020 provides the opportunity for all involved in the assessment of competence of medical and healthcare personnel from around the world to come together to discuss the current status and future directions. Keynote speakers and symposium presenters will challenge the audience and stimulate new ways of thinking about assessment of individuals and teams, and evaluation of programmes. The continuum of education will be addressed in medicine, dentistry, nursing and the other healthcare professions, from undergraduate through postgraduate/specialist training to the often neglected area of continuing professional development.

On the basis that all educators should have an understanding of the principles of assessment and evaluation, Ottawa 2020 welcomes participants from around the world, whether assessment specialists or relatively new to the area, to share their views and present different cultural perspectives. Students are particularly welcome, as consumers of education and assessment. Abstracts are invited for oral presentations, posters and workshops.

The important work on consensus statements and recommendations as to best practice in the area of assessment of competence which was started in 2010 will be continued, with the aim of disseminating key messages about state-of-the-art practice in the final plenary session.

An International Programme Committee and a Local Organising Committee, supported by an international team of reviewers, is putting together a programme to celebrate the best in assessment and evaluation across the continuum of education in the health professions, reflecting a global perspective.
About Malaysia & Kuala Lumpur

Malaysia offers an eclectic mix of cultures, wonders and attractions. Home to centuries of rich cultural history spanning multiple nationalities and religions, the country is a melting pot of various races where even the former colonial powers have left their mark. Malaysia is truly a country that epitomises Asia, and provides a warm welcome for visitors. Enjoying direct air links from almost every major city around the globe, Kuala Lumpur is an ideal gateway to explore Malaysia’s rich heritage. Kuala Lumpur International Airport (KLIA) is approximately 30 minutes away by the efficient KLIA Ekspres train which departs from the airport terminal. Kuala Lumpur as a city offers good value to travellers, and hotels and restaurants are considerably cheaper than most other large Asian cities.

Climate

Malaysia has a typically tropical climate with temperatures ranging between 27-35°C with around 90% humidity. The almost daily downpour can catch you unawares, so an umbrella is advisable! The inside temperature is pleasant, thanks to air-conditioning.
The Kuala Lumpur Convention Centre is a purpose-built convention and exhibition facility and winner of numerous awards and accolades. It is strategically located in Kuala Lumpur City Centre, overlooking the iconic Petronas Twin towers and the 50-acre KLCC Park, which provides a green and tranquil place for a lunchtime stroll. The centre is within comfortable walking distance of many major hotels and service apartments and is connected by a modern and efficient light rail transit (LRT) and monorail system to all major parts of the capital city and its suburbs.
Who should attend Ottawa 2020

All involved in health professions education across the continuum and across the world will find the conference of interest, including:

- Teachers in the undergraduate curriculum
- Postgraduate trainers
- CPD providers
- Assessment specialists
- Deans
- Curriculum planners/evaluators
- Researchers
- Students
- Patients
- Administrators

Perspectives from all countries and cultures are welcomed to enrich the discussions.

Some key dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>30 April 2019</td>
<td>Opening of registration</td>
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<tr>
<td>30 April 2019</td>
<td>Call for abstracts for oral presentations, poster presentations and conference workshops</td>
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<tr>
<td>15 September 2019</td>
<td>Deadline for receipt of abstracts</td>
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<tr>
<td>31 October 2019</td>
<td>Abstract decisions announced</td>
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<tr>
<td>15 December 2019</td>
<td>Early-bird registration ends</td>
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<tr>
<td>6 January 2020</td>
<td>Final programme released</td>
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<tr>
<td>29 February-1 March 2020</td>
<td>Ottawa 2020 preconference workshops and courses</td>
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<tr>
<td>1 March 2020 (1730 hrs)</td>
<td>Opening plenary and welcome reception</td>
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<tr>
<td>4 March 2020</td>
<td>Close of Ottawa 2020</td>
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Ottawa 2020 at a glance

<table>
<thead>
<tr>
<th>Saturday 29 February</th>
<th>Sunday 1 March</th>
<th>Monday 2 March</th>
<th>Tuesday 3 March</th>
<th>Wednesday 4 March</th>
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<tr>
<td>Morning</td>
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<tr>
<td>Preconference workshops</td>
<td>FAME Course ESMELead Course Preconference workshops</td>
<td>Plenary 2 Symposia, orals, posters, workshops Exhibition</td>
<td>Plenary 3 Symposia, orals, posters, workshops Exhibition</td>
<td>Symposia, orals, posters, workshops Plenary 4 Exhibition Close of Ottawa 2020 (1245 hrs)</td>
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<tr>
<td>Afternoon</td>
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<tr>
<td>FAME Course Preconference workshops</td>
<td>FAME Course ESMELead Course Preconference workshops</td>
<td>Lunch Exhibition ESMELead Course</td>
<td>Lunch Exhibition ESMELead Course</td>
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<tr>
<td>Evening (1730 hrs)</td>
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<tr>
<td>Conference opening Plenary 1 Welcome reception Exhibition</td>
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<td>ESMELead Course</td>
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Preconference Programme:
Saturday 29 February and Sunday 1 March

Course: Fundamentals of Assessment in Medical Education (FAME)

This introductory assessment course is offered by the National Board of Medical Examiners (NBME) and the Foundation for Advancement of International Medical Education and Research (FAIMER). The course is led by internationally recognized faculty in the field of measurement and assessment including co-directors of the course. FAME is intended to be a basic-level course on educational assessment and is appropriate for those who have responsibility for assessing undergraduate medical students, graduate trainees and practicing doctors. Instruction will concentrate on the application of assessment principles, including test development, scoring, standard setting and validation of test scores.

Course faculty:

- **Ann King**, MA, Senior Assessment Scientist, Center for Advanced Assessment, National Board of Medical Examiners
- **John (Jack) R. Boulet**, Ph.D., FSSH, Vice President, Research and Data Resources, Foundation for Advancement of International Medical Education and Research, Educational Commission for Foreign Medical Graduates
- **Ingrid Philibert**, PhD, MA, MBA, Medical education researcher and writer, Former Senior Vice President, Field Activities, Accreditation Council for Graduate Medical Education and former Managing Editor, Journal of Graduate Medical Education
- **M. Brownell Anderson**, MEd, Vice President, International Programs, National Board of Medical Examiners
- **John Norcini**, PhD
- **André F. De Champlain**, PhD, Director, Psychometrics and Assessment Services (PAS), Medical Council of Canada
- **Michael Jodoin**, PhD, Vice President, Psychometrics and Data Analysis, National Board of Medical Examiners

Course schedule:

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>Saturday 29 Feb</td>
<td>13:30-16:30</td>
<td>Welcome and introduction; Course overview and objectives; Test development and scoring (includes coffee)</td>
</tr>
<tr>
<td>Sunday 1 March</td>
<td>09:00-16:45</td>
<td>Standard setting; The role of assessment in learning; Work-based assessment; Ten most avoidable assessment flaws; Group discussion (includes lunch and coffee)</td>
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<tr>
<td>Tuesday 3 March</td>
<td>12:00-13:30</td>
<td>Lunch and group discussion</td>
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Fee: **MYR 2,625** *(Participants must also register for Ottawa 2020 and pay the registration fee)*
Course: Essential Skills in Educational Leadership & Management (ESMELead)

The course provides an introduction to key aspects of leadership and management for healthcare educators who want a deeper understanding of leadership and management theory, and to gain an evidence base to help them become more effective leaders. We focus on developing your understanding of leadership, management and followership, and of leading educational change with an interactive, theory informed, practice driven approach.

Course faculty:

- **Professor Judy McKimm**, Swansea University Medical School, UK
- **Associate Professor Paul Jones**, Swansea University Medical School, UK
- **Professor Kirsty Forrest**, Bond University, Australia
- **Associate Professor Greg Radu**, Memorial University, Canada

Course schedule:

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<tr>
<th>Date</th>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>Sunday 1 March</td>
<td>09:00-16:30</td>
<td>Introduction to Educational Leadership &amp; Management</td>
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<td>Leading Educational Change</td>
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<td></td>
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<td>Setting &amp; Communicating a Vision (includes lunch and coffee)</td>
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<tr>
<td>Monday 2 March</td>
<td>12:15-13:15</td>
<td>Lunch and group activities – Followership &amp; Toxic Leadership</td>
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<tr>
<td>Tuesday 3 March</td>
<td>12:15-13:15</td>
<td>Lunch and group activities – Influencing Styles and Personal Drivers</td>
</tr>
<tr>
<td>Wednesday 4 March</td>
<td>13:00-16:00</td>
<td>Lunch and Leading and Working in Teams</td>
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Fee: **MYR 2,625** *(Participants must also register for Ottawa 2020 and pay the registration fee)*
Preconference Workshops

See the website ottawa2020.org/pre-conference-workshops/

Fee: MYR 400 (includes coffee break)

Saturday 0930-1230

PCW1  Ensuring that the competent are truly competent: An overview of common standard setting methods with applications
André De Champlain (Medical Council of Canada, Canada)
Standard setting methods for both MCQs and performance assessments, illustrated with practical exercises to enable participants to critically evaluate the issues to consider when selecting a standard setting method and designing an exercise.

PCW2  Five workshops that are essential for training your faculty in assessment
Ara Tekian (University of Illinois at Chicago, USA), John Norcini (USA)
Templates for faculty development workshops on: steps in constructing a test and criteria for good assessment; methods and their alignment with competencies; blueprinting and item/case writing; assessor training; and scoring and standard setting.

PCW3  Effective feedback on assessment
Abdul Jamal, Emdadul Haque, Tahmina Begum (Dhaka Medical College, Bangladesh)
Some key principles to bear in mind in order to give effective feedback including timeframe, structure, uniformity and documentation.

PCW4  Measuring empathy: How to select the best empathy assessment tool
Heather Lochnan, Anna Byszewski, Jerry Maniate (The Ottawa Hospital, Canada)
The options and psychometric properties, ideal applications and pitfalls associated with popular assessment tools used to measure empathy.

PCW5  Exploring the challenges of assessing professionalism
Bryan Burford, Gillian Vance, Charlotte Rothwell (Newcastle University, UK)
The practical challenges around creating robust assessment of professionalism and a reflection on the suitability of professionalism assessments in different educational contexts.

PCW6  Script Concordance items for reflective clinician reasoning skills: A construction primer
Azam Saeed Afzal, Shazia Babar Matin (The Aga Khan University, Pakistan)
A theoretical perspective of script concordance test items including construction and scoring, followed by the development of test items, and the role of technology in the script concordance format.
Preconference Workshops

Saturday 1330-1630

PCW7
Assessing those with clinical performance deficiencies. Figuring out what is wrong and fixing it!
Debra Klaman, Anna Cianciolo (SIU School of Medicine, USA)
Using real cases, the presenters will introduce an organized strategy for diagnosing learners with clinical performance problems and give some tools to help learners in difficulty.

PCW8
Faculty development for introducing Programmatic Assessment into your healthcare curriculum: Making the switch to assessment for learning
Andrew Lane, Christopher Roberts, Priya Khana, Annette Burgess, Eszter Kalman (The University of Sydney, Australia)
An understanding of the opportunities and challenges that institutions face in the design and implementation of programmatic assessment, from a human, education and institution perspective.

PCW9
Assessment of clinical reasoning: From ‘shows how’ to ‘does’
Harish Thampy (University of Manchester, UK), Minal Singh, Subha Ramani (Brigham & Women’s Hospital, USA)
Approaches to frameworks for assessment of clinical reasoning, with some practical strategies to overcome the potential challenges of assessing cognitive thinking processes across the continuum of medical training.

PCW10
Just because we can does it mean we should? Using technology to determine assessment and progression decisions
Richard Fuller, Viktoria Joynes (University of Liverpool, UK), Vishna Devi Nadarajah (IMU, Malaysia)
The benefits of using technology-captured data to understand learners’ academic progression and to provide differential, personalised assessment, feedback and support for learners in need.

PCW11
Assessment of professionalism using reflective writing in medical education
Diantha Soemantri, Rita Mustika (Universitas Indonesia, Indonesia)
The concept of self-reflection as one of the means to assess medical students’ professionalism and various approaches that can be used to facilitate students’ reflection, including feedback provision.
Preconference Workshops

PCW12
Giving and receiving feedback – the hardest part of assessment
David Taylor (Gulf Medical University, UAE)
Ways in which feedback can be given in pressurised situations, and an understanding of the potential impact on the person receiving the feedback, both on clinical work and when dealing with interpersonal issues.

Sunday 0930-1230

PCW13
Assessing the quality of Objective Structured Clinical Examinations: An introduction to psychometrics
Naveed Yousuf, Rukhsana Zuberi, Shazia Babar (The Aga Khan University, Pakistan)
The role of psychometric analysis to enhance validity, reliability and fairness, uses and limitations of psychometric indicators and how the results can inform the curriculum and highlight areas for improvement.

PCW14
Overcoming issues in assessing CPD and ensuring CPD transfers to practice and benefits patients
Charlotte Rothwell, Jan Illing (Newcastle University, UK)
The application of standards and the evaluation of CPD activities through an evidence-based approach.

PCW15
Designing Situational Judgement Tests for assessment of personal and professional competence in health professions education
Heather Davidson, Kelly Dore (Altus Assessments, Canada)
Different types of SJTs, and the advantages and disadvantages of each with regard to feasibility, psychometric properties and fairness across groups, including technology-enhanced SJTs.

PCW16
The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes and criteria
David Gordon (WFME), Marta van Zanten (FAIMER, USA)
An overview of the WFME program including specific criteria used to evaluate accrediting agencies, to help ensure that accreditation of medical programmes in all regions of the world is operating at a global level.
Preconference Workshops

PCW17
Understanding, calculating and utilizing item analysis to develop high-quality multiple-choice questions
Joshua Lloyd, Susanna Martin (University of Saskatchewan, Canada)
The principles of item analysis calculation and interpretation through use of a tool provided, using a dataset generated by participants.

PCW18
‘OSCE Station 201’ - Developing, Reviewing and Implementing OSCE stations on ethical, professional, public and cultural health competencies – Advanced level
Karen D’Souza, Clare Heal, Bunmi Malau-Aduli (Deakin University, Australia)
Includes blueprinting content, sourcing and training station writers, SPs and examiners, writing authentic scenarios and scripts, testing stations, and how good station design contributes to student learning.

PCW19
Using Technology to Assess Non-Academic Attributes in Multiple Mini Interviews in Selection: Best Practice Evidence and Emerging Practice
Fiona Patterson, Charlotte Flaxman, Sam Sheridan (Work Psychology Group, UK)
Key principles of MMI development to assess attributes such as empathy, based on the latest research, focusing on the use of asynchronous interviewing for selection afforded by availability of technology.

PCW20
A framework for Designing and Assessing Interprofessional Continuing Education: A practical approach
Lawrence Sherman (AMEE), Kathy Chappell (American Nurses Credentialing Center, USA)
Continuous assessment of CPD activities from needs assessment through formative and summative assessment, to help participants design and assess CPD and ICE activities in their own setting.

PCW21
Use of Generalizability Theory in Designing and Analyzing OSCEs and Performance-based Tests
David Swanson (American Board of Medical Specialties, USA)
An overview of G-theory, which provides the necessary tools for estimation of reproducibility of scores and for evaluating the impact of alternate approaches to test design and administration.
Preconference Workshops

PCW22
**Not Just the Facts: Developing MCQs that test higher-order thinking skills**
Bonnie Lynch (University of Dundee, UK)

*Validity research on MCQs and the use of Bloom’s taxonomy as a framework to design higher-order cognitive skills.*

PCW23
**Creating new OSCE formats to meet new assessment needs**
Elizabeth Kachur (Medical Education Development, USA), Chaoyan Dong (Singapore), Thanakorn Jirasevijinda (USA), Nobutaro Ban (Japan), Ming-Jung Ho (USA)

*Some out-of-the-box thinking to design new OSCE formats or stations as a result of changing healthcare practices and the evolution of technology.*

PCW24
**Making entrustment decisions explicit: Preparing “front-line” teachers for performance assessment based on a learner’s need for supervision**
Maryellen Gusic (University of Virginia, USA), Harm Peters (Germany), Carrie Chen (USA), Jacqueline de Graaf (Netherlands), Olle ten Cate (Netherlands)

*An action plan and tools to advance and enable a culture of assessment using EPAs that fosters both teaching and learning.*
Plenary Presentations

Plenary 1

The Miriam Friedman Ben David Lecture*
Assessment and CPD of the future – vibrant, multifunctional, and relevant

Sunday 1 March – 1800 hrs

Continuing professional development (CPD) must keep pace with the accelerating challenges in health care. This presentation will take an evidence-based view about how decades of research and contemporary thinking in assessment can help transform continuing professional development in medical and health professional education. To transform CPD we need new models that respond to both evidence and contemporary practice. CPD must become vibrant, multifunctional and perhaps, most of all, relevant to the individual, the patient, the team and the system. One potential model will be described.

Professor Liz Farmer

Following roles as the Executive Director, Health Workforce Innovation and Reform in the Australian Federal Government and Dean of Medicine and the Roberta Williams Chair of Medicine at the Graduate School of Medicine, University of Wollongong Australia, Professor Farmer is now an independent health sector consultant who specializes in health professional education and assessment, accreditation, revalidation and policy development. Professor Farmer has recently chaired the Expert Advisory Group on Revalidation for the Medical Board of Australia. She currently serves the Australian Medical Council as Chair of the Clinical Examination Research Group.

*Miriam Friedman Ben David was a well-respected and charismatic educator who sadly passed away during the Ottawa Conference in 2004. An all-rounder, Miriam left her mark in many areas of medical education including curriculum innovations and faculty development. She was passionate in her quest to help develop young educators, and is fondly remembered by so many who have benefited from her experience and nurturing. However, it is in the area of assessment and evaluation where Miriam’s legacy is perhaps most striking and for that reason it was decided in 2006 to honour her memory by naming a plenary presentation at each Ottawa Conference after her. We are very pleased that Professor Liz Farmer has accepted the honour of delivering the 2020 Miriam Friedman Ben David Lecture.
Plenary Presentations

Plenary 2

Assessment to Serve Entrustment: Working with Entrustable Professional Activities

Monday 2 March – 0830 hrs

A workplace curriculum that applies entrustable professional activities (EPAs or units of professional practice) as they are meant to be, must redesign its assessment procedures. In an EPA-based curriculum, the practice of health care is entrusted to emerging professionals, as a consequence of adequate instruction, training and experience. This does not happen at once with the final diploma, but gradually throughout the curriculum, based on the EPAs they demonstrate to have mastered. Assessment of learners in the workplace links the evaluation of ability to the permission to act with less supervision and the inclusion of the learner in the community of practice with legitimate contributions to health care. This presentation will address the way assessment changes if entrustment is its purpose.

Olle ten Cate, PhD

Olle ten Cate is a professor with a chair in medical education at University Medical Center Utrecht, the Netherlands. With a background of medical education and a PhD in social sciences, he has vast experience with curriculum innovation, educational research, and faculty development in the health professions domain, locally, nationally and internationally. He was the founding director of the Center for Research and Development of Education at UMC Utrecht, served as the President of the Netherlands Association for Medical Education, and has published widely about advances in health professions education. One of his interests is in competency-based education, and specifically in the application of entrustable professional activities to improve the quality of education to serve the quality and safety of health care practice.
Ask the Panel
A panel representing all phases of education will address questions invited in advance from participants, and will engage in a lively discussion with the audience

Tuesday 3 March - 0830 hrs

Chair: Ian Bowmer, President, Royal College of Physicians and Surgeons of Canada

Panel members include:

Kathy Chappell, PhD, RN, FNAP, FAAN, is the Senior Vice President of Accreditation, Certification, Measurement, and the Institute for Credentialing Research and Quality Management at the American Nurses Credentialing Center. She is responsible for certification of individual registered nurses and advanced practice registered nurses; and development of certification examinations. She is responsible for the accreditation of organizations that provide continuing nursing education and interprofessional continuing education; and for accreditation of residency and fellowship programs for nurses.

André De Champlain, PhD is Director of the Psychometrics and Assessment Services department at the Medical Council of Canada. He has been involved in a number of new initiatives at Council, including the review of current scoring and standard setting methodologies for MCC examinations, as well as several studies aimed at better informing and supporting policy and current developments.

Mary Lawson is Assessment Lead for the MD at the School of Medicine at Deakin University, Australia. Her experience in assessment has focussed on process improvement (including online system development and implementation) and quality assurance of assessment, predominantly through assessor training. She has implemented programmes of workplace-based assessment and programmatic approaches in both primary and specialist medical education contexts.

Felicity Mishan Ng Yiwey, MBBS is a former President of the Student Representative Council at the International Medical University (IMU) and has worked alongside many students and educators in efforts of improving the delivery of medical education at her institution. Felicity currently holds a MBBS degree in IMU and is awaiting hospital placement to begin her training.
Plenary presentations

Tim Wilkinson is director of the MBChB programme and Professor in Medicine at the University of Otago, New Zealand. He has a MClinEd, PhD and MD that are all in medical education. He has over 250 peer-reviewed publications and his research interests are assessment of clinical competence and performance, workplace learning, selection into medical school, and professionalism. He is a deputy editor of Medical Education and section editor of BMC Medical Education. He is the Censor for the Royal Australasian College of Physicians. He also works as a consultant physician in geriatric medicine.

Cees van der Vleuten, PhD, has been at the University of Maastricht in The Netherlands since 1982. In 1996 he was appointed Professor of Education and chair (until 2014) of the Department of Educational Development and Research in the Faculty of Health, Medicine and Life Sciences. Since 2005 he has been the Scientific Director of the School of Health Professions Education. A full biography can be found at: www.ceesvandervleuten.com

IAMSE in Asia 2020 – 28 February 2020

Integration in Medical and Health Science Education

Shangri-La Hotel, Kuala Lumpur, Malaysia

The International Association of Medical Science Educators (IAMSE) is organising a one-day symposium immediately preceding Ottawa 2020. Abstracts for oral and poster presentations (deadline 15 September) are invited by IAMSE through their website www.IAMSE-in-Asia.org

Further information: support@iamse.org
Plenary presentations

Plenary 4

Consensus Statement reports and discussion

Wednesday 4 March – 1045 hrs

1. Performance Assessment: Group lead - Dr Katharine Boursicot (Singapore)

The international group of healthcare educators will update the previous consensus statement by (1) undertaking a literature review of papers related to clinical examinations and workplace based assessments published since the 2011 Statement; (2) exploring specific areas of research related to structured clinical examinations including mapping of competencies, rater cognition, standard setting, scoring, OSCE analytics, and the spread of OSCEs to other healthcare professions; and (3) exploring specific areas of research related to workplace based assessments including the discourse on narrative feedback, numerical/grade scoring, formative/summative uses and implementation issues. Contributions will be solicited from the wider healthcare professions community, at the forthcoming AMEE Conference in Vienna, via the AMEE MedEdWorld website and at the Ottawa Conference in Kuala Lumpur.

2. Technology Enhanced Assessment: Group lead – Professor Richard Fuller (University of Liverpool, UK)

Since the last Ottawa technology enhanced assessment consensus statement in 2011, technological advancements have revealed previously unimagined possibilities to innovate assessment practice. The use of technology through all parts of the assessment ‘lifecycle’ (including immersive design, adaptive testing and authentic simulation) allows educators to focus on increasingly personalised assessment and feedback. Nevertheless, the potential benefits of artificial intelligence are counter-balanced by complex ethical and academic dilemmas about the use, misuse and misapplication of learning analytics. These advances present an ideal opportunity to refresh this consensus statement, focusing on theory-informed practice, demonstrable impact and widely accessible resources to support all learners, faculty and institutions.

3. Programmatic Assessment: Group lead - Professor Adrian Freeman (Director of Assessments, University of Exeter Medical School, UK)

In recent years a new approach to assessment in medical education has been evolving. The intention is to enhance the “assessment for learning” function over the whole curriculum. Rather than relying on “high stakes” single tests, progression decisions are based on portfolios of multiple “low stakes” assessments. Inevitably these assessments have been evolving in differing ways in different curricula, so a consensus statement on programmatic assessment will be timely.

Participants at Ottawa 2020 will have the opportunity to contribute to a series of conference workshops at which each of the Consensus Groups will be discussed.

The first versions of the Consensus Statements were published in Medical Teacher 2011,33, issues 3 and 5. The international consensus statement on the assessment of interprofessional learning outcomes (Rogers et al.) was published in Medical Teacher 2017,29, issue 4 pp 347-359.
Symposia

Monday 2 March

1015-1200 hrs
The intersection of assessment, selection and professionalism in the service of patient care
Chris Roberts, Tim Wilkinson, John Norcini, Fiona Patterson, Brian Hodges

Managing the cultural fit (or misfit) of assessment tools
Elizabeth Kachur, Nobutaro Ban, Chaoyan Dong, Thanakorn Jirasevijinda, Ming-Jung Ho

1330-1515 hrs
Taking the pulse of multisource feedback – Perspectives and lessons learned across the globe
André De Champlain, Claire Touchie, Julian Archer, Kichu Nair, Mabel Yap

The unintended consequences of assessment: From selection to retirement
Kelly Dore, Lyndal Parker-Newlyn, John McLachlan, Anouk Wouters, Julia Blitz

1545-1730 hrs
Medical school accreditation around the world: past, present and future
Sean Tackett, Ming-Jung Ho, Kulamakan Kulasegaram, Marta van Zanten, Cynthia Whitehead

Assessment of learners in the early years of the curriculum
Dujeepa Samarasekera, Shuh Shing Lee, Gominda Ponnamperuma

Tuesday 3 March

1015-1200 hrs
Portfolios of the future: Enhancing education for health professionals
Katharine Boursicot, Sandra Kemp, Trudie Roberts, Richard Fuller, Riitta Möller

An exploration of the use of contribution analysis to evaluate health sciences and health professional curricula
Wee-Ming Lau, Arunaz Kumar, Jennifer Lindley, Margaret Simmonds, Anne Powell, Tina Brock

1330-1515 hrs
Beautiful ideas, messy realities and emergent opportunities – On the issue of implementing programmatic assessment
Suzanne Schut, Erik Driessen, Deborah O’Mara, Glendon Tait, Tim Wilkinson

1545-1730 hrs
Research in assessment – Why, how and so what?
Martin Tolsgaard, Kulamakan Kulasegaram, Ebbe Thingaard, Leizl Nayahangan, Lars Konge

Assessment of medical science educators for promotion
Maria Sheakley, Neil Osheroff, Richard Vari, Sandy Cook, Peter de Jong

Wednesday 4 March

0830-1015 hrs
Assessment of struggling residents: The influence of the learning environment and feedback culture
Monica van de Ridder, TaLawnda Braggs, Lisa Lowery, Larry Gruppen

Resits, Remediation and Regulations: A revisit and redefinition of assessment practices using systems of assessment
Vishna Devi V Nadarajah, Ardi Firdiyanti, Mohammed Saiful Bahri, Cees van der Vleuten, Danai Wangsaturaka
Exhibition

An exhibition of commercial, not-for-profit and academic stands will be held on the main Conference days in the lunch and coffee area. Exhibitors typically include:

- Manufacturers and suppliers of teaching aids including simulators, computers, mobile technology and online learning;
- Publishers of medical, basic science and education textbooks and journals;
- Pharmaceutical companies;
- Organisations offering a service in medical education such as testing and data handling;
- Providers of online and face-to-face courses for medical and health professions educators;
- Institutions responsible for administration or regulation in medicine and the health professions;
- Professional bodies, medical and health professions schools.

The exhibition prospectus is available on the website www.ottawa2020.org and organisations interested in exhibiting should contact secretariat-ottawa2020@imu.edu.my

Social Events

Sunday, 1900-2100 hrs (included in registration fee for registered participants)

A vibrant musical welcome to Kuala Lumpur followed by a Welcome Reception

Network with colleagues and join us for some Malaysian hospitality, with a buffet dinner. Wander around the cultural showcase, sampling Malaysia’s rich cultural heritage: Caligraphy, Henna art, Pewter smithing, Songket weaving, Batik painting, Basket weaving, Gamelan and Wood carving. This is also an opportunity to meet the exhibitors, and try out some of the products and services on offer.

Optional social event

Details will be available on the website soon.
Optional Tours

Optional pre-, post- and in-conference tours

A wide range of options is available to help you make the most of your visit to Malaysia:

Pre/post conference:

- Cameron Highlands (2 days/1 night)
- Penang (3 days/2 nights)
- Langkawi (3 days/2 nights)
- Taman Negara (3 days/2 nights)

In-conference:

- Kuala Lumpur city tour
- Kuala Lumpur by night and cultural show
- Kuala Lumpur garden and parks
- Kuala Lumpur street food trail
- Countryside and Batu Caves
- Putrajaya and Agricultural Heritage Park
- Genting Highlands Experience
- Historical Malacca
- Kuala Selangor & Fireflies River
- Aborigine Settlement & Elephant Sanctuary

For details please see the website ottawa2020.org and reserve by 15 Feb 2020.
Awards

1 The Ian Hart Award for Innovation in Medical Education

In memory of the late Ian R Hart, a fund has been established through a collaboration by the Hart Family and AMEE to recognise individuals who have demonstrated the creativity, diligence, agility, and leadership necessary to significantly advance the field of medical education. The award is presented biennially at the Ottawa Conference, which Ian founded in 1985 along with his close colleague Ronald Harden. Ian Hart was a leader in medical education with an international reputation.

The Ian Hart Award for Innovation in Medical Education will be given to an individual who has made an exceptional contribution to innovating in undergraduate, postgraduate, or continuing medical education at a regional, national, or international level. It is not limited to innovations in assessment and applies to medical/health professions education in its widest sense. An International Committee has defined the criteria on which the award will be made and will select the winner, to be announced by end October 2019. The award winner will receive free registration and US$4,000 to fund participation in Ottawa 2020, where he/she will be invited to present in one of the oral sessions. Further information about the criteria and the submission process is available on www.ottawaconference.org

Please note that submission and selection for the Ian Hart Award is managed by AMEE and not through the Ottawa 2020 abstract submission site.

2 The IMU-Ron Harden Innovation in Medical Education Award (IMU-RHIME Award)

The IMU-Ron Harden Innovation in Medical Education Award was introduced as a feature of the IMEC-2008 Conference to fulfil two objectives:

- To encourage innovations in medical/health professions education;
- To recognise innovations by academics which otherwise might go unnoticed.

The award honours Professor Ronald Harden who played a crucial role in the inception of the International Medical University. It carries a rolling trophy and a cash prize of Malaysian Ringgits 2,000.

Submissions, which should relate to innovations in the area of assessment in medical/health professions education, are open to any Ottawa 2020 participant, and should be made through the abstract submission portal by selecting the IMU-RHIME Award option. Submitters must register for Ottawa 2020 and be prepared to present in the IMU-RHIME session on Monday 2 March, should their abstract be selected by the panel. Submitters may elect for their abstract to be considered for oral presentation if it is not selected for consideration for the IMU-RHIME Award. The winner will be announced in the closing ceremony on Wednesday 4 March. Please see www.ottawa2020.org for more information.

IMU-RHIME Presentation

10-minute presentation followed by 5 minutes for questions and discussion. Five or six presentations are included in the session, and a moderator is appointed. Up to 6 authors may be listed, but only 1 presenter is permitted. Abstracts of up to 350 words should be structured as follows: Background, Summary of work, Summary of results, Conclusions, Take-home messages.
Abstract Submission

Abstracts are invited on any aspect of the assessment of health professionals and the evaluation of programmes across the continuum, from undergraduate through postgraduate education to continuing professional development. Please see http://ottawa2020.org/abstract-submission/ for the list of themes to be included in the programme. Submitters will be asked to select 1 theme into which their abstract might fit.

Submission categories

Oral presentation: 10 minute presentation followed by 5 minutes for questions and discussion. Five or six presentations are included in each themed session, and a moderator is appointed.

Poster presentation: Posters are mounted in groups of approximately 12-14 posters. Simultaneous themed sessions are included in the programme. Presenters are asked to make a 4-5 minute presentation to a small group in front of their poster, followed by discussion led by a moderator.

Either Oral or Poster presentation: Presenters leave it to the Programme Committee to decide on the presentation format.

Conference workshop: A 105 minute, highly interactive workshop to a group of up to 36 participants in round-table format.

For more details and how to submit see https://miceapps.com/client/sites/view/OCONF20

Terms & Conditions

1. The submitter of an abstract must be the presenter – it is not possible to allocate another person as the presenter.

2. Only 1 presenter per abstract is permitted except for workshops and symposia.

3. It is essential that abstract presenters are registered and have paid the registration fee by 31 December 2019 (or have registered and made arrangements to pay the registration fee either prior to arrival or on site) in order to guarantee inclusion in the programme. Earlybird registration ends on 15 December 2019.

4. Preconference workshop presenters should be available to present at any time on Saturday 29 February or Sunday 1 March 2020.

5. Symposium, oral, poster and conference workshop presenters should be available to present at any time between Monday 2 March 2020 at 0900 hrs to Wednesday 4 March 2020 at 1030 hrs – it is not possible to specify a presentation day or time.

6. IMU-RHIME presenters should be available to present at any time on Monday 2 March 2020.

7. Decisions will be announced by 31 October for orals, posters and conference workshops.
Registration

Please register online at http://ottawa2020.org/registration-2/

Prices are quoted in Malaysian Ringgits (MYR). As a guide, the current exchange rate is MYR4 to US$1, and MYR5.4 to UK£1. 6% Service tax will be applied.

<table>
<thead>
<tr>
<th>Registration category</th>
<th>to 15 December</th>
<th>From 16 December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>MYR 2,850</td>
<td>MYR 3,350</td>
</tr>
<tr>
<td>Qualifying country participant¹</td>
<td>MYR 2,000</td>
<td>MYR 2,500</td>
</tr>
<tr>
<td>Student²</td>
<td>MYR 1,800</td>
<td>MYR 2,300</td>
</tr>
<tr>
<td>FAME Course</td>
<td>MYR 2,625</td>
<td>MYR 2,625</td>
</tr>
<tr>
<td>ESMELead Course</td>
<td>MYR 2,625</td>
<td>MYR 2,625</td>
</tr>
<tr>
<td>Half-day Preconference workshop</td>
<td>MYR 400</td>
<td>MYR 400</td>
</tr>
<tr>
<td>Reception ticket for accompanying person</td>
<td>MYR 250</td>
<td>MYR 250</td>
</tr>
</tbody>
</table>

¹See list of qualifying countries https://miceapps.com/client/sites/page/473/1276
²Student registration is applicable to medical and health professions students at undergraduate level, or those on a graduate entry to medicine programme and continues until qualification as a doctor or other health professional. Proof of student status is required by uploading a copy of the student matriculation certificate when registering. Student registration does not apply to those doing Masters or PhDs.

Terms and conditions

I. General

1. Completing the registration process constitutes a legally binding contract.
2. It is the responsibility of the delegates to ensure that the information, including financial, provided for the registration are correct.

II. Registration Entitlement

1. Upon payment of registration fees, delegates may attend the Scientific Programme, Opening Ceremony, Welcome Reception and open meetings/discussions/talks organised during the congress, and have access to the exhibition. Delegates are also entitled to a congress bag and other related materials. Registered accompanying persons paying the fee for the Welcome Reception may attend the Opening Ceremony and Welcome Reception only.
2. Fees for accommodation and optional tours are NOT included in the registration fees.
3. Participants registering for the FAME Course, the ESMELead Course and any Preconference Workshops must also pay the appropriate Ottawa 2020 Conference Registration fee.

III. Registration Process and Payment

1. Delegates can register via the online Registration System at ottawa2020.org, which is available from 6 May 2019 until 25 February 2020(GMT +8hrs). After this date, kindly register onsite at the Conference venue where registration counter will be open on 29 February 2020 from 0730 – 1800hrs. Only credit card or cash in Ringgit is applicable for onsite registration.
   a. In order to enjoy the Early Bird Rates, full payment of registration fees must be received on or before 15 December 2019.
   b. For Late Registration, full payment of registration fees must be received on or before 29 February 2020.
2. Payment of registration fees can be made via:
   i. Credit/Debit card (Visa & MasterCard only);
   ii. Telegraphic transfer; or
   iii. Local order (Applicable to Malaysian government agencies only)
3. For payments made by Credit Card, the amount reflected in the Credit Card statement will be in the currency of the cardholder's country of origin. Transaction description to be appeared on Credit Card statement shall be “OTTAWA 2020 – AOSCE”. By default, all invoice will be reflected in MYR only. However, please email to the secretariat if invoice in USD or EURO is required.
V. Cancellation and Refund Policies

1. Any delegates wishing to cancel their registration must notify the Ottawa 2020 Secretariat via email at secretariat-ottawa2020@imu.edu.my. Please note that administration fee of MYR300 will be charged.

2. Cancellation made after 16 December 2019 or ‘no show’ is liable for FULL registration fee.

3. All refunds will be made in MYR at the prevailing foreign exchange rate.
   a. Full refund is allowed for cancellations received on or before 31st August 2019.
   b. Cancellation on 1st September 2019 until 15 December 2019 will be only refunded 50% from the total paid registration fee.
   c. NO refund is allowed if cancellation made on or after 16 December 2019.

4. Refund for cancellation will be made within three months after the Ottawa 2020.

5. Any charges imposed by banks and Credit Card issuers will be borne by the Registrants.

VI. Privacy Policy

1. The Organiser will maintain and manage your personal data in accordance with the provisions in the Malaysia’s Personal Data Protection Act 2010 (the Act) and European Union General Data Protection Regulations (EU GDPR). Details of Personal Data Notice and the EU GDPR are in Part 2.

2. For promotional purposes, photographs and video recordings will be taken during the congress. Delegates who do not wish to be filmed or recorded should advise the Organiser in writing, prior to the congress, by email to secretariat-ottawa2020@imu.edu.my. The photographs and videos may be published by the Organiser in any manner as they think fit. Delegates who take part in any photographs or videos are considered to have agreed with such publication.

VII. Letter of Invitation (for Visa Application)

1. Registrants must possess a valid passport or other internationally recognised travel documents endorsed for travelling to Malaysia, with a validity period of at least six (6) months beyond the time of stay allowed in Malaysia.

2. Registrants may request the Visa Invitation Request Form by email to secretariat-ottawa2020@imu.edu.my. Please note that it is the sole responsibility of the Registrant to obtain the necessary paperwork for entry into Malaysia. The invitation letter will only be provided to Registrants who have registered and paid in full for the Ottawa 2020. This letter will facilitate but does not guarantee that you will be granted a visa.

3. Visa requirements are dependent on the country of origin and last port of disembarkation before entering Malaysia. For detailed information on visa applications, please visit: http://www.imi.gov.my/index.php/en/main-services/visa/visa-requirement-by-country. Registrants can also contact the nearest Malaysian consulate to confirm visa requirements.

VIII. Liability

The Organiser reserves the right to make changes to the congress and other matters related to it, which are deemed necessary, with or without prior notice to delegates or other parties concerned. This agreement and all disputes are subject to the Malaysian Law. We kindly ask you to authorise us by your signature to use all registration data given in this form for computerised handling of the congress.
Delegates can make their booking directly with the designated hotels by clicking to the online reservation link of the preferred hotel or by downloading the Reservation Form and submit via email or fax to the hotel directly.

Participants have the option to arrange for their own accommodation through other means or with hotel of their choice. However, we highly recommend that participants arrange for their accommodation as early as possible to secure a room to stay during the conference.

Please contact the hotels directly for shuttle bus services between hotels and conference venue. For more information, please visit website at [http://ottawa2020.org/accommodation/](http://ottawa2020.org/accommodation/).
Programme & Organising Committees

International Programme Committee

Masood Anwar (Pakistan)
Kathy Boursicot (Singapore)
Ian Bowmer (Canada)
Vishna Devi Nadarajah (Malaysia)
Hui Meng Er (Malaysia)
Ronald Harden (UK) (Chair)
Barry Issenberg (US)
Brian Jolly (Australia)
Elizabeth Kachur (US)
Mary Lawson (Australia)
Ricardo Leon Borquez (Mexico)
Pat Lilley (UK)
Victor Lim (Malaysia)
Hiroshi Nishigori (Japan)
David Prideaux (Australia)
Trudie Roberts (UK)
Yvonne Steinert (Canada)
Dave Swanson (US/Australia)
Gert van Zyl (South Africa)
Jennifer Weller (New Zealand)

Local Organising Committee

Victor Lim (Advisor)
Vishna Devi Nadarajah (Chair)
Er Hui Meng (Deputy Chair)
Norul Hidayah binti Mamad @ Muhammad (Secretary)
Kang Yew Beng (Committee Member)
Nilesh Kumar Mitra (Committee Member)
Syarifah Shaari (Committee Member)
Siti Suriani (Committee Member)
Join us at Ottawa 2020 in Kuala Lumpur to help shape the future of assessment and evaluation in the health professions

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 April 2019</td>
<td>Opening of registration</td>
</tr>
<tr>
<td>30 April 2019</td>
<td>Call for abstracts for oral presentations, poster presentations and conference workshops</td>
</tr>
<tr>
<td>15 September 2019</td>
<td>Deadline for receipt of abstracts</td>
</tr>
<tr>
<td>31 October 2019</td>
<td>Abstract decisions announced</td>
</tr>
<tr>
<td>15 December 2019</td>
<td>Early-bird registration ends</td>
</tr>
<tr>
<td>6 January 2020</td>
<td>Final programme released</td>
</tr>
<tr>
<td>29 February-1 March 2020</td>
<td>Ottawa 2020 preconference workshops and courses</td>
</tr>
<tr>
<td>1 March 2020 (1730 hrs)</td>
<td>Opening plenary and welcome reception</td>
</tr>
<tr>
<td>4 March 2020</td>
<td>Close of Ottawa 2020</td>
</tr>
</tbody>
</table>

www.ottawa2020.org

Ottawa 2020 is a collaboration between International Medical University (IMU) Kuala Lumpur (academicservicedept@imu.edu.my), and AMEE – An International Association for Medical Education (ottawaconference@dundee.ac.uk)

OTTAWA 2020 CONFERENCE Secretariat:
AOS Conventions & Events Sdn. Bhd. (Member of AOS Tour & Hospitality Group)
Address: 2nd Floor, 39 & 40 Jalan Mamanda 9, Ampang Point, 68000 Ampang, Selangor, Malaysia.
Office Number: +6(0)3- 4252 9100 Email: secretariat-ottawa2020@imu.edu.my