



10th International Clinical Skills Conference 2025

Sunday May 18th – Wednesday May 21st, 2025

“Past, Present and Future”

Professor Margaret Bearman -Keynote Plenary Summary

Title: - Clinical skills assessment and feedback as situated and contextual: a view of past, present, and future practices

Making judgements about learner performance underpins clinical skills education. While a considerable body of research concerns the detail of how assessors make and communicate these judgements to learners, taking a wider view suggests that such judgements do not take place in a vacuum. This keynote draws from practice theories to consider a variety of contexts for clinical assessment and explores how these contexts influence assessment and feedback practices. Practice theories consider teaching and learning as complex, situated enactments, and from this perspective, it is valuable to study assessment and feedback as it is done, felt, and said, rather than as an idealised intended design. Over the last decade, I have qualitatively explored practices associated with older, psychometrically informed, clinical skills assessment formats such as Objective Structured Clinical Examinations (OSCEs) and later, more holistic, *in situ* assessment formats such as work-based assessment. Most recently, I have published about the future influence of artificial intelligence on assessment and clinical teaching. I will bring these views of past, present, and future together to suggest how educators may wish to take account of context in their assessment and feedback practices.

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