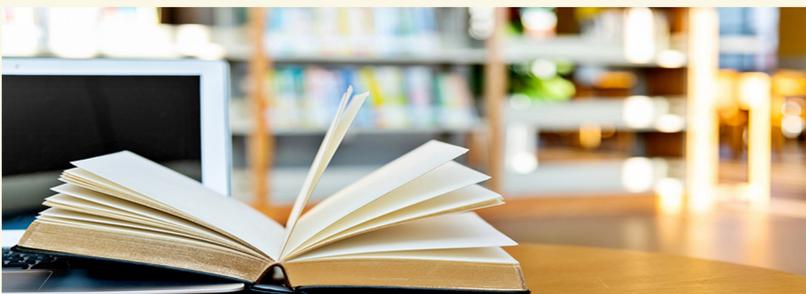


## BACKGROUND:

Medical education experienced a robust change in assessing students during the pandemic, given the restrictions and limitations involving students, patients, academic staff and administrators



## SUMMARY OF WORK:

Written assessment took a change from being administered physically to online platform where the assessments are proctored manually. OSCEs were conducted in the presence of examiners, who also played a role as standardised patients and students conduct history taking sessions virtually with videos being recorded. Virtual Clinical Assessment (VCAs) are used for clinical postings assessments. All these involved enormous effort and preparation from administrators, academic staff and students at large to ensure the scheduling, connectivity and fairness of assessment are well organized.

## RESULTS:

However, the challenges in conducting assessments in this fluid situation includes connectivity issues, resistance in adaptation, insufficient of equipment for assessments, fatigued examiners, inadequate training of the examiners, student honesty, and laborious hours spent to setup and test the platform for online assessment. Numerous efforts were taken to ensure the challenges are overcome in ensuring progression of students in medical school.



## DISCUSSION & CONCLUSION:

Despite the challenges, the assessments format here is recommended given the current pandemic situation. The university will enhance the reliability, validity and ensure students' integrity by introducing an e-proctoring tool for online assessments

## TAKE HOME MESSAGE:

Various approaches were taken to mitigate challenges faced by the examiners and students. These modifications have allowed the medical programme to continue despite the current pandemic situation ensuring no delay in graduation.

