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| Assessment Type | Competencies Assessed | Reasonable Accommodations |
| Written Examinations - MCQs | • Broad knowledge and understanding of core topics | • Extended time• Accessible formats (large print, braille, digital)• Use of assistive technology (screen readers)• Quiet, separate testing environment• Provision of a scribe or reader |
| Written Examinations - SAQs | • Ability to concisely explain concepts | • Extended time• Accessible formats• Use of assistive technology• Quiet, separate testing environment• Provision of a scribe or reader |
| Written Examinations - Essay Questions | • Critical thinking• Depth of knowledge• Ability to articulate arguments | • Extended time• Use of assistive technology (speech-to-text)• Alternative formats (audio recordings)• Provision of templates and outlines• Access to writing support services |
| Practical Examinations - OSCEs | • Clinical and communication skills• Performance of specific tasks• Interaction with standardized patients | • Extended time• Adapted equipment• Simulation-based assessments• Presence of a clinical assistant• Modified physical environment |
| Practical Examinations - Laboratory Practicals | • Laboratory skills• Accuracy• Ability to follow protocols in compounding and dispensing medications | • Extended time• Adapted equipment• Accessible laboratory settings• Presence of a laboratory assistant• Modified physical environment |
| Oral Examinations - Viva Voce | • Defense of knowledge and understanding of specific topics• Ability to articulate responses under examination | • Extended time• Use of visual aids• Provision of assistive devices (e.g., microphones, speech amplifiers)• Option to pre-record responses• Presence of a sign language interpreter or communication support worker |
| Coursework and Assignments - Case Studies | • Analysis of clinical cases• Application of theoretical knowledge to practical scenarios | • Extended time• Use of assistive technology for writing and research• Alternative formats for submission (audio/video recordings)• Access to mentors or tutors for guidance• Provision of templates and organizational tools |
| Coursework and Assignments - Research Projects | • In-depth investigation and reporting• Understanding of specific areas of pharmacy practice or pharmaceutical science | • Extended time• Use of assistive technology for writing and research• Provision of research assistants or support personnel• Access to specialized software or equipment• Structured guidance and mentorship |
| Coursework and Assignments - Reflective Essays | • Self-reflection on learning experiences• Professional development | • Extended time• Use of voice-to-text and text-to-speech technology• Structured templates and guided reflection prompts• Access to support services for editing and feedback• Alternative formats for submission |
| Continuous Assessment - Quizzes and In-Class Tests | • Ongoing understanding and progress monitoring | • Extended time• Accessible formats• Use of assistive technology• Separate testing environment• Provision of a scribe or reader |
| Continuous Assessment - Participation and Engagement | • Active participation in discussions, group work, and practical sessions | • Flexible participation methods• Use of communication aids or interpreters• Structured and clear instructions• Access to support personnel• Alternative formats for engagement documentation |
| Clinical Placements - Performance Evaluations | • Professional behavior• Clinical skills• Application of theoretical knowledge | • Placement in accessible clinical settings• Provision of adaptive equipment and tools• Flexible scheduling and extended duration of placements• Presence of a clinical aide or assistant• Regular check-ins and support from supervisors |
| Clinical Placements - Reflective Journals | • Documentation and reflection on clinical experiences and learning | • Digital formats• Voice-to-text technology• Extended time• Organizational tools• Mentorship support |
| Presentations - Oral Presentations | • Understanding and communication skills | • Extended time for preparation and delivery• Use of visual aids• Provision of assistive devices (e.g., microphones, speech amplifiers)• Option to pre-record presentations• Presence of a sign language interpreter or communication support worker |
| Presentations - Poster Presentations | • Visual and oral presentation of research or case studies | • Extended time for preparation and presentation• Use of accessible formats for posters• Provision of assistive technology• Structured templates for poster design• Access to support personnel for setup |
| Portfolios - Learning Portfolios | • Compilation of evidence demonstrating learning and professional development | • Digital formats• Voice-to-text and text-to-speech technology• Extended time• Structured templates• Editing and feedback support |
| Peer Assessment - Peer Feedback | • Teamwork and communication• Professional behavior• Constructive feedback skills | • Anonymous submissions• Structured feedback forms• Use of assistive technology• Training on providing constructive feedback• Flexible timing |
| Standardised Patient Assessments - Simulated Patient Interactions | • Communication and clinical skills• Interaction with simulated patients | • Extended time• Adapted scenarios• Use of assistive technology• Presence of a clinical assistant• Modified physical environment |