Faculty of Medical and Health Sciences
School of Pharmacy

Bachelor of Pharmacy (BPharm) and Bachelor of Pharmacy(Honours) Programme Assessment Guidelines 2023

These BPharm/BPharm(Hons) Assessment Guidelines are informed by, and align to the University of Auckland University-wide Assessment Policy and Procedures¹.

1. **University Regulations Relevant to BPharm/BPharm(Hons)**

   **BPharm Regulations**
   These are the relevant BPharm / BPharm(Hons) Regulations, (University Calendar 2023):
   
   5a Each Part of the programme is to be completed to the satisfaction of Senate or its representative before a student is permitted to enroll for the next Part
   
   5b A student who fails twice to pass the same Part will not be permitted to continue with the degree.

   **University Regulations**
   The Examination Regulations for Deferred Results for BPharm and BPharm(Hons) Parts II, III, and IV are as follows (University Calendar 2022, Page 62, clause 20e):
   
   Where a student has not achieved a pass in a particular component or components of a Part the Examiners may withhold the result pending the completion of specified additional work and/or examination to the satisfaction of the Examiners. If in the opinion of the Examiners for BPharm a particular weakness in a component or components is such that it cannot be addressed by the setting of additional work and/or examination, the student will fail that Part.

2. **General Assessment Guidelines for BPharm / BPharm(Hons)**

   The following general policies will apply for Part II, Part III and Part IV of the Bachelor of Pharmacy (BPharm) programme introduced from 2016 and Bachelor of Pharmacy(Honours) programme introduced from 2023. These policies are framed in the context of the relevant Regulations described above.

   **2.1 To ensure continuation in the BPharm/BPharm(Hons) programme of study students must:**

   1. Achieve a pass in each PHARMACY course within each Part; where a pass overall equals at least 50% (unless otherwise stated) including satisfactory completion of criterion-referenced elements*.

   *Note: To pass each PHARMACY course, a student must complete all mandatory coursework and

2. Achieve a pass in the following PHARMACY course elements where a pass equals:

**English Language Competency Module**

*(PHARMACY 199*)

- Satisfactory completion of DELNA screening that indicates achievement of the minimum required standard in English competency. Where a student does *not* achieve at least the minimum cut scores in the DELNA screening they are required to undertake a 2-hour DELNA Diagnosis then meet with a DELNA Adviser and receive feedback about the DELNA Diagnosis and advice about the focus of language development. Students will then need to remediate by enrolling in ELE for PHARMACY 199 and completing self-directed English language enrichment modules and quizzes in the online ELE for PHARMACY Canvas course and participate in a language laboratory. To complete this course, students must attain a level of competency in the English language as determined by the School of Pharmacy. This means satisfactorily passing an exit test in English writing and some students may need to complete an English pronunciation exit test.
- *Note: PHARMACY 199 is a pre-requisite for entry into Part II, Semester 2 of the BPharm.*

**Introductory Modules**

*(PHARMACY 211 and 212)*

- no less than 45% in any of the individual Introductory modules that contribute to the overall content within each PHARMACY 211 and 212 course, so long as they have achieved an overall pass mark of at least 50% in the entire PHARMACY course in which the module(s) is(are) taught to a maximum of 2 failed modules across PHARM 211/212;
- this includes students achieving no less than 45% in each module component of the final examination within PHARMACY 211; where less than 45% is achieved within any module component of the final examination in PHARMACY 211, Section 3 “Progression in the Case of a Deferred Result” will equally apply;

**Integrated Modules**

*(PHARMACY 213, 311, 312, 701, 702)*

- no less than 45% in any of the individual integrated Systems-based, Population-based and/or Clinical and Professional Skills-based modules that contribute to the overall content within each PHARMACY course, so long as they have achieved an overall pass mark of at least 50% in the entire PHARMACY course in which the module(s) is(are) taught;

**Integrated Assignments**

*(PHARMACY 213, 311, 312, 701, 702)*

- no less than 45% for integrated assessments that contribute to the overall content within each PHARMACY course, so long as they have achieved an overall pass mark of at least 50% in the entire PHARMACY course in which the assignment(s) is(are) conducted;

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2 In the BPharm programme, there are various module types which include: Introductory modules (PHARMACY 211 and 212), Integrated Systems-based and Integrated Population-based modules, Clinical and Professional Skills modules, Experiential Learning (Placement) modules (PHARMACY 213, 311, 312, 701, 702) and other compulsory modules (PHARMACY 199; Module to Market, Māori Health Intensive, Quality and Safety, Research Skills Intensive (RSI) and Urgent and Immediate Patient Care Simulation Week modules).
Clinical and Professional Skills (C&P) Modules Coursework and Tests (PHARMACY 212, 213, 311, 312, 701, 702)

- a pass on all elements of assessed Clinical and Professional Skills Module coursework (e.g. lab reports and assignments) and tests within each PHARMACY course, including any compulsory Calculations and/or Legal & Ethical test;

Clinical and Professional Skills (C&P) Modules OSCEs (PHARMACY 213, 311, 312, 701, 702)

- a pass on all OSCEs within each PHARMACY course where the minimum required standard (and pass/fail OSCE threshold) for each OSCE will be determined at a course level.
- Refer to Schedule 4 below re: OSCE Resit Guidelines.

Experiential Learning Placement Modules (PHARMACY 213, 311, 312, 701, 702)

- a pass on all placement modules within each course where the minimum required standard (and pass/fail placement threshold) for each placement module will be determined at a course level;

Research Skills Course (PHARMACY 413) and Research Dissertation Course (PHARMACY 789)

- no less than 50% for the combined group and individual assessment elements for the PHARMACY 413 Research Skills course. No less than 50% for the PHARMACY 789 Dissertation course; and a pass (satisfactory completion) for any mandatory completion elements such as the Foundation Module.

Additional Compulsory Assessment Elements

- a pass on all additional compulsory assessment elements such as the Māori Health Intensive and the Molecule to Market Symposium in the PHARMACY 213 course, the Interprofessional Quality and Safety Learning Programme in the PHARMACY 312 course, the Research Skills Intensive (RSI) Module in the PHARMACY 413/789 course and the Interprofessional (IPL) Urgent and Immediate Patient Care (UIPC) Simulation Week in PHARMACY 701/702.

2.1 Late Assignment and Coursework Submissions, Extensions and Late Penalties

2.1.1 Requests for Extensions for Assessments

Extensions will be considered in exceptional circumstances, where the request is made within a reasonable timeframe* prior to the assignment due date, where evidence is provided (such as a medical/counsellor certificate) and where approved by the Course Director (or nominated Module Leader where relevant).

Assignments received more than one week after the due date or once marked work has already been returned to other students in the class, whichever is earlier, will not be marked and will be graded as “0” or as a “standard not achieved” (if in relation to Experiential Learning Placement coursework and assessments).

* A request for an extension should be submitted at least 24 hours before the due date.
2.2.2 Deductions for Late Assignment Submissions

The deductions will apply (see below) if either the hard copy or Turnitin or ePortfolio electronic submission by any specified online platform is late, and will be determined by the later submission.

Assessments that are submitted after the deadline will lose marks as follows:

- Up to first 24 hours late: Deduct 10% of the available marks
- 24-48 hours late: Deduct 20% of the available marks
- 48-72 hours late: Deduct 30% of the available marks
- 72-96 hours late: Deduct 40% of the available marks
- 96-120 hours late: Deduct 50% of the available marks

Note 1: Emailed submissions will only be accepted at the discretion of the Module Leader or Course Director and will not be accepted before or after the deadline unless otherwise stated in the Assignment details provided.

Note 2: Any work submitted for Placement ePortfolios must be submitted on time like any other assessment task. Any Placement or ePortfolio work that is submitted late, or that requires a re-submission after feedback is received, cannot be awarded an overall mark of Merit or a Merit with Distinction (i.e. even if the work is of “merit” level the student will not be able to be awarded an overall bonus 5% as noted below in section 4).

3. Progression in the Case of a Deferred Result

For students who achieve less than 45% in any module or integrated assignment or do not satisfactorily complete a criterion-referenced assessment (e.g. Placement) within any individual PHARMACY course the following will apply:

- Students who have achieved less than 45% in any module or integrated assignment or who have not satisfactorily completed a criterion-referenced module (e.g. Placement), may be allowed to compensate in those elements using the Deferred Result Regulation* at the discretion of the Pharmacy Board of Examiners for a maximum of 2 compulsory module tests or integrated assignments per course.
- The Deferred Result Regulation will only apply where the student has achieved an overall pass mark of at least 50% for the entire PHARMACY course in which that module is taught and the student’s overall performance in the course indicates they have successfully completed the required course learning in relation to all other assessed course learning outcomes.
- The Deferred Result Regulation may not apply to compulsory criterion-referenced module assessments (including Placement module and Clinical & Professional Skills Module/OSCE assessments) at the discretion of the Pharmacy Board of Examiners. This is because the learning

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* In situations where the Pharmacy Board of Examiners (BOE) is not able to consult with the whole BOE group to discuss who should be offered a Deferred Result and/or a remediation and/or resit opportunity, a representative group of the BOE teaching staff may meet and act in place of the BOEs where delegated to do so. This is likely to occur where, because of short timelines between Semesters 1 and 2 or at the end of Part IV prior to Graduation it is is not always feasible with time constraints for the entire BOE to meet. Any representative BOE group will include the relevant Course Director, or their delegate; the relevant Module Leaders of Clinical & Professional Skills Module and Placements Module, or their delegate(s); the BPharm Academic Director along with other teaching staff deemed to have important holistic knowledge of the student and their overall performance, e.g. other Module Leader/s or teachers from the course teaching team.
met in these compulsory course elements is cumulative and assesses learning that must be integrated over an extended duration e.g. is not easily remediable within a shorter duration.

*Deferred Result Regulation*

Where a student has achieved less than 45% in any module exit test or integrated assignment or who has not satisfactorily completed a criterion-referenced module (e.g. Placement module), they may be offered the opportunity to have their final course result deferred (delayed) after the semester is completed.

During the deferred time, where a Deferred Result is offered by the Board of Examiners, the student will be required to carry out remedial work, learning and/or to compensate and provide assurance to the Board of Examiners that they have met the standard(s) and learning that they previously failed. The remedial work and/or additional assessment will occur after the standard course teaching and course assessments have been completed (e.g. outside of semester teaching and examination time) but prior to the next semester/year start.

**Important Notes about Decision to Offer a Deferred Result**

The grade awarded for each summative module assessment passed in this way may **not** be higher than a C+.

- The decision to offer a Deferred Result is at the discretion of the Pharmacy Board of Examiners. The decision to offer a deferred result will involve identification of areas of unsatisfactory performance and subsequent completion by the student of required remediation work. This may involve the student being required to pass an alternative assessment (such as an oral test, OSCE resit or alternative assessment) at a later date. The required remediation and/or assessment work will need to be undertaken by the student prior to them being deemed eligible for acceptance/entry into the next level PHARMACY course.

- Wherever possible, the additional work required for a Deferred Result will be completed before the next level course is commenced. (e.g. PHARMACY 199, PHARMACY 211 and PHARMACY 212 (Semester 1) are prerequisites for PHARMACY 213 (Semester 2); PHARMACY 311 (Semester 1) is a prerequisite for PHARMACY 312 (Semester 2); PHARMACY 312 (Semester 2) is a prerequisite for PHARMACY 413/789 and PHARMACY 701 (Semester 1); PHARMACY 701 (Semester 1) is a prerequisite for PHARMACY 702 (Semester 2).

For some Semester 1 courses, it may not be possible to do this remediation work before the commencement of Semester 2. At the discretion of the Pharmacy Board of Examiners, a student with a Deferred Result in such circumstances may be allowed to enrol for a Semester 2 course, but cannot progress to the next Part (Part II to Part III or Part III to Part IV) until they have passed all courses in their current Part.

Any student who needs to carry out remediation work and/or additional assessment because of a Deferred Result will need to make themselves available, outside of semester time, to meet with the Course Director/teachers as required. The student will be provided with areas of unsatisfactory performance, feedback and support about what needs remediation and will be notified of timing of any required resit assessment or supplementary work required to satisfy the Pharmacy Board of Examiners.

**Failure to be available for these required meetings and/or to sit any additional assessments may result in a failed result in the overall course.**

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4 For students who are assigned a Deferred Result for Semester 1 courses, the deadline for completion of any remediation work will be no later than the beginning of week 2, Semester 2. For students who are assigned a Deferred Result for Semester 2 courses, the deadline for completion of any remediation work will be no later than mid-February in the following year.
4. **Academic standing in relation to Aegrotat Applications and Assessments**

Students should be aware of the University of Auckland Calendar Examination Regulation 12.a and 12.h in relation to their overall academic standing and ability to successfully meet requirements of the programme in situations where multiple applications for Aegrotats/Compassionate Consideration have been utilised across multiple summative assessments and years of study.

As noted from the Calendar Regulations excerpted below, no more than one third of the overall programme points value (via summative assessments) can be achieved through applications for Aegrotat/Compassionate Consideration.

From University of Auckland online Calendar 2022:

Aegrotat and Compassionate Consideration Regulation 12:

12 a) An application for Aegrotat or Compassionate Consideration may be made by students who have been prevented from being present at an examination or who consider that their preparation for or performance in an examination has been seriously impaired by temporary illness or injury or exceptional circumstances beyond their control, if the following conditions are satisfied:

...  

12 h) The above is subject to the restrictions that:

(i) No more than one third of the total points value credited to a degree or diploma may be awarded with an aegrotat or compassionate grade granted under this Regulation.
5. Recognition of Outstanding Performance in Experiential Learning Placement Module of a Pharmacy Course

Intention of recognition of attainment of outstanding performance in experiential learning placements

It is the intention that students who achieve merit in all summative elements of their experiential learning placements in a PHARMACY course will be recognised for their continuous achievement and exemplary performance.

Students who achieve merit in all summative elements of their experiential learning placements may be promoted by one grade boundary in their final PHARMACY course grade in recognition of their consistently high achievement at the decision of the Pharmacy Board of Examiners.

Detail

For a student who achieves merit in all summative elements of their experiential learning placements in a PHARMACY course (213, 311, 312, 701, 702), they will receive an additional 5% on their overall PHARMACY assessments to raise their total overall PHARMACY course grade by a maximum of one grade boundary. For example, where a student’s overall course grade is a 76%, if the student receives merit in all summative elements of their experiential learning placements in their PHARMACY course, an additional 5% would be awarded to their PHARMACY assessments such that it raises their total overall grade for the PHARMACY course within which it occurs to 81%.

This decision is to be made by the BPharm Board of Examiners after consideration of all course and experiential placement grades achieved by each student in each PHARMACY course of PHARMACY 213, 311, 312, 701, 702 within which experiential placements occur.

As noted above in Section 2.1, any Placement or ePortfolio work that is submitted late, or that requires a re-submission after feedback is received, cannot be awarded an overall mark of Merit or a Merit with Distinction (i.e. even if the work is of “merit” level the student will not be able to be awarded an overall bonus 5% as noted in section 2.1)

6. Key Related Documents

Relevant Bachelor of Pharmacy Guidelines and Procedures:

- OSCE Assessment Guidelines
- OSCE Resit Guidelines (Refer to Schedule 4 in the Appendix below)

Relevant University of Auckland Statutes, Regulations, Charters, Policies, Procedures, Guidelines:

- Assessment (Coursework, Tests and Examinations) Policy
- Concurrent Teaching Policy
- Examination Regulations

Last edited 26 January 2023
- Table of University Grade Descriptors, see Assessment 2020
- Resolution of Student Academic Complaints and Disputes Statute
- Student Academic Conduct Statute
- Student Charter
- Student Retention Policy
- The Inclusive Learning and Teaching of Students with Impairments Guidelines
- University Graduate Profiles

**Document Owners**

Undergraduate Pharmacy Education Committee; Chair: Academic Programme Director of the Bachelor of Pharmacy Programme

**Document Contributors**

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Course Directors and Course Module Leaders

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Experiential Learning Placements Sub-committee members;

- Chair: Director of the Bachelor of Pharmacy Experiential Learning Placements Lynne Bye

**Frequency of Document Review**

- Annually in January
## APPENDIX 2023

### Schedule 1: BPharm Part II Assessments and Weightings

<table>
<thead>
<tr>
<th>Course</th>
<th>Module</th>
<th>Assessment Element</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHARMACY 211</td>
<td>Applied Science for Pharmacy (30 points Semester 1)</td>
<td>Chemistry</td>
<td>Practicals (lab reports)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exit test</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final exam</td>
<td>14%*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patho-Physiology</td>
<td>Practicals (lab reports)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exit test</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final exam</td>
<td>13%*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pharmacology</td>
<td>Workshops (reports)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exit test</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final exam</td>
<td>13%*</td>
</tr>
</tbody>
</table>

*Note: Final Exam in PHARMACY211 is worth combined 40% of overall course assessment and includes content from all three modules and each being must-pass elements.

| PHARMACY 212 | Pharmaceutical Science and Practice (30 points Semester 1) | Pharmaceutical Science (PS) | PS Lab and lecture content test | 12% |
|              |                                                              | Final PS exit test          | 24% |
|              | Principles of Pharmacy Practice (PPP)                       | PPP Assignment              | 10% |
|              |                                                              | Compounding Assessment      | 12% |
|              |                                                              | Final PPP Exit Test         | 30% |
|              |                                                              | Calculations Test           | 5%  |
|              | PS and PPP Integration                                      | PS and PPP Coursework       | 7%  |

| PHARMACY 213 | Pharmacy 1 (60 points Semester 2) | Dermatology | Exit test | 17% |
|              |                                      | Infectious Diseases | Exit test | 17% |
|              |                                      | Gastrointestinal    | Exit test | 16% |
|              |                                      | Integration         | Integrated Assignment | 20% |
|              | Clinical and Professional Skills 1* | OSCE* | Coursework | 20%* |
|              |                                      | Experiential Learning | Placement 1 | Pass/Fail |
|              |                                      | Placement 1**        | Participation | Satisfactory Completion** |
|              |                                      | Māori Health Intensive** | Participation | Satisfactory Completion** |
|              |                                      | Molecule to Market Symposium** | Participation | Satisfactory Completion** |

*Although the OSCE contributes 20% of the summative assessment for the Clinical and Professional Skills 1 module, students must achieve a pass in the OSCE in order to progress. The pass /fail OSCE threshold will be determined at a course level.

**In exceptional circumstances, a student who fails to satisfactorily complete or does not take part in Māori Health Intensive or the Molecule to Market Symposium may progress to Part III but will be required to satisfactorily complete Māori Health Intensive or Molecule to Market Symposium during Part III.
### Schedule 2: BPharm Part III Assessments and Weightings

<table>
<thead>
<tr>
<th>Course</th>
<th>Module</th>
<th>Assessment Element</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHARMACY 311</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Pharmacy 2</strong></td>
<td>Respiratory</td>
<td>Exit test</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Cardiovascular</td>
<td>Exit test</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Renal and Hepatic</td>
<td>Exit test</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Integration</td>
<td>Integrated Assignment</td>
<td>20%</td>
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<tr>
<td></td>
<td></td>
<td>Written Reports and Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical and Professional</td>
<td>Law and Ethics Assignment</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Skills 2</td>
<td>OSCE*</td>
<td>20%*</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning</td>
<td>Placement 2</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td>Placement 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PHARMACY 312</strong></td>
<td>Endocrine</td>
<td>Exit test</td>
<td>16%</td>
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<tr>
<td><strong>Pharmacy 3</strong></td>
<td>Musculoskeletal</td>
<td>Exit test</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Women’s and Men’s Health</td>
<td>Exit test</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Integrating Patient Care</td>
<td>Oral Test</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Integration</td>
<td>Integrated Assignment</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Clinical and Professional</td>
<td>OSCE*</td>
<td>20%*</td>
</tr>
<tr>
<td></td>
<td>Skills 3</td>
<td>Coursework/test</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning</td>
<td>Placement 3</td>
<td>Pass/Fail</td>
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<tr>
<td></td>
<td>Placement 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interprofessional Quality and</td>
<td>Participation**</td>
<td>Pass**</td>
</tr>
<tr>
<td></td>
<td>Safety Learning Programme</td>
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</tr>
</tbody>
</table>

*Although the OSCE contributes 20% of the summative assessment for the Clinical and Professional Skills 2 module, students must achieve a pass in the OSCE in order to progress. The pass /fail OSCE threshold will be determined at a course level.

**In exceptional circumstances, a student who fails or does not take part in the Interprofessional Quality and Safety Learning Programme may progress to the next Part but will be required to pass it the next time it is offered or at the discretion of the Board of Examiners complete an equivalent make-up assignment.
# Schedule 3: BPharm Part IV Assessments and Weightings

<table>
<thead>
<tr>
<th>Course</th>
<th>Module</th>
<th>Assessment Element</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHARMACY 413 Research Inquiry in Pharmacy (30 points Semesters 1 and 2 combined)</td>
<td>Semester 1</td>
<td>Individual Literature Review</td>
<td>25%</td>
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<td>Semester 1</td>
<td>Written research methods test (individual)</td>
<td>25%</td>
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<tr>
<td></td>
<td>Semester 2</td>
<td>Written project report (group)</td>
<td>40%</td>
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<tr>
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<td>Semester 2</td>
<td>Project presentation (group)</td>
<td>10%</td>
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<tr>
<td></td>
<td>Semester 1</td>
<td>Foundation module</td>
<td>Non-graded, compulsory</td>
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<tr>
<td>PHARMACY 701 Medicines Optimisation Part 1 (45 points)</td>
<td>Oncology</td>
<td>Exit test</td>
<td>16%</td>
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<tr>
<td></td>
<td>Neurology and Psychiatry</td>
<td>Exit test</td>
<td>34%</td>
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<td></td>
<td>Integration</td>
<td>Written Essay Critical Appraisal of Literature</td>
<td>15%</td>
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<td>5%</td>
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<tr>
<td></td>
<td>Clinical and Professional Skills 4*</td>
<td>OSCE* Law &amp; Ethics Test</td>
<td>20%*</td>
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<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning Placement 4</td>
<td>Placement 4</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td>Interprofessional Learning (IPL week)** (completed either in PHARM 411 or PHARM 412)</td>
<td>IPL week: Urgent &amp; Immediate Patient Care (UIPC) Simulation Week Participation**</td>
<td>Satisfactory Completion**</td>
</tr>
<tr>
<td>PHARMACY 702 Medicines Optimisation Part 2 (45 points)</td>
<td>Special Populations</td>
<td>Exit test (includes calculations)</td>
<td>35%</td>
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<td></td>
<td>Integrated Therapeutics</td>
<td>Oral test (includes calculations)</td>
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<td>Integration</td>
<td>Written Project Proposal Critical Appraisal of Literature</td>
<td>20%</td>
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<td>5%</td>
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<tr>
<td></td>
<td>Clinical and Professional Skills 5</td>
<td>OSCE* Calculations test</td>
<td>20%*</td>
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<td>5%</td>
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<td></td>
<td>Experiential Learning Placement 5</td>
<td>Placement 5</td>
<td>Pass/Fail</td>
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<tr>
<td></td>
<td>Interprofessional Learning (IPL week)** (completed either in PHARM 411 or PHARM 412)</td>
<td>IPL week: Urgent &amp; Immediate Patient Care (UIPC) Simulation Week Participation**</td>
<td>Satisfactory Completion**</td>
</tr>
</tbody>
</table>

* Although the OSCE contributes 20% of the summative assessment for the Clinical and Professional Skills 4 and 5 modules, students must achieve a pass in the OSCE in order to progress. The pass /fail OSCE threshold will be determined at a course level.

**Students must satisfactorily participate in and complete the Interprofessional (IPL) Urgent & Immediate Patient Care (UIPC) Simulation Week learning module which will occur for each student only once across one week either in Pharmacy 411 or in Pharmacy 412. Only in exceptional circumstances, where a student is not able to successfully complete or take part in the IPL/Simulation Week learning due to medically certified illness or exceptional circumstances during part or all of the compulsory module, may be entitled to complete a make-up assignment as deemed appropriate by, and at the discretion of, the BPharm Board of Examiners.
BPharm (Honours) Part IV assessments and weightings

Note for BPharm (Honours) students undertaking an honours project within their Part IV year of study, all of the above schedule of assessments is the same except for the following:

- Part IV BPharm Honours students will substitute the course PHARMACY 789 (30 points Semesters 1 and 2 combined) Research Project in place of PHARMACY 413 Research Inquiry in Pharmacy (30 points Semesters 1 and 2 combined).

PHARMACY 789 consists of a written research project report worth 100% of the course weighting as per Honours project requirements. For further details about the PHARMACY 789 assessment requirements, refer to your Canvas course page and details.
Schedule 4: OSCE Resit Guidelines

Guiding Criteria for Deciding on When to Offer an OSCE Resit

OSCE Pass

- If a student passes all OSCE stations, the student will be deemed to have passed the OSCE and will not need to be offered a resit.
- If a student fails one OSCE station, the student will be deemed to have passed the OSCE and will not need to be offered a resit.
- A maximum of one conceded pass by way of the post-OSCE Reflection station will be permitted.

Possible OSCE Remediation and/or Resit

- If a student fails more than one of the OSCE stations, the student will be deemed to have not sufficiently met the OSCE assessment requirements of the Clinical and Professional Skills (C&P Skills) Module within the particular course.

In such a case, a student may be offered the opportunity for OSCE remediation and/or an OSCE resit opportunity, but this is the decision of the BPharm course Board of Examiners (BOE) or their delegated representatives. The decision to offer, or not to offer, OSCE remediation and/or an OSCE resit to a student will take into account the student’s holistic performance in the module and across the summative assessments in the course as a whole as consistent with the BPharm Assessment Guidelines*.

If a student is offered OSCE remediation and/or an OSCE resit, they will be offered a resit of the entire OSCE and/or they may be offered short-term remediation or a longer-term remediation programme dependent on the areas of gap/deficit. If offered an OSCE resit, and/or remediation, they must be deemed to have sufficiently met all assessment requirements of the OSCE resit and/or remediation to be granted a pass of their OSCE component and C&P Skills Module within the particular course.

Failure of an OSCE Resit

If a student is offered a resit OSCE after having been deemed to have failed their Final course OSCE by the BOE or their delegated representative and then in turn fails their OSCE resit, they will be deemed to not have met the assessment requirements set for the C&P Skills Module and the course within which it falls. This will most likely result in an overall fail of the course as the OSCE is a compulsory must pass element*.

In such a case, a student will be entitled to re-enrol into the course when it is next offered in the following year to be provided their final opportunity to re-sit the course.

All decisions with regards to what is deemed to be a fail or a pass of a course is decided by the BPharm Course Board of Examiners (BOE) or their delegated representatives and is based on holistic assessment of a student’s performance across the entire course and the confidence the BOE has that the student has demonstrated the requisite knowledge, skills and understandings to successfully move forward to the next course in the programme.

*As per the Bachelor of Pharmacy Assessment Guidelines.
Refer to the BPharm Portal https://wiki.auckland.ac.nz/display/BPHARM/Bachelor+of+Pharmacy+Portal +Home
OSCE Resit Guidelines Detail

1. Introduction

This document sits within the BPharm Programme Assessment Guideline document and must be interpreted alongside that overarching document and assessment framework. This OSCE Resit Guidelines document aims to outline when a student in the BPharm may be eligible for a resit opportunity in relation to any BPharm course final Objective Structured Clinical Examination (OSCE) summative assessment that they have failed.

Final OSCEs occur within PHARMACY 213, 311, 312, 701 and 702.

As stated in the BPharm Programme Assessment Guidelines document, the final OSCE within each of the BPharm courses noted above forms 20% of the course overall grade.

The OSCE is a mandatory pass element for each of PHARMACY 213, 311, 312, 701 and 702.

2. OSCE Remediation and Resit Processes

2.1 OSCE Resit Detail

Each student may be eligible to receive remediation and/or one resit opportunity for a failed final OSCE where it is deemed appropriate by the BPharm Board of Examiners (BOE) or BOE delegated representatives and where this is consistent with the overall BPharm Assessment Guidelines detail.

Only students who have failed their final OSCE are entitled to receive individualised feedback about their final OSCE performance. No other students will be provided with individualised feedback. If a student is offered an OSCE resit, they will be provided feedback and some time to remediate their process and content prior to their OSCE resit being offered.

2.2 OSCE Resit Process

- The decision to offer an OSCE resit opportunity to a student is entirely at the discretion of the BPharm BOEs (or their delegated representatives).
- If a student is offered a resit opportunity for a failed final OSCE, they will be informed of this in writing along with the date/time to receive feedback as well as the confirmed details for their resit.
- The student will be required to attend a meeting with the Clinical & Professional Skills Module Leader, or their delegate, to receive feedback and identify areas of weakness from the failed stations in their final OSCE that they need to remediate.
- If a student is unable to attend the resit OSCE opportunity for any reason, there will be no further resit opportunity offered and the original OSCE mark will stand. The only exception to this would be extraordinary circumstances that would fall under Aegrotat/Compassionate Consideration circumstances and processes.

*Note: the School of Pharmacy’s BPharm academic calendar at times goes ‘outside’ of the published University of Auckland academic calendar dates that are advertised. Students need to ensure they always follow the BPharm academic timetable published within their official Canvas course site and/or seek

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6 In situations where the Board of Examiners is not able to consult with the whole BOE group to discuss who should be offered a resit opportunity (for example, where, because of short timelines between Semesters 1 and 2 or at the end of Part IV prior to Graduation this is not feasible), a representative group of the BOE teaching staff may meet and act in place of the BOEs where delegated to do so. This would include the relevant Course Director, or their delegate, the relevant Module Leader of Clinical & Professional Skills Module, or their delegate, the BPharm Academic Director and other teaching staff deemed to have important holistic knowledge of the student and their overall performance, such as the Director of Experiential Learning Placements and/or other Module Leader/s from the course teaching team.
guidance from their Course Director and/or their BPharm Academic Director regarding dates.

2.3 OSCE Resit Timing

Final OSCE resit opportunities, where offered, will normally occur within the following timeframes:

Semester 1 final OSCEs
- PHARM 311 (within 1-1.5 weeks after the original final OSCE occurred)
- PHARM 701 (within 1-1.5 weeks after the original final OSCE occurred)

Semester 2 final OSCEs
- PHARM 213 (before commencement of the following academic year)
- PHARM 312 (before commencement of the following academic year)
- PHARM 702 (within 1 week after the original final OSCE occurred)

3. Remediation Prior to OSCE Resit

3.1 Staff Responsibilities
- It is the responsibility of the staff to ensure a student being offered an OSCE resit is provided feedback about the gaps/areas of weakness in stations where they failed along with ways to remediate their process and content prior to their resit OSCE.
- Staff need to ensure they give as much time as they realistically can to any resitting students so the student has the maximum time to prepare for their OSCE resit.

3.2 Student Responsibilities
- It is the responsibility of the student to reflect on and remediate in the areas identified to them in their feedback received and to utilise the mechanisms/resources/supports identified by the teaching staff prior to their OSCE resit.
- It is the responsibility of the student to ensure they are available for their OSCE resit at the date/time provided.

4. Remediation Prior to a Failed Course Resit

It is the responsibility of the staff to ensure a student who has failed an OSCE and who is not eligible for an OSCE resit (and who therefore is deemed to have failed a course) will be provided feedback about their weakness/gaps prior to carrying out their resit of the course.

It is the responsibility of the student to ensure they follow the guidance they have been provided by staff in order to do their best to remediate areas of weakness/gap prior to returning to resit their course for their second and final opportunity.

Additional Notes
The decision to offer an OSCE resit is at the discretion of the BPharm Board of Examiners, or their delegates, and depends on the holistic performance of the student across the other assessment elements within their course, consistent with the BPharm Assessment Policy Guidelines.

If a student fails their OSCE resit, the student will then be deemed to have failed the overall BPharm course within which the OSCE sits. In such a case, a student is entitled to resit the whole course in its next offering, as OSCEs are seen as a mandatory integrative “must pass” assessment element within the BPharm programme.

Final Note: Remediation may carry over from semester one into semester two in instances where it is deemed by staff and the BOE that a longer duration of remediation is required to benefit the student.