

**Attestation procedure
in the discipline " Special pharmaceutical chemistry "
for students of the educational program
specialist degree
in the specialty of training 33.05.01 Pharmacy
direction (profile) Pharmacy,
form of study full-time (face to face)
for the 2023-2024 academic year**

Rating for the discipline final (R_d) is calculated according to the following formula:

$$R_d = (R_{ar} + R_{ia}) / 2$$

where R_d - rating for the discipline

R_{ia} - rating of intermediate attestation (exam)

R_{ar} - average rating of the discipline for the fourth, fifth and sixth semester - individual assessment of mastering the academic discipline in points for three semesters of study.

The average rating of the discipline for 3 semesters of study is calculated according to the following formula:

$$R_{ar} = (R_{pre4} + R_{pre5} + R_{pre6}) / 3$$

where:

R_{pre4} - rating for the discipline in the 4th semester preliminary

R_{pre5} - rating for the discipline in the 5th semester preliminary

R_{pre6} - rating for the discipline in the 6th semester preliminary

The rating for the discipline in the 4th and 5th and 6th semester preliminary is calculated according to the following formula:

$$R_{pre} = (R_{cr} + R_{test}) / 2 + R_b - R_p$$

where:

R_{cr} - current rating for the fourth or fifth or sixth semester (current academic performance, assessed by the average score, taking into account the assessment for independent work)

R_{test} - rating for testing in the fourth or fifth or sixth semester.

R_b - rating of bonuses

R_p - rating of penalties

The maximum number of points that a student can receive in the discipline in a semester - 100.
The minimum number of points at which the discipline should be credited - 61.

Methodology for calculating the average score of current academic performance

Rating score for the discipline (*Rcr*) is evaluated summarily taking into account the current academic performance, the evaluation of which is carried out by the average score, taking into account the assessment for independent work.

Knowledge and work of the student in practical classes are evaluated by the teacher in each semester on the classical 5-point system.

Independent work of students includes independent study of individual topics provided by the working program. The form of student reporting - handwritten digitized text (PDF format). Each topic of independent work (abstracts) is evaluated from 3 to 5 points, the work evaluated below 3 points is not counted and requires revision by the student (Table 1).

Table 1. Calculation of points for independent work of students

Evaluation criteria	Rating score
The work is not handed in, it is not handed in in full, the work does not correspond to the subject of the independent work.	0-2
The work is submitted in full, but it has more than 2 gross thematic errors or misses more than 1 key issue of the topic of the independent work.	3
The work is submitted in full, but there are 1- 2 gross thematic errors or 1 key issue of the topic of the independent work is missing.	4
The work is handed in fully, there are no gross thematic errors, the key issues of the topic of the independent work are not missed.	5

Table 2. Conversion of the average score for a discipline into a rating score according to the 100-point system

Average score according to the 5-point system	Score according to the 100-point system	Average score according to the 5-point system	Score according to the 100-point system	Average score according to the 5-point system	Score according to the 100-point system
5.0	100	4.0	76-78	2.9	57-60
4.9	98-99	3.9	75	2.8	53-56
4.8	96-97	3.8	74	2.7	49-52
4.7	94-95	3.7	73	2.6	45-48
4.6	92-93	3.6	72	2.5	41-44
4.5	91	3.5	71	2.4	36-40
4.4	88-90	3.4	69-70	2.3	31-35
4.3	85-87	3.3	67-68	2.2	21-30
4.2	82-84	3.2	65-66	2.1	11-20
4.1	79-81	3.1	63- 64	2.0	0-10
		3.0	61-62		

Methodology of scoring for testing in the semester

The minimum number of points that can be obtained during the test is 61, the maximum - 100 points.

The test taker receives 1 (one) point for a correctly completed task, and 0 (zero) points for an incorrectly completed task. Evaluation of results after the test is carried out in accordance with Table 3.

The test is considered to be completed when 61 points and higher are obtained. If the score is less than 61 points, it is necessary to retake the test.

Table 3: Conversion of the test result into a rating score 100-point system

Number of errors made in answering 100 test tasks	% completion tasks tests	Rating score according to 100-point system
0 - 9	91-100	91-100
10 - 19	81-90	81-90
20 - 29	71-80	71-80
30 - 39	61-70	61-70
≥ 40	0-60	0

Table 4. Penalty system

№	Types of penalties	Points
1.	Absence from 1 lecture without valid reasons	0,1
2.	Absence from 1 practical training session without a valid reason	0,2
3.	Failure of a student to complete a practical training session in a timely manner (before the next final session)	0,2

Methodology for calculating the score of intermediate certification (exam) (Ria)

Intermediate certification on the discipline is carried out in the form of an exam. The exam is held in the form of an interview with the assessment of the practical component of the formed competencies, including questions on all studied sections of the program. The minimum number of points (Rpa), which can be obtained during the interview - 61, the maximum - 100 points (Table 4).

Table 5. Criteria for assessing the level of mastery of the discipline material and competencies formed

Response Characterization	Evaluation ECTS	Points в БРС	Level of competence in the discipline	Assessment on a 5-point scale
A full, detailed answer to the question, a set of conscious knowledge about the object,	A	100–	HIG H	5

manifested in free operation of concepts, the ability to identify its essential and non-essential features, cause-and-effect relationships is shown. Knowledge about the object is demonstrated against the background of understanding it in the system of the given science and interdisciplinary relations. The answer is formulated in terms of science, presented in literary language, logical, evidentiary, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation		96		(5+)
A full, detailed answer to the question, a set of conscious knowledge about the object is shown, the main provisions of the topic are evidently disclosed; the answer has a clear structure, logical sequence, reflecting the essence of the concepts, theories, phenomena disclosed. Knowledge of the object is demonstrated against the background of understanding it in the system of this science and interdisciplinary relations. The answer is presented in literary language in terms of science. There may be flaws in the definition of concepts, corrected by the student independently in the process of answering. The student demonstrates a high level of competence.	B	95–91		5
A full, detailed answer to the question, the ability to identify essential and non-essential features, cause-and-effect relationships is shown. The answer is clearly structured, logical, set out in literary language in terms of science. There may be flaws or minor errors, corrected by the student with the help of the teacher. The student demonstrates an average elevated level of competence.	C	90–81	MEDIUM	4
A full, detailed answer to the question, the ability to identify essential and non-essential features, cause-and-effect relationships is shown. The answer is clearly structured, logical, stated in terms of science. However, there are minor errors or mistakes, corrected by the student with the help of "leading" questions from the teacher. The student demonstrates an average sufficient level of competence.	D	80-76		4 (4-)
The answer to the question is complete but not consistent enough, but it shows the	E	75-71	LOW	3 (3+)

ability to identify essential and non-essential features and cause-and-effect relationships. The answer is logical and stated in terms of science. There may be 1-2 errors in the definition of basic concepts, which the student finds it difficult to correct independently. The student demonstrates a low level of competence.				
The answer is insufficiently complete and insufficiently detailed. The logic and sequence of presentation have violations. There are errors in the disclosure of concepts, use of terms. The student is not able to independently identify essential and nonessential features and cause-and-effect relationships. The learner can concretize generalized knowledge, proving by examples their main provisions only with the help of the teacher. Speech design requires corrections, corrections. The student demonstrates an extremely low level of competence formation.	E	70-66		3
The answer is incomplete, the logic and sequence of presentation have significant violations. There are gross errors in determining the essence of the disclosed concepts, theories, phenomena, due to the student's lack of understanding of their essential and nonessential features and relationships. There are no conclusions in the answer. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires corrections, corrections. The student demonstrates the threshold level of competencies.	E	65-61	THRESHOLD	3 (3-)
The answer is incomplete, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentation, illogicality of presentation. The student does not realize the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, concretization and evidence of presentation. Speech is illiterate. Additional and clarifying questions of the teacher do not lead to correction of the student's answer not only to the question posed, but also to other	Fx	60-41	COMPETENCY ABSENT	2

questions of the discipline. Competence is absent.				
No answers are received on the basic questions of the discipline. The student does not demonstrate indicators of achievement of the formation of competencies. The competence is absent.	F	40-0		2

This model of rating score calculation provides for bonuses that increase the rating score and penalties that decrease the rating score, according to the table below (Table 6).

System of bonuses and penalties

Table 6: Bonuses and penalties by discipline

Bonuses	Name	Points
Student's educational and research work	Study and research work on the topics of the subject under study	up to + 5,0
Student research work	Certificate of participation in the student scientific society of the department of the 1st degree	+ 5,0
	Certificate of participation in the student scientific society of the department of the 2nd degree	+ 4,0
	Certificate of participation in the student scientific society of the department of the 3d degree	+ 3,0
	Certificate of participation in the student scientific society of the department of the 4th degree	+ 2,0
	Certificate of participation in the student scientific society of the department of the 5th degree	+ 1,0
Penalties	Name	Points
Disciplinary	Missing a lecture or practical training session without a valid reason	- 2,0
	Systematic lateness to lectures or practical classes	- 1,0
	Completion of independent work not within the established deadlines	- 1,0
	Violation of safety rules	- 2,0
Causing material damage	Damage to equipment and property	- 2,0

The final grade that the teacher puts in the credit book is the rating of the discipline final (Rd), translated into a 5-point system (Table 7).

Table 7: Final grade for the discipline

Evaluation according to the 100-point system	Evaluation according to the "pass-fail" system	Evaluation according to a 5-point system		ECTS assessment
96-100	passed	5	excellent	A
91-95	passed			B
81-90	passed	4	good	C
76-80	passed			D
61-75	passed	3	satisfactorily	E
41-60	fail	2	unsatisfactorily	Fx
0-40	fail			F

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Head of the Department



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