

**Attestation procedure
in the discipline "Pharmaceutical marketing"
for students of the educational program specialist
in the specialty 33.05.01 Pharmacy
direction (profile) Pharmacy,
full-time of study
for the 2023-2024 academic year**

The discipline rating is calculated according to the following formula:

$$R_d = (R_{dsr} + R_{pa}) / 2$$

where R_d is the discipline rating

R_{pa} – intermediate certification rating (credit with assessment)

R_{dsr} – the average rating of the discipline – an individual assessment of the assimilation of the discipline in points per semester of study.

The rating for the discipline is calculated according to the following formula:

$$R_{dsr} = (R_{tec} + R_b - R_{sh})$$

where:

R_{tec} – the current rating for the semester (current academic performance, assessed by the average grade, taking into account grades for independent work and testing)

R_b – bonus rating

R_{sh} – penalty rating.

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

1. Methods of Calculating the Average Grade Point of a Current Academic Performance

The grade point average for the discipline (R_{tek}) is calculated by taking into account the current grade point average, taking into account the grade for independent work and testing.

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

Independent work of students includes an independent study of individual topics, provided by the working program. The form of student accountability - the answer. Each topic of independent work is assessed from 3 to 5 points, the work, assessed below 3 points, is not counted and requires revision by the student (Table 1).

At the end of each semester a centralized calculation of the average grade of a student, in a semester with its translation into a 100-point system (Table 2).

Table 1. Calculation of scores for students' independent work

Evaluation criteria Rating score	Evaluation criteria Rating score
The work is not handed in, handed in not in full, the work does not correspond to the theme of independent work.	0-2
The work is handed in in full, but there are more than 2 serious thematic errors or missing more than 1 key issue of the topic of independent work.	3
The work is handed in in full, but there are 1 or 2 serious thematic errors,	4

or 1 key question of the topic of independent work is missing.	
The work is handed in in full, there are no gross thematic errors, no key questions of the topic of independent work are missing.	5

Table 2. Translation of the average score of the current progress of the student in the rating score on a 100-point system

Average score on the 5	point system Score on the 100	point system Average score on the 5	point system Score on the 100	point system Average score on the 5	point system Score on the 100
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		

2. Methodology for calculating semester test scores

The minimum number of points possible in testing - 61, the maximum - 100 points.

A test taker gets 1 (one) point for a correctly completed task and 0 (zero) points for an incorrectly completed task. Assessment of the results after passing the test is conducted in accordance with Table 3.

The test is considered completed when you get 61 points or more. If you get less than 61 points, you have to repeat the test.

Table 3. converting test result into rating point on 100-point system

The number of mistakes made when answering 100 test tasks	% of completion of the test task	Rating score according to the 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

3. The method of calculating the score of intermediate attestation (exam) (Rpa)

Intermediate certification in the discipline is carried out in the form of a credit with an assessment. The test with an assessment takes place in the form of an interview with an assessment of the formation of the practical component of the competencies being formed, which includes questions on all the studied sections of the program. The minimum number of points (RPA) you can get during the interview is 61 points, the maximum is 100 points (Table 4).

Table 4: Criteria for assessing the level of assimilation of the discipline material and competence formation

Characteristics of the answer				
A full, detailed answer to the question posed, shows a set of conscious knowledge about the object, manifested in the free operation of concepts, the ability to highlight its essential and inessential features, cause-effect relationships. Knowledge of the object	A	100–96	high	5 (5+)
is demonstrated against the background of understanding it in the system of the given science and interdisciplinary connections. The answer is formulated in terms of science, literary language, logical, evidentiary, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence	B	95–91		5
A full, detailed answer to the question posed is given, a set of informed knowledge about the object is shown, the main provisions of the topic are proved; a clear structure, logical sequence, reflecting the essence of the disclosed concepts, theories, phenomena is traced in the answer. Knowledge of the object is demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The answer is presented in literary language in terms of science. There may be errors in the definition of concepts, corrected by the student himself/herself in the course of the answer. The student demonstrates a high level of competence.	C	90–81	average	4
The student gives a full, detailed answer to the question, shows the ability to highlight essential and non-essential features, cause-effect relations. The answer is clearly structured, logical, literary in terms of science. There may be errors or minor mistakes, which are corrected by the student with the help of the teacher. The student demonstrates an intermediate level of competence.	D	80-76		4 (4-)
The student gives a complete, detailed answer to the question, shows the ability to distinguish essential and non-essential features, cause-effect relations. The answer is clearly structured, logical and in scientific terms. However, there are minor errors or mistakes, corrected by the student with the help of "leading" questions of the teacher. The student demonstrates an average sufficient level of competence.	E	75-71	low	3 (3+)
The student gives a complete, but not sufficiently coherent answer to the question, but shows the ability to distinguish the essential and non-essential features and cause-effect relationships. The answer is logical and stated in terms of science. There may be 1-2 mistakes in the definition of the main concepts,	E	70-66		3

which the student has difficulty to correct independently. The student demonstrates a low level of competence.				
Insufficiently complete and insufficiently detailed answer is given. Logic and consistency are broken. There are errors in the disclosure of concepts and the use of terms. The student is not able to independently identify significant and insignificant features and cause-effect relationships. The student is able to specify the generalized knowledge, proving the main points by examples only with the teacher's help. Speech design requires correction, correction.	E	65-61	THRESHOLD	3 (3-)
The student demonstrates an extremely low level of The final grade, which the teacher puts in the record book is a rating on the discipline final (Rd), translated into a 5-point system (Table 6). Table 6. The final grade for the disciplinecompetence formation.	Fx	60-41		COMPETENCE IS MISSING
The answer is incomplete, logic and consistency are substantially flawed. There are gross errors in the definition of the essence of the concepts, theories, phenomena, due to the student's lack of understanding of their essential and inessential 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, correction.	F	40-0		

4. System of bonuses and penalties

This model for calculating the rating score includes bonuses that increase the rating score and penalties that decrease the rating, according to the table below (Table 5).

Table 5. Bonuses and penalties by discipline

Bonuses Name	Points	
Disciplinary	Unexcused absence at a lecture or a practical lesson	- 2,0
	Regular tardiness for lectures or practical classes	- 1,0
	Fulfillment of independent work not in due time	- 1,0
	Violation of safety regulations	- 2,0
Causing material damage	Damage to equipment and property	- 2,0

The final grade, which the teacher puts in the record book is a rating on the discipline final (Rd), translated into a 5-point system (Table 6).

Table 6. The final grade for the discipline

Grade on the 100	point system Grade on the pass	fail system Grade on the 5	point system Grade on
96-100	credited	5	Great
91-95	Passed		
81-90	passed	4	good
76-80	passed		
61-75	passed	3	satisfactory
41-60	failed	2	unsatisfactory
0-40	failed		
			F

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