

**Attestation procedure  
in the discipline " Medical Biochemistry "  
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  
for the 2023-2024 academic year**

The final rating for the discipline (Rd) is calculated using the following formula:  $Rd = (Rdsr + Rpa) / 2$  where Rd is the rating for the discipline

Rpa – intermediate certification rating (exam)

Rdsr – average rating of the discipline for 2 semesters of study –individual assessment of the assimilation of the discipline in points for 2 semesters of study

The average rating of the discipline for 2 semesters of study is calculated according to the following formula:

$Rdsr = (Rpred3 + Rpred4) / 2$  where Rpred3 is the rating for the discipline in the 3rd semester preliminary

Rpd4 - the rating for the discipline in the 4th semester is preliminary

The rating for the discipline in the 3rd, 4th semesters is preliminary calculated according to the following formula:  $Rpred = (Rtec + Rdop) / 2$

where Rtec is the current rating (current academic performance, which is assessed according to the average score, taking into account the assessment for independent work and testing)

Rdop – additional control rating includes a rating for the final control of knowledge in the sections of the discipline

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. The method of calculating the average score of current academic performance:

– The rating score for the discipline (Rtec) is evaluated in total, taking into account the current academic performance, the assessment of which is carried out according to the average score, taking into account the assessment for independent work.

The student's knowledge and work in practical classes are evaluated by the teacher in each semester, according to the classical 5-point system.

Interviews on control issues of the current certification are evaluated according to the criteria presented in Table 4.

– Independent work of students includes independent study of 6 separate topics provided by the work program

– The form of students' reporting for independent work – the performance of lectures with control questions. The student must study the material posted on the EIOP in the form of a

"Lecture" element and answer control questions in the form of a "Test" element, which are found in each section of the lecture. Lectures with control questions are evaluated by the answers to control questions (completed – 61%-100%, not completed <60%). If you get less than 61 points, you need to re–study the lecture materials and perform testing (Table 1).

Table 1. Conversion of the average score of the current academic performance, including the student's independent work into a rating score according to a 100-point system

Average score on a 5-point system	Score on a 100-point system	Average score on a 5-point system	Score on a 100-point system	Average score on a 5-point system	Score on a 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		

– At the end of each semester, a centralized calculation of the average student's academic performance is made, in the semester with its transfer to a 100-point system (Table 2).

## 2. Methodology of scoring points for testing in the semester (Rtest).

– Testing is evaluated according to the system: for each correctly completed task, the test taker receives 1 (one) point, for incorrectly completed – 0 (zero) points. The minimum number of points that can be obtained during testing is 61, the maximum is 100 points (Table 2).

The test is considered completed when receiving 61 points or higher. If you get less than 61 points, you need to retake the test.

Table 2. Translation of the test result into a rating score according to a 100-point system

The number of mistakes made when answering 100 test tasks	% of the 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 scoring points for the final control of knowledge in the sections of the discipline

– The rating score for the discipline R<sub>dop</sub> is evaluated according to the classical 5-point system.

– At the end of each semester, a centralized calculation of the average student's academic performance is made, in the semester with its transfer to a 100-point system (table no.

3).

4. The method of calculating the intermediate attestation score (exam) (R<sub>pa</sub>):

– The exam (R<sub>pa</sub>) for students studying in the specialty "Medicoprohylactic business" at the Department of Theoretical biochemistry with a course of clinical biochemistry takes place in the form of an interview and assessment of the formation of the practical component of the competencies being formed, including questions on all the studied sections programs. The minimum number of points that can be obtained during an interview is 61, the maximum is 100 points (Table No. 3.)

Table 3. Criteria for assessing the level of assimilation of discipline material and the formation of competencies.

Response Characteristics	ECTS assessment	Points in BRS	The level of professional competence in the discipline is formed	Rating on a 5-point scale
A complete, detailed answer to the question is given, the totality of conscious knowledge about the object is shown, manifested in the free operation of concepts, the ability to distinguish its essential and non-essential signs, cause-and-effect relationships. Knowledge about the object is demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The answer is	A	100–96	high	5 (5+)

formulated in terms of science, presented in literary language, logical, evidential, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation				
A complete, detailed answer to the question is given, the totality of conscious knowledge about the object is shown, the main provisions of the topic are evidently disclosed; a clear structure, logical sequence is traced in the answer, reflecting the essence of the disclosed concepts, theories, phenomena. Knowledge about 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 shortcomings in the definition of concepts, corrected by the student himself in the process of answering. The student demonstrates a high level of competence formation.	B	95–91	high	5
A full, detailed answer to the question is given, the ability to identify essential and non-essential features is shown, causal relationships. The answer is clearly structured, logical, presented in literary language in terms of science. There may be shortcomings or minor errors corrected by the student with the help of a teacher. The student demonstrates an average increased level of competence formation.	C	90–81	average	4
A full, detailed answer to the question is given, the ability to identify essential and non-essential signs, cause-and-effect relationships is shown. The answer is clearly structured, logical, stated in terms of science. However, minor mistakes or shortcomings were made, corrected by the student with the help of "leading" questions from the teacher. The student demonstrates an average sufficient level of competence formation.	D	80-76	average	4 (4-)
A complete, but insufficiently consistent answer to the question is given, but at the same time the ability to identify essential and non-essential signs and cause-and-effect relationships is shown. The answer is logical and stated in terms of science. There may be 1-2 mistakes in the definition of basic concepts that the student finds it difficult to	E	75-71	low	3 (3+)

correct on their own. The student demonstrates a low level of competence formation.				
<p>An insufficiently complete and insufficiently detailed answer is given. The logic and sequence of the presentation have violations.</p> <p>Mistakes were made in the disclosure of concepts, the use of terms. The student is not able to independently identify essential and non-essential signs and cause-and-effect relationships. A student can concretize generalized knowledge by proving their main points by examples only with the help of a teacher. Speech design requires corrections, corrections.</p> <p>The student demonstrates an extremely low level of competence formation.</p>	E	70-66	low	3
<p>An incomplete answer is given, the logic and sequence of presentation have significant violations. Gross mistakes were made in determining the essence of the disclosed concepts, theories, phenomena, due to students' misunderstanding of their essential and non-essential features and connections. There are no conclusions in the response. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires corrections, corrections.</p> <p>The student demonstrates the threshold level of competence formation.</p>	E	65-61	threshold	3 (3-)
<p>An incomplete answer is given, which represents scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentary, illogical 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-based presentation.</p> <p>The speech is illiterate. Additional and clarifying questions from the teacher do not lead to correction of the student's answer not only to the question posed, but also to other questions of the discipline.</p> <p>There is no competence.</p>	Fx	60-41	There is no competence.	2
<p>No answers were received on the basic questions of the discipline. The student does not demonstrate indicators of achieving the formation of</p>	F	40-0	There is no competence.	2

competencies. There is no competence.				
---------------------------------------	--	--	--	--

The final grade that the teacher puts in the record book is the final rating for the discipline (Rd), translated into a 5-point system (Table 4).

Table 4. Final assessment of the discipline

assessment by the 100-point system	assessment by the "5-point" system		assessment by ECTS
96-100	5	excellent	A
91-95	5	excellent	B
81-90	4	good	C
76-80	4	good with defects	D
61-75	3	satisfactory	E
41-60	2	unsatisfactory	Fx
0-40	2	unsatisfactory (re-examination required)	F

Considered at the meeting of the department of Theoretical biochemistry with a course of clinical biochemistry "10" May 2023, protocol № 16

Head of the Department

O.V. Ostrovskij.