

**Procedure of certification  
in the discipline "Physical culture and Sport"  
for students enrolled in 2021, 2022, 2023, 2024  
on the educational program on 33.05.01 "Pharmacy" (level of specialization),  
full-time education  
2024- 2025 academic year**

The final discipline rating (Rd) is calculated by the following formula:

$$Rd = (Rdav + Ric) / 2$$

where

Rd is the rating for the discipline

Ric - rating of the intermediate certification (credit)

Rdav - the average rating of the discipline for the first, second, third, fourth, fifth, sixth and eighth semesters - individual assessment of assimilation of the discipline in points for eight semesters of study.

The average rating of the discipline for 8 semesters of study is calculated by the following formula:

$$Rdav = (Rsem1 + Rsem2 + Rsem3 + Rsem4 + Rsem5 + Rsem6 + Rsem7 + Rsem8) / 8$$

where:

Rsem1... Rsem8 - rating on discipline in 1-8 semesters

Rating for discipline in semesters 1-8 is calculated by the following formula:

$$Rsem = Rcur + Rb - Rp$$

where

Rcur - rating of current academic performance in semester 1-8

Rb - bonus rating

Rp - penalty rating

The maximum number of points a student can receive in the discipline in a semester - 100

The minimum number of points at which the discipline should be credited is 61.

1. Methodology for calculating the average score of current academic achievement

Rating score for the discipline (Rcur) is evaluated on the basis of current academic performance, which is assessed by the average score, taking into account the assessment of knowledge of lecture material and marking for practical skills and abilities acquired in seminar-type classes. Knowledge and work of the student at the seminar classes are evaluated by the teacher in each semester according to the classical 5-point system.

Criteria for assessing the mastery of practical skills and abilities

«5" (excellent) - the student has a systematic theoretical knowledge (knows the methodology of practical skills, indications and contraindications, possible complications, standards, etc.), without errors independently demonstrates the implementation of practical skills.

"4" (good) - the student has theoretical knowledge (knows the methodology of practical skills, indications and contraindications, possible complications, standards, etc.), independently demonstrates the implementation of practical skills, allowing some inaccuracies (minor errors), which independently detects and quickly corrects.

"3" (satisfactory) - the student has satisfactory theoretical knowledge (knows the basic provisions of the methodology of practical skills, indications and contraindications, possible

complications, standards, etc.), demonstrates the implementation of practical skills, making some errors that can be rectified when corrected by the teacher.

"2" (unsatisfactory) - the student does not have a sufficient level of theoretical knowledge (does not know the methods of practical skills, indications and contraindications, possible complications, standards, etc.) and / or can not independently demonstrate practical skills or perform them, making gross mistakes.

At the end of each semester, a centralized calculation of the average student's academic performance in the semester is made with its transfer to a 100-point system (Table 1).

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

Average score on the 5-point system	Score according to the 100-point system	Average score on the 5-point system	Score according to the 100-point system	Average score on 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		

#### Bonus and penalty system

This rating score calculation model provides bonuses that increase the rating score and penalties that lower the rating, according to the table below (Table 2).

Table 2. Bonuses and penalties by discipline

Bonuses	Name	Points
Disciplinary	100% attendance of classes	+5
Educational and research work	Publication of the article in the collection (depending on the level of the conference)	from + 2 to + 6
	Speaking at the conference (with a report, with preparation of a presentation, depending on the level of the conference)	from + 5 to + 10
	Participation in the conference (without a report)	+2
	Student's research work (conducting research work, report on conducting)	from + 6 to + 10
	Additional work	from + 3 to + 6

Penalties	Name	Points
Disciplinary	Skipping a lecture or a practical lesson without a valid reason	- 2,0
	Systematic lateness to lectures or practical classes	- 1,0
	The implementation of research work not on time	- 1,0
	Violation of safety regulations	- 2,0
Causing material damage	Damage to equipment and property	- 2,0

## 2. Methodology for calculating the score of the intermediate certification (credit) (Ric)

Intermediate certification of the discipline is carried out in the form of a credit. The credit includes an interview on control questions. The minimum number of points (Ric), which can be obtained at the credit - 61, the maximum - 100 points (Table 3).

Table 3: Criteria for assessing the level of mastery of the discipline material and competencies formed

Characteristics of the answer	ECTS assessment	Points in PRS	The level of competence formation in the discipline	Rating on 5-point system
A full, detailed answer to the question, a set of conscious knowledge about the object, 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	A	100–96	HIGH	5 (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	B	95–91		5

<p>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.</p>				
<p>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, written in literary language in terms of science. There may be flaws or minor mistakes, corrected by the student with the help of the teacher. The student demonstrates an average elevated level of competence.</p>	C	90–81	AVERAGE	4
<p>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.</p>	D	80-76		4 (4-)
<p>The answer to the question is complete but not consistent enough, but it shows the 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 mistakes in the definition of basic concepts, which the student finds it difficult to correct independently. The student demonstrates a low level of competence.</p>	E	75-71	LOW	3 (3+)
<p>The answer is insufficiently complete and insufficiently detailed. The logic and sequence of presentation have violations. There are mistakes in the definition 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 amendments, correction. The student demonstrates an extremely low level of competence formation.</p>	E	70-66		3
<p>The answer is incomplete, the logic and sequence of presentation have significant violations. There are gross mistakes in determining the essence of the revealed concepts, theories, phenomena, due to the student's lack of understanding of their</p>	E	65-61	THRESHOLD	3 (3-)

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 amendments, correction. The student demonstrates the threshold level of competencies.				
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 questions of the discipline. Competence is absent.	Fx	60-41	COMPETENCE IS ABSENT.	2
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

The final grade, which the teacher puts in the credit book is the rating of the discipline final (Rd), translated by the system "credited – not credited" (Table 4).

Table 4: Final grade for the discipline

Evaluation according to the 100-point system	Evaluation according to the system "credited - not credited"	Evaluation according to the 5-point system		ECTS assessment
96-100	credited	5	high	A
91-95	credited			B
81-90	credited	4	good	C
76-80	credited			D
61-75	credited	3	satisfactory	E
41-60	not credited	2	unsatisfactory	Fx
0-40	not credited			F

Considered at the meeting of the Department of Physical Education and Health  
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Head of the Department



S.Y. Maksimova