

**Attestation procedure
in the internship "Pharmacognosy practice"
for students of the educational program of 2022 admission year
specialist in the specialty 33.05.01 Pharmacy,
direction (profile) Pharmacy,
form of study full-time
for the 2024-2025 academic year**

Regular assessment includes the following types of assignments: testing, interview on control questions, assessment of mastering practical skills (abilities).

Interim certification on practice includes the following types of tasks: assessment of mastering of practical skills (abilities), interview.

In order to assess the quality of solving practice tasks and mastering the necessary competences by the student at the end of the internship, an interim certification is carried out with an assessment in the student's credit card on a 5-point system based on the final rating on practice (R_{prac}).

R_{prac} - final rating on practice - is an individual assessment of the practice in points, taking into account the interim certification, the maximum number of points - 100, the minimum number of points at which the practice can be credited - 61 (see Table 1).

Table 1: Final evaluation of the practice

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

The final practice rating (R_{prac}) is calculated according to the following formula:

$$R_{prac} = R_{pa} + R_b - R_p$$

where

R_{prac} - final practice rating is an individual cumulative assessment of the practice in points, taking into account interim certification, the maximum number of points - 100, the minimum number of points, at which the practice can be credited - 61 (see table 1);

R_b - rating of bonuses;

R_p - rating of penalties;

R_{pa} - rating of interim certification (passing a credit for compulsory mastering of practical skills)

Table 2. Conversion of the student's current grade point average into a rating score according to the 100-point system

| Average score according to the 5-point system | Score on a 100-point system | Average score according to the 5-point system | Score on a 100-point system | Average score according to the 5-point system | Score on a 100-point system | Average score according to the 5-point system | Score on a 100-point system |
|---|-----------------------------|---|-----------------------------|---|-----------------------------|---|-----------------------------|
| 5,00 | 100 | 3,45 | 70 | 2,48 | 40 | 2,09 | 10 |
| 4,95 | 99 | 3,40 | 69 | 2,46 | 39 | 2,08 | 9 |
| 4,90 | 98 | 3,35 | 68 | 2,44 | 38 | 2,07 | 8 |
| 4,85 | 97 | 3,30 | 67 | 2,42 | 37 | 2,06 | 7 |
| 4,80 | 96 | 3,25 | 66 | 2,40 | 36 | 2,05 | 6 |
| 4,75 | 95 | 3,20 | 65 | 2,38 | 35 | 2,04 | 5 |
| 4,70 | 94 | 3,15 | 64 | 2,36 | 34 | 2,03 | 4 |
| 4,65 | 93 | 3,10 | 63 | 2,34 | 33 | 2,02 | 3 |
| 4,60 | 92 | 3,05 | 62 | 2,32 | 32 | 2,01 | 2 |
| 4,5 | 91 | 3,00 | 61 | 2,30 | 31 | 2,00 | 1 |
| 4,47 | 90 | 2,98 | 60 | 2,29 | 30 | | |
| 4,43 | 89 | 2,95 | 59 | 2,28 | 29 | | |
| 4,40 | 88 | 2,93 | 58 | 2,27 | 28 | | |
| 4,37 | 87 | 2,90 | 57 | 2,26 | 27 | | |
| 4,33 | 86 | 2,88 | 56 | 2,25 | 26 | | |
| 4,30 | 85 | 2,85 | 55 | 2,24 | 25 | | |
| 4,27 | 84 | 2,83 | 54 | 2,23 | 24 | | |
| 4,23 | 83 | 2,80 | 53 | 2,22 | 23 | | |
| 4,20 | 82 | 2,78 | 52 | 2,21 | 22 | | |
| 4,17 | 81 | 2,75 | 51 | 2,20 | 21 | | |
| 4,13 | 80 | 2,73 | 50 | 2,19 | 20 | | |
| 4,10 | 79 | 2,70 | 49 | 2,18 | 19 | | |
| 4,07 | 78 | 2,68 | 48 | 2,17 | 18 | | |
| 4,03 | 77 | 2,65 | 47 | 2,16 | 17 | | |
| 4,00 | 76 | 2,63 | 46 | 2,15 | 16 | | |
| 3,90 | 75 | 2,60 | 45 | 2,14 | 15 | | |
| 3,80 | 74 | 2,58 | 44 | 2,13 | 14 | | |
| 3,70 | 73 | 2,55 | 43 | 2,12 | 13 | | |
| 3,60 | 72 | 2,53 | 42 | 2,11 | 12 | | |
| 3,50 | 71 | 2,50 | 41 | 2,10 | 11 | | |

The final score of the student's interim assessment for the internship (Rpa) is calculated as the arithmetic mean of the points received for the reporting documents submitted by the student (internship diary and individual assignments) and the points received for passing the internship credit.

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

| Response Characterization | Assessment ECTS | Points | Level of competence in the discipline |
|--|-----------------|--------|---------------------------------------|
| A full, detailed answer to the question, a set of conscious knowledge about the object is shown, manifested in the free operation of concepts, the ability to identify its essential and non-essential features, cause-and-effect relationships. 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 an advanced high level of competence. | A | 100-96 | HIGH |
| 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 an advanced level of competence. | B | 95-91 | |
| 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 errors, corrected by the student with the help of the teacher. The student demonstrates a sufficient level of competence. | C | 90-81 | MEDIUM |
| 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 of the teacher. The student demonstrates an average level of competence. | D | 80-76 | |
| 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 errors in the definition of basic concepts, which the student finds it difficult to correct independently. The student demonstrates a low level of competence. | E | 75-71 | LOW |
| 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, adjustments. The student demonstrates the threshold level of competence formation. | E | 70-66 | |
| 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. | E | 65-61 | EXTREMELY LOW |

| | | | |
|--|----|-------|-----------------------|
| The student demonstrates an extremely low level of competence formation. | | | |
| 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. The student demonstrates an insufficient level of competence. | Fx | 60-41 | COMPETENCY OUTSIDE |
| 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 | |

Considered at the meeting of the department of pharmaceutical, toxicological chemistry, pharmacognosy and botany "28" August 2024, protocol No 1

Head of the Department



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