

**Procedure for conducting certification  
in the subject "Pharmaceutical ecology"  
for students admitted in 2022  
according to the educational program  
33.05.01 Pharmacy,  
focus (profile) Pharmacy,  
(specialty),  
full-time education  
for the 2025-2026 academic year**

1. General principles for calculating the rating by discipline

The rating for a discipline is an individual assessment of the student's study of the discipline, which consists of the rating for the entire period of study of the discipline (preliminary rating) and the rating of the midterm assessment.

2. Calculation of preliminary rating components

2.1 General principles

The discipline is studied over two semesters (seventh and eighth), therefore the preliminary rating for the discipline for the entire period of study ( $R_{prev}$ ) corresponds to the average semester rating of the discipline in the seventh and eighth semesters:

$$R_{prev} = (R_{sem7} + R_{sem8}) / 2$$

The semester rating of a discipline is calculated using the formula:

$$R_{sem} = (R_{tek} + R_{sro}) / 2 + R_b - R_{sh}$$

where  $R_{tech}$  is the current rating for the discipline,

$R_{cpo}$  – rating of independent work of the student within the framework of the discipline,

$R_b$  – bonus rating,

$R_{sh}$  – rating of fines.

2.2. Calculation of the current rating in the semester

The current rating in the semester ( $R_{tech}$ ) is calculated as the arithmetic mean of all grades received by the student during the semester of studying the discipline when completing assignments for current academic performance monitoring, which include the following types of assignments : testing, solving situational problems, a test, and an interview on test questions.

The completion of assignments is assessed by the teacher at each seminar-type lesson based on the criteria presented below (Table 1) on a classic 5-point scale, where:

2 – unsatisfactory;

3 – satisfactory;

4 – good;

5 – excellent.

Table 1

Criteria for the forms of current certification used

Type tasks	Criteria assessment	Rating on a 5-point scale			
		5	4	3	2
Testing	• Percentage of correct answers	91-100	76-90	61-75	< 61
Solving situational problems	• Correctness of the answer received	loyal	loyal	partially true	incorrect
	• The presence, completeness and correctness of the	substantiated without comments	substantiated with comments	partially justified	no justification

	justification for the response received				
Test	• Correctness of the answers received	loyal	loyal	partially loyal	incorrect
	• Availability, completeness and correctness of the justification for the answers received	substantiated without comments	substantiated with comments	partially justified	-
Interview on control questions	• Correctness of the answer	loyal	loyal	partially true	incorrect
	• Completeness of the answer	full	quite complete	incomplete	incomplete
	• Structure and logic of the answer	structured, logical	mostly structured, logical	poorly structured, logic is broken	unstructured, fragmented, chaotic

At the end of the semester, Rtech is calculated and the calculated value is converted into a 100-point scale according to Table 3.

The absence of current debt is considered to be the value of Rtech more than 61 points.

### 2.3. Calculation of the rating of the student's independent work in the semester (Rcpo)

The IWS rating in a semester corresponds to the student's assessment for completing the essay.

Instructions for completing independent work by a student:

Independent work of students includes independent study of individual topics provided for by the work program.

Form of student reporting - preparation of an essay.

1. A separate abstract is prepared for each topic of independent work.
2. Each abstract is completed by the student individually.
3. The number of pages in the abstract is not less than 12.
4. The title page indicates the topic of the work, the full name and group number of the student who completed the work.
5. Abstract formatting: Times New Roman font (14 pt), justified alignment, paragraph indentation 1.25 cm, line spacing 1.15; margins on the left 2.5 cm, others - 2.0 cm; page numbers at the bottom right; section titles in the middle in bold; do not use word hyphenation.
6. The title page includes: the name of the educational institution, department, discipline, topic of the abstract, course, group, faculty, full name of the student, teacher, city and year of writing the abstract.

7. Sections of the abstract: table of contents, introduction (includes the relevance of the topic, the purpose of the work), the main part (sections are numbered in Arabic numerals: 1.1.; 1.2), conclusion, list of references (designed according to the current GOST, at least 5 sources, from 2014), appendices (if necessary).

8. Independent work is submitted personally to the teacher in printed form.

Each topic of independent work is assessed from 3 to 5 points, work assessed below 3 points is not counted and requires revision by the student.

#### Scoring for students' independent work

The work is not submitted, not submitted in full, the work does not correspond to the topic of independent work - 2

The work is submitted in full, but it contains more than 2 gross thematic errors or more than 1 key question of the topic of independent work is missed - 3

The work is submitted in full, but it contains 1-2 gross thematic errors or 1 key question of the topic of independent work is missed - 4

The work is submitted in full, it does not contain gross thematic errors, key questions of the topic of independent work are not missed - 5

At the end of each study, the student's Rcpo is calculated and the calculated value is converted to a 100-point scale according to Table 3. An Rcpo value of more than 61 points is considered to be the absence of current debt.

#### 2.4. Translation of the current rating and the SRO rating into a score on a 100-point system

At the end of the semester, the current rating and the SRO rating of the student, calculated on a 5-point system, are converted into a score on a 100-point system. The conversion is made according to Table 3.

Table 3

#### Translation into a rating point on a 100-point system

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

### 2.5. Bonus and Penalty Rating

Bonuses and penalties are set on a 100-point scale. Bonus and penalty criteria are given in Table 4.

Table 4

Bonuses and penalties for discipline

Bonuses	Name	Points
UIRS	Educational research work on the topics of the subject being studied	up to + 5.0
Research	Certificate, diploma, etc. of the participant of the International Scientific Organization of the Department	up to + 5.0
Fines	Name	Points
Disciplinary	Absence from a lecture or practical lesson without a valid reason	- 2.0
	Failure to complete assignments during practical classes	- 2.0
	Systematic lateness to lectures or practical classes	- 1.0
	Violation of safety regulations	- 2.0
Causing material damage	Damage to equipment and property	- 2.0

### 3. Calculation of the midterm assessment rating

The midterm assessment for the discipline is carried out in the form of a test and includes the following types of assignments: an interview on questions for midterm assessment, solving a situational problem.

The assessment of the level of development of the necessary competencies in the student is carried out on a 100-point scale according to the criteria of Table 5.

Table 5

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

Characteristics of the answer	Grade ECTS	Points in BRS	Level of development of competence in the discipline
A complete, detailed answer to the question is given, a set of conscious knowledge about the object is shown, manifested in free operation of concepts, the ability to identify its	A	100-96	HIGH

essential and non-essential features, cause-and-effect relationships. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is formulated in scientific terms, presented in literary language, logical, conclusive, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation. Intermediate certification is passed.			
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 convincingly disclosed; a clear structure and logical sequence are traced in the answer, reflecting the essence of the concepts, theories, and phenomena being disclosed. Knowledge of the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is presented in literary language in scientific terms. There may be shortcomings in the definition of concepts, corrected by the student independently in the process of answering. The student demonstrates a high level of competence development. Intermediate assessment passed.	IN	95-91	
A full, detailed answer to the question is given, the ability to identify essential and non-essential features, cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, presented in literary language in scientific terms. There may be shortcomings or minor errors corrected by the student with the help of the teacher. The student demonstrates an average advanced level of competence development. Intermediate assessment passed.	WITH	90-81	AVERAGE
A full, detailed answer to the question is given, the ability to identify essential and non-essential features, cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, and presented in scientific terms. However, minor errors or shortcomings were made, which were corrected by the student with the help of the teacher's "leading" questions. The student demonstrates an average sufficient level of competence development. Interim assessment has been passed.	D	80-76	
A complete but insufficiently consistent answer to the question is given, but the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is logical and presented in scientific terms. There may be 1-2 errors in defining basic concepts that the student finds difficult to correct independently. The student demonstrates a low level of competence development. Interim assessment passed.	E	75-71	SHORT
The answer is not complete or detailed enough. The logic and sequence of presentation are violated. Errors were made in the disclosure of concepts and the use of terms. The student is not able to independently identify essential and non-essential features and cause-and-effect relationships. The student can concretize generalized knowledge, proving its main provisions using examples only with the help of the teacher. Speech design requires amendments, correction. The student demonstrates an extremely low level of competence development. Interim assessment passed.	E	70-66	
The answer is incomplete, the logic and sequence of presentation have significant violations. Gross errors were made in determining the essence of the concepts, theories, phenomena being revealed, due to the student's misunderstanding of their essential and non-essential features and connections. The answer lacks conclusions. The ability to reveal specific manifestations of generalized knowledge is not demonstrated. Speech design requires	E	65-61	THRESHOLD

amendments, correction. The student demonstrates a threshold level of competence development. Interim assessment passed.			
An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in definitions. Fragmentation and illogical presentation are present. The student does not understand the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, specification and evidence of presentation. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to the correction of the student's answer not only to the question posed, but also to other questions of the discipline. Competence is absent. Midterm assessment has not been passed.	Fx	60-41	COMPETENCE ABSENT
No answers were received to the basic questions of the discipline. The student does not demonstrate indicators of achievement of the formation of competencies. Competence is absent. Interim assessment has not been passed.	F	40-0	

#### 4. Calculation of the final rating for the discipline

The final grade for the discipline ( $R_d$ ) is calculated using the formula:

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

The final grade, calculated on a 100-point scale, is converted into a “pass – fail” system according to Table 6.

Table 6

Final grade for the discipline

Rating on a 100-point scale	Rating by system "passed - failed"	ECTS assessment
100-96	Passed	A
95-91		IN
90-81		WITH
80-76		D
75-71		E
70-66		
65-61		
60-41	Not accepted	Fx
40-0		F

Considered at a meeting of the Department of General Hygiene and Ecology of the N.P. Grigorenko Institute of Public Health, minutes of May 23, 2025, No. 10.

Head of Department



N.I. Latyshevskaya