

**Attestation procedure  
in the discipline " Special pharmaceutical chemistry "  
for students for students in 2020, 2021 admission  
according to the educational program  
specialist degree  
in the specialty of training 33.05.01 Pharmacy  
direction (profile) Pharmacy,  
form of study full-time (face to face)  
for the 2024-2025 academic year**

1. General principles of calculating the discipline rating

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

2. Calculation of the components of the preliminary rating

2.1. General principles

The discipline is studied during three semesters (seventh, eighth and ninth), therefore, the preliminary rating of the discipline for the entire period of study (Rpl)

$$R_{pl} = (R_{sem7} + R_{sem8} + R_{sem9}) / 3$$

Where  $R_{sem7}$  – discipline rating in the 7th semester of study;

$R_{sem8}$  – discipline rating in the 8th semester of study;

$R_{sem9}$  – discipline rating in the 9th semester of study;

n (3) – number of semesters of study of the discipline.

The semester rating of the discipline is calculated according to the formula:

$$R_{sem} = (R_{cur} + R_{siw}) / 2 + R_b - R_p$$

Where  $R_{cur}$  – current ranking by discipline,

$R_{siw}$  – student's independent work rating within the discipline,

$R_b$  – bonus rating,

$R_p$  – penalty rating.

2.2. Calculation of the current semester ranking

The current semester rating ( $R_{tec}$ ) is calculated as the arithmetic average of all the grades received by the student during the semester of studying the discipline when performing the tasks of the current academic performance control, which include the following types of tasks: testing, situational task solving, control work, interview on control issues, assessment of the development of practical skills.

The teacher evaluates the completion of tasks in 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 current certification forms used

Task type	Evaluation criteria	Rating on a 5-point scale			
		5	4	3	2
Testing	The percentage of correct answers	91-100	76-90	61-75	< 61
Solving situational problems	The accuracy of the received response	correct	correct	partially correct	incorrect
	Availability, completeness and correctness of the justification of the received response	justified without comments	justified with comments	partially justified	there is no justification
Control work	The accuracy of the responses received	correct	correct	partially correct	incorrect
	Availability, completeness and correctness of the justification of the answers received	justified without comments	justified with comments	partially justified	there is no justification
Interview on control issues	The correctness of the answer	correct	correct	partially correct	incorrect
	Completeness of the response	complete	quite complete	incomplete	incomplete
	The structure and logic of the response	structured, logical	basically structured, logical	it is poorly structured, the logic is broken	unstructured, fragmented, chaotic
Assessment of the development of practical skills	Knowledge of the theoretical foundations of performing a skill	knowledge	knowledge	uncertain knowledge	absence of knowledge
	Compliance with the technique of performing the skill and the success of the result	compliance, successful outcome	compliance with minor inaccuracies, a successful result	completing the skill only after the teacher's correction is a successful result	an attempt to perform a skill that does not lead to a successful result, refusal to perform the skill
	Confidence and stability of skill performance	confidence and stability	absence of confidence in the overall stability	uncertainty, repetition of mistakes when replaying a skill	

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

The absence of current debt is considered to have an Rcur value of more than 61 points.

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

The student's independent work rating in the semester is calculated as the arithmetic average of all the grades received by the student for performing the student's independent work.

The student's independent work includes independent study of individual topics in the total amount of hours provided by the curriculum.

The student's independent work is assessed based on the criteria presented below (Table 2) on a classical 5-point scale, where:

- 2 – unsatisfactory;
- 3 – satisfactory;
- 4 – good;
- 5 – excellent.

Table 2

Criteria for evaluating the student's independent work

Task type	Evaluation criteria	Rating on a 5-point scale			
		5	4	3	2
Student's independent work in the form of an electronic course/course element at the VSMU	Meeting deadlines for work completion	deadlines have been met	deadlines have been met	deadlines have been met	deadlines are not met
	Completeness of the study of the material	studied completely	studied completely	studied completely	it has not been completely studied
	Completion of current test tasks (% of correct answers in each test)	91-100	76-90	61-75	< 61
	Completing the final assessment section	91-100	76-90	61-75	< 61

At the end of each study, the student's Rsiw is calculated and its calculated value is converted to a 100-point scale according to Table 3.

The absence of current debt is considered to be an Rsiw value of more than 61 points.

#### 2.4. Conversion of the current rating and the student's independent work rating to a 100-point system

At the end of the semester, the student's current rating and the student's independent work rating, calculated in a 5-point system, are converted to a score based on a 100-point system. The transfer is made according to Table 3.

Table 3

Conversion to a 100-point rating system

The average score according to the 5-point system	Score according to the 100-point system	The average score according to the 5-point system	Score according to the 100-point system	The average score according to the 5-point system	Score according to the 100-point system	The average score according to the 5-point system	Score according to the 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		

## 2.5. Rating of bonuses and penalties

Bonuses and penalties are awarded according to a 100-point system. The criteria for bonuses and penalties are given in table 4.

Table 4

Discipline bonuses and penalties

Bonuses	Name	Scores
educational research work	Educational and research work on the topics of the subject under study	до + 5,0
scientific research work	Certificate, diploma, diploma, etc. of the participant of the MSO department	до + 5,0
Penalties	Name	Scores
Disciplinary	Skipping a lecture or practical lesson without a valid reason	- 2,0

	Systematic lateness to lectures or practical exercises	- 1,0
	Performing independent work not on time	- 1,0
	Violation of safety regulations	- 2,0
Causing material damage	Damage to equipment and property	- 2,0

### 3. Calculation of the intermediate assessment rating

The intermediate certification in the discipline is carried out in the form of an exam and includes the following types of tasks: an interview on control issues and situational tasks.

The assessment of the student's level of formation of the necessary competencies is carried out on a 100-point scale according to the criteria in table 5.

Table 5

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

Response characteristics	ECTS Assessment	Points in the BRS	The level of competence formation in the discipline
A complete, detailed answer to the question is given, and the totality of conscious knowledge about an object is shown, manifested in the free operation of concepts, the ability to identify its essential and non-essential features, and 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 terms of science, presented in literary language, logical, evidence-based, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation. Intermediate certification passed.	A	100-96	HIGH
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 revealed; a clear structure and logical sequence can be traced in the answer, reflecting the essence of the concepts, theories, and phenomena being disclosed. Knowledge about 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 terms of science. There may be errors in the definition of concepts, corrected by the student himself in the process of responding. The student demonstrates a high level of competence formation. The intermediate certification has been completed.	B	95-91	
A complete, 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, and presented in literary language in terms of science. There may be mistakes or minor mistakes that are corrected by the student with the help of the teacher. The student demonstrates an average increased level of competence formation. The intermediate certification has been completed.	C	90-81	MEDIUM

A complete, 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, and presented in terms of science. However, minor errors or omissions 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. The intermediate certification has been completed.	D	80-76	LOW
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 defining basic concepts that the student finds difficult to correct on their own. The student demonstrates a low level of competence formation. The intermediate certification has been completed.	E	75-71	
An insufficiently complete and insufficiently detailed answer has been given. The logic and sequence of the presentation have violations. Mistakes were made in the disclosure of concepts and 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 its main points by examples only with the help of a teacher. Speech design requires corrections and corrections. The student demonstrates an extremely low level of competence formation. The intermediate certification has been completed.	E	70-66	
An incomplete answer is given, and the logic and sequence of the presentation have significant violations. Gross errors were made in determining the essence of the disclosed concepts, theories, and phenomena, due to students' misunderstanding of their essential and nonessential 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 and corrections. The student demonstrates a threshold level of competence formation. The intermediate certification has been completed.	E	65-61	THRESHOLD
An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentary and illogical presentation. The student is not aware of the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, concretization, and evidence-based presentation. The speech is illiterate. Additional and clarifying questions from the teacher do not lead to a correction of the student's answer not only to the question posed, but also to other questions of the discipline. There is no competence. The intermediate certification has not been completed.	Fx	60-41	COMPETENCE ABSENT
No answers have been received on the basic questions of the discipline. The student does not demonstrate indicators for achieving competence formation. There is no competence. The intermediate certification has not been completed.	F	40-0	

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

The final grade in the discipline (Rd) is calculated using the formula:

$$R_d = (R_{\text{предв}} + R_{\text{па}}) / 2$$

The final score calculated in the 100-point system is transferred to the "credited - not credited" system according to Table 6.

Table 6

Final assessment of the discipline			
100-point rating system	5-point rating system (for a test with an assessment, an exam)		ECTS assessment
100-96	5	Excellent	A
95-91			B
90-81	4	Good	C
80-76			D
75-71	3	Satisfactory	E
70-66			
65-61			
60-41	2	Unsatisfactory	Fx
40-0			F

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Head of the Department



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