

**Procedure for conducting attestation
in discipline «Fundamentals of phytotherapy»
for students of 2022 year of admission
under the educational programme
33.05.01. Pharmacy,
specialisation (profile) Specialist's degree,
form of study full-time
for the 2025-2026**

1. General principles for calculating the rating in the 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 intermediate attestation.

2. Calculation of preliminary rating components

2.1. General principles

The discipline "Fundamentals of Phytotherapy" is studied during one semester (the seventh). Therefore, the preliminary rating of the discipline for the entire period of study corresponds to the semester rating of the discipline in the seventh semester:

$$R_{\text{предв}} = R_{\text{сем}}$$

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

$$R_{\text{сем}} = (R_{\text{тек}} + R_{\text{срo}}) / 2 + R_{\text{б}} - R_{\text{ш}}$$

где $R_{\text{тек}}$ – current rating by discipline,

$R_{\text{срo}}$ – student's independent work rating within the discipline,

$R_{\text{б}}$ – bonus rating,

$R_{\text{ш}}$ – penalty rating.

2.2. Calculating the current rating in the semester

The current semester rating 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, solving situational tasks, control work (final lesson), interview on control issues, assessment of the development of practical skills (abilities).

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	Assessment criteria	Assessment according to the 5-point system			
		5	4	3	2
Testing	• Percentage of correct answers	91-100	76-90	61-75	< 61
Solving situational	• Correctness of the answer received	true	true	partially true	false

problems	<ul style="list-style-type: none"> • Availability, completeness and correctness of the justification for the response received 	substantiated without comments	substantiated with comments	partially justified	no justification
Test work	<ul style="list-style-type: none"> • Correctness of the answers received 	true	true	partially true	false
	<ul style="list-style-type: none"> • Availability, completeness and correctness of the justification for the answers received 	substantiated without comments	substantiated with comments	partially justified	-
Interview on test questions	<ul style="list-style-type: none"> • Correctness of the answer 	true	true	partially true	false
	<ul style="list-style-type: none"> • Completeness of the answer 	complete	quite complete	incomplete	incomplete
	<ul style="list-style-type: none"> • Structure and logic of the answer 	structured, logical	mostly structured, logical	poorly structured, logic is broken	unstructured, fragmented, chaotic
Assessment of mastery of practical skills (abilities)	Knowledge of the theoretical foundations of skill performance	knowledge	knowledge	not firm knowledge	lack of knowledge
	<ul style="list-style-type: none"> • Compliance with the technique of performing the skill and the success of the result 	compliance, successful outcome	compliance with minor inaccuracies, successful outcome	performing a skill only after correction by the teacher, successful result	attempt to perform a skill that does not lead to a successful result, refusal to perform a skill
	<ul style="list-style-type: none"> • Confidence and stability in skill performance 	confidence and stability	lack of confidence with overall stability	lack of confidence, repetition of errors when reproducing a skill	

At the end of the semester, the current rating by discipline 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 a current rating by discipline value of more than 61 points.

2.3. Calculation of the rating of independent work of a student in a semester (Rcpo)

The rating of independent work of a student in the semester corresponds to the student's assessment for completing the independent work electronic training course in this discipline on the electronic information and educational portal of the of University. One semester of study of the discipline includes the implementation of one e-learning course of independent work.

The independent work is evaluated 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

Evaluation criteria independent work

Task type	Evaluation criteria	Rating on a 5-point scale			
		5	4	3	2
Rating of an independent work in the form of an electronic course	• Meeting deadlines for completing work	complied with	complied with	complied with	not complied with
	• Completeness of the study of the material that is not subject to evaluation (watching presentations, videos)	studied in full	studied in full	studied in full	It has not been fully studied
	• Completing the tasks of the assessment parts of the electronic course and the control section	> 4,50	4,00 – 4,49	3,00 – 3,99	< 3,00

At the end of each study, the student's Rcpo 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 Rcpo value of more than 61 points.

2.4. Conversion of the current rating and the independent student's work rating into a score on a 100-point system

At the end of the semester, the student's current rating and SRO 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 of the rating into a score on a 100-point system

Average score according to the 5-point system	Score according to the 100-point system	Average score according to the 5-point system	Score according to the 100-point system	Average score according to the 5-point system	Score according to the 100-point system	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. Bonus and Penalty Rating

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

Table 4

Bonuses and penalties		
Bonuses	Name	Scores
Student's educational and research work	Educational and research work on the topics of the subject under study	до + 5,0
Student's research work	Certificate, diploma, diploma, etc. of the participant of the Department of MNO	до + 5,0
Penalties	Name	Scores

Disciplinary measures	Skiping a lecture or practical lesson without a valid reason	- 2,0
	Failure to complete assignments in practice classes	- 2,0
	Systematic lateness to lectures or practical exercises	- 1,0
	Violation of safety regulations	- 2,0
Causing material damage	Damage to equipment and property	- 2,0

3. Calculation of the intermediate attestation rating

The intermediate certification in the discipline is carried out in the form of a test and includes testing. 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 Characterization	Assessment ECTS	Scores	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. The student demonstrates an extremely low level of competence formation.	E	65-61	EXTREMELY LOW
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	COMPETENCE ABSENT
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	

4. Calculation of the final rating for the discipline

The final rating in the discipline (R_d) is calculated using the formula:

$$R_d = (R_{предв} + R_{па}) / 2$$

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	System assessment «credit – not credit»	ECTS assessment
100-96	redit	A
95-91		B
90-81		C
80-76		D
75-71		E
70-66		
65-61		
60-41	not credit	Fx
40-0		F

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Head of the department



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