Procedure for conducting attestation
in discipline «Pharmacognosy»
for students of 2023 year of admission
under the educational programme
33.05.01 Pharmacy,
Specialist's degree,
form of study full-time
for the 2025-2026 academic year

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 is studied over two semesters (fifth and sixth), therefore the preliminary rating for the discipline for the entire period of study (Rprev) corresponds to the average semester rating of the discipline in the fifth and sixth semesters:

$R_{prev} = (R_{sem5} + R_{sem6}) / 2$
where:
R_{sem5} - rating for the discipline in 5 semester preliminary
R_{sem6} - rating for the discipline in 6 semester preliminary

Rating for the discipline in the 5th and 6th semester is calculated according to the following formula:

$R_{sem} = (R_{tek} + R_{ind}) / 2 + R_b - R_p,$
where:
R_{tek} - current rating for the fifth, sixth and seventh semester;
R_{ind}- rating for independent work
R_b - rating of bonuses
R_p - rating of penalties

2.2. Calculating the current rating in the semester

The current rating in the semester (Rтек) is calculated as the arithmetic mean of all grades received by the student during the semester of studying the discipline when completing assignments of the current monitoring of academic performance, which include the following types of assignments: testing, assessment of mastering practical skills, interview on control questions.

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

2 - unsatisfactory;

3 - satisfactory;

4 - good;

5 - excellent.

Table 1: Criteria for the forms of current certification 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 problems	• Correctness of the answer received	true	true	partially true	false
	• Availability, completeness and correctness of the justification for the response received	substantiated without comments	substantiated with comments	partially justified	no justification
Test work	• Correctness of the answers received	true	true	partially true	false
	• Availability, completeness and correctness of the justification for the answers received	substantiated without comments	substantiated with comments	partially justified	-
Interview on test questions	• Correctness of the answer	true	true	partially true	false
	• Completeness of the answer	complete	quite complete	incomplete	incomplete
	• 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
	• 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
	• 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, R_{tech} is calculated and the calculated value is converted to a 100-point scale according to Table 3.

An R_{tech} value of more than 61 points is considered to be the absence of current debt.

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

The rating of independent work (Rcpo) in a semester corresponds to the student's assessment for completing the SRO electronic training course for a given discipline on the

electronic information and educational portal of the Volgograd State Medical University of the Ministry of Health of the Russian Federation. One semester of studying a discipline includes completing one SRO electronic training course.

SRO assessment is carried out based on the criteria presented below (Table 2) on a classic 5-point scale, where:

2 - unsatisfactory;

3 - satisfactory;

4 - good;

5 - excellent.

Table 2: SRO evaluation criteria

Task type	Assessment criteria	Assessment according to the 5-point system			
		5	4	3	2
SRO in the form of an electronic course/course element at the Volgograd State Medical University	• Compliance with deadlines for work completion	observed	observed	observed	not observed
	• Completeness of study of material that is not subject to assessment (viewing presentations, videos)	studied completely	studied completely	studied completely	studied not completely
	• Average score for current tests and final test, taking into account weight (current 1, final 3)	> 4,50	4,00 – 4,49	3,00 – 3,99	< 3,00

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

An R_{cpo} value of more than 61 points is considered to be the absence of current debt.

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 current rating and the rating of independent work 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: Conversion of the rating point 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	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		

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
Educational research work	Educational research work on the topics of the subject being studied	to + 5,0
Research work	Certificate, diploma, etc. of the participant of the International Scientific Organization of the Department	to + 5,0
Penalties	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 intermediate attestation rating

Intermediate attestation in the discipline is carried out in the form of an exam and includes the following types of tasks: interview.

The assessment of the level of formation 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

Response Characterization	Assessm ent ECTS	Points	Level of competenc e 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	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	

4. Calculation of the final rating for the discipline

The final rating for the discipline (Rd) is calculated using the formula:

$Rd = (Rprev + Rspec\_theor + Rspec\_pn + Rpa) / n$

where Rd - rating for the discipline

Rpa - rating of intermediate certification (exam)

Rprev - average rating of the discipline for the fifth, sixth and seventh semesters - individual assessment of mastering the academic discipline in points for three semesters of study.

Rspec_theor - rating on the final test;

Rspec_pn - rating on practical skills.

The final score, calculated on a 100-point system, is converted into a 5-point system according to Table 6.

Table 6: Final assessment of the discipline

Score on a 100-point system	Assessment on a pass- credit - uncredited (for credit)	Assessment according to the 5-point system (for credit with a grade, examination)		Оценка по ECTS
100-96	Credit	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	Uncredited	2	Unsatisfactory	Fx
40-0				F

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