

**Attestation procedure
in the discipline "Pharmaceutical marketing"
for students enrolled
in the 2021 educational program
33.05.01 Pharmacy,
specialty,
full-time education
for the 2024-2025 academic year**

The intermediate certification of students is carried out in order to assess the level of formation of students' competencies at the end of mastering the discipline as indicators of the quality of the educational program implementation.

The intermediate certification of students in the discipline is carried out in the form of a credit using evaluation funds from the fund of evaluation funds of this discipline.

During the intermediate certification of students, the teacher evaluates the results in accordance with the scales and criteria of the sections of the BRS.

General principles of calculation of rating components by discipline (R_d).

The rating for the discipline is calculated using the following formula:

$$R_d = (R_{\text{предв}} + R_{\text{на}}) / n,$$

where:

R_d – the final rating for the discipline is an individual assessment of the study of the discipline, taking into account the intermediate certification;

$R_{\text{на}}$ – the rating of the intermediate certification in the discipline (credit);

$R_{\text{предв}}$ – preliminary rating of the discipline for the semester of study;

n – the number of components in the rating ($n = 2$).

At the same time, the preliminary rating for the discipline ($R_{\text{предв}}$) is calculated using the following formula:

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

where:

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

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

$R_{\text{б}}$ – bonus rating,

$R_{\text{ш}}$ – penalty rating.

The minimum number of points according to the 100-point system, in which one or another component of the rating is counted as passed, is 61 points, the maximum number is 100 points.

1. Methodology of assessment and calculation of the current rating in the discipline ($R_{\text{тек}}$)

The current rating for the discipline is calculated as the arithmetic average of all the grades received by the student during the semester of studying the discipline.

The student's performance of ongoing academic performance monitoring activities is evaluated by the teacher at each seminar-type lesson on a classic 5-point scale, where:

2 – unsatisfactory;

3 – satisfactory;

4 – good;

5 – excellent.

The minimum number of points that can be obtained for testing in a semester is 61, the maximum is 100 points. For a correctly completed task, the test taker receives 1 (one) point,

for an incorrectly completed task – 0 (zero) points. The test is considered completed upon receipt of 61 points or higher. If you receive less than 61 points, you must retake the test.

At the end of the study of the discipline, the Rтек is calculated with the transfer of the calculated value to a 100-point scale according to Table 1.

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

Table 1. Conversion of the average score of the student's current academic performance and independent work into a rating score according to 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 |
|----------------------------------|---|---|---|---|---|---|---|
| 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. Methodology for evaluating and calculating the student's independent work rating (Rcpo)

The CPO rating is calculated as the arithmetic mean of all the grades received by the student for completing the CPO.

CPO includes independent study of individual topics in the total amount of hours provided for in the curriculum. CPO assessment is carried out on a classic 5-point scale, where:

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

At the end of the study of the discipline, the Castro is calculated with the transfer of the calculated value to a 100-point scale according to Table 1.

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

3. The methodology for calculating the preliminary rating for the discipline ($R_{предв}$)

The preliminary rating for the discipline is equal to the semester rating for the semester and is calculated as the arithmetic mean of the current rating and the rating of independent work, taking into account bonuses that increase the rating score and penalties that lower it.

$$R_{предв} = R_{сем} = (R_{тек} + R_{cpo}) / 2 + R_б - R_{ш},$$

where:

$R_{тек}$ – current rating by discipline;

R_{cpo} – the rating of the student's independent work within the framework of the discipline;

$R_б$ – bonus rating,

$R_{ш}$ – penalty rating.

Bonuses and penalties are set according to a 100-point system.

Table 2. Bonuses and penalties

| Bonuses and Points | Bonuses and Points | Bonuses and Points |
|-------------------------|--|----------------------|
| | Educational and research work on the topics of the studied subject | + 5,0 |
| | Certificate, diploma, diploma | + 5,0 |
| Penalties and Points | Penalties and Points | Penalties and Points |
| Disciplinary measures | Skipping a lecture or a practical lesson without a valid reason | - 2,0 |
| | Failure to complete a task in practice classes | - 2,0 |
| | Systematic lateness to lectures or practical classes | - 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. The method of calculating the intermediate certification score (credit with assessment) ($R_{па}$)

Intermediate certification in the discipline is carried out in the form of a credit.

The test takes place in the form of an interview, which includes questions on all the studied sections of the program.

The minimum number of points ($R_{па}$), which characterizes a certain level of competence formation, is 61, the maximum is 100 points (Table 4).

Table 3. Criteria for assessing the level of assimilation of discipline material and competence formation

| Response Characteristics | Assessment ECTS | Scores in the BRS | The level of competence formation in the discipline |
|---|-----------------|-------------------|---|
| A complete, detailed answer to the question is given, 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 signs, cause-and-effect relationships. Knowledge about the object is demonstrated against the background of understanding it 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. The intermediate certification has been completed. | A | 100-96 | high |
| A complete, detailed answer to the question is given, a set of conscious knowledge about the object is shown, the main provisions of the topic are evidently disclosed; a clear structure, logical sequence reflecting the essence of the disclosed concepts, theories, phenomena is traced in the answer. Knowledge about the object is demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The answer is presented in literary language in terms of science. There may be flaws in the definition of concepts, corrected by the student himself during the response process. 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 flaws or minor errors corrected by the student with the help of a teacher. The student demonstrates an average increased level of competence formation. The intermediate certification has been completed. | C | 90-81 | average |
| 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 stated 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 | |

| | | | |
|---|----|-------|----------------------|
| 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 the definition of basic concepts, which the student finds it difficult to correct on his own. The student demonstrates a low level of competence formation. The intermediate certification has been completed. | E | 75-71 | low |
| 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 their 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, the logic and sequence of presentation have significant violations. Gross mistakes were made in determining the essence of the disclosed concepts, theories, and phenomena, due to the student's misunderstanding of their essential and non-essential 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 the threshold level of competence formation. The intermediate certification has been completed. | E | 65-61 | THRESHOLD |
| An incomplete answer is given, which represents scattered knowledge on the topic of the question with significant errors in definitions. There is a fragmentary, illogical 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-based presentation. The speech is illiterate. Additional and clarifying questions from 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. 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 of achieving the formation of competencies. There is no competence. The intermediate certification has not been completed. | F | 40-0 | |

4. The final grade in the discipline ($R_{\text{д}}$), defined as the arithmetic mean of the $R_{\text{предв}}$, $R_{\text{па}}$ calculated in a 100-point system, is then translated into a 5-point system according to Table 4.

Table 4. Final assessment of the discipline

| Assessment according to the 100 point system | Assessment according to the "credited not credited" system | Assessment according to the 5 point system | | Assessment according to ECTS |
|--|--|--|----------------|------------------------------|
| 100-96 | credited | 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 | not counted | 2 | Unsatisfactory | Fx |
| 40-0 | | | | F |

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