



**MODULE / SYLLABUS**

EDUCATION CYCLE 2024-2027

<b>Module/subject name:</b>	<b>OBSTETRICS, GYNECOLOGY AND OBSTETRICS-GYNECOLOGICAL NURSING</b>	
<b>Direction:</b>	<b>NURSING</b>	
<b>Level of study*:</b>	1st degree (bachelor's degree) II degree (master's degree)	
<b>Education profile:</b>	<b>practical</b>	
<b>Type of studies*:</b>	<b>stationary/</b> part-time	
<b>Type of classes*:</b>	mandatory X complementary <input type="checkbox"/> optional <input type="checkbox"/>	
<b>Year and semester of study*:</b>	Year of studies*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of studies*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 X 5 <input type="checkbox"/> 6 <input type="checkbox"/>
<b>Number of ECTS credits assigned</b>	<b>6.5</b>	
<b>Language of instruction:</b>	<b>Polish</b>	
<b>PSW Department Name:</b>	<b>Faculty of Health Sciences</b>	
<b>Contact (phone/email):</b>	tel.55 279 17 68 e-mail:dziekanat@psw.kwidzyn.edu.pl	
<b>Type of module/subject related to vocational training*:</b>	<ul style="list-style-type: none"> <li>• basic science <input type="checkbox"/></li> <li>• social sciences and humanities <input type="checkbox"/></li> <li>• teaching the basics of nursing care <input type="checkbox"/></li> <li>• <b>teaching in the field of specialist care X</b></li> <li>• <b>practical</b></li> <li>• <b>professional practice</b></li> </ul>	
<b>Person responsible for the module/subject:</b>		
<b>Person(s) in charge:</b>	According to the study plan	
<b>Forms of student workload</b>	<b>Student Load (number of teaching hours)</b>	
<i>Contact hours with an academic teacher (according to the study plan)</i>		
Lectures (W)	<b>15</b>	
Seminar (S)		
Conversations		
Exercises (C)	<b>15</b>	
Practical classes (PK)	<b>80</b>	
<b>BUNA - independent student work</b> (according to the study plan)	<b>13</b>	
Student workload related to professional practice (according to the study plan)	<b>40</b>	
<b>Total student workload- total number</b>	<b>163</b>	
<b>Number of ECTS points per subject/module</b>	<b>6.5, including 0.5 BUNA</b>	
<b>Teaching methods</b>	<ul style="list-style-type: none"> <li>• lectures: informative lecture, problem-based lecture, conversational lecture</li> <li>• exercises: simulation methods, case studies,</li> <li>• practical,</li> <li>• professional practice,</li> <li>• self-education: essay.</li> </ul>	
<b>Objectives and purpose of the course</b>	—Preparing students in the field of promotional, preventive and care procedures for women planning a pregnancy, as well as women with gynecological diseases at various stages of their lives.	

	—Theoretical and practical preparation of students to undertake obstetric and nursing activities towards pregnant women, women in labor, midwives, and newborns in the first days of their lives.		
<b>Teaching tools</b>	Multimedia board and projector, boards. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models).		
<b>Prerequisites:</b>	Basics of anatomy and physiology (particularly the reproductive system), psychology and health promotion.		
<b>Learning outcomes matrix for a module/subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of implementation of didactic activities</b>			
Symbol learning effect	A student who passes a module (subject) knows/understands/is able to:	Methods of verifying the achievement of intended learning outcomes	The form of teaching activities * enter symbol
D.W3.	Explains the principles of diagnosis and planning of patient care in internal medicine, surgical, obstetrics and gynecology, pediatric, geriatric, neurological, psychiatric, intensive care, palliative care, and long-term care nursing.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W5.	Knows the principles of preparing patients of various ages and health conditions for diagnostic tests and procedures, as well as the principles of care during and after these tests and procedures.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W14.	Characterizes the pathophysiology, clinical manifestations of diseases and life-threatening conditions of the newborn, including premature babies, and the basics of nursing care in this area.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W15.	Explains the purpose and principles of preconception care and the principles of planning care for a woman in physiological pregnancy.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W16.	Characterizes the periods of physiological childbirth and the principles of care for women during the postpartum period.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W17.	Knows the etiopathogenesis of gynecological diseases.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W23.	Knows the factors that increase perioperative risk;	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.U1.	Collects information, formulates a nursing diagnosis, establishes goals and a nursing care plan, implements nursing interventions, and evaluates nursing care.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ
D.U2.	Provides self-care counseling to patients of various ages and health conditions regarding developmental defects, diseases and addictions.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ
D.U3.	provides prevention of complications occurring in the course of diseases;	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ
D.U22.	provides information to members of the therapeutic team about the patient's health status;	<i>Implementation of the assigned task</i>	PZ
D.U23.	assists the physician during diagnostic tests;	<i>Implementation of the assigned task</i>	PZ
D.U24.	assesses the level of pain, the patient's response to pain and its severity, and applies pharmacological and non-pharmacological pain management;	<i>Implementation of the assigned task</i>	PZ

D.U26.	Is able to prepare and administer medications to patients in various ways, independently or as directed by a physician;	<i>Implementation of the assigned task</i>	PZ
O.K1.	Is guided by the patient's well-being, respects the dignity and autonomy of persons entrusted with care, shows understanding for ideological and cultural differences and empathy in the relationship with the patient and his family.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/BUN A
O.K2.	Respects patient rights and maintains the confidentiality of patient-related information.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/BUN A
O.K3.	Independently and reliably performs his/her profession in accordance with the principles of ethics, including respecting moral values and obligations in patient care.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/BUN A
O.K4.	Takes responsibility for the professional activities performed.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/BUN A
O.K5.	Seek expert advice if you have difficulty solving a problem on your own.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/BUN A
O.K6.	Anticipates and takes into account factors influencing own and patient's reactions.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/BUN A
O.K7.	Notices and recognizes own limitations in terms of knowledge, skills and social competences and performs self-assessment of educational deficits and needs.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/BUN A

\*W-lecture; S-seminar; K-conversations; Ć-exercises; ZP-practical classes; PZ-professional internships; BUNA-independent student work

#### EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

**in terms of knowledge (lectures/seminars):** andoral exam (non-standardized, standardized, traditional, problem-based); written exam – the student generates / recognizes the answer (essay, report; short structured questions /SSQ/; multiple choice test /MCQ/; multiple answer test /MRQ/; matching test; Y/N test; answer completion test),

**in terms of skills (exercises/conversations):** Practical exam; Objective Structured Clinical Examination /OSCE/; Mini-CEX (mini – clinical examination); Realization of assigned task; Project, presentation

**in the field of social competences:** reflective essay; extended observation by supervisor/lead teacher; 360° feedback (opinions from teachers, colleagues, patients, other collaborators); Self-assessment (including portfolio)

**BUNA** –the student's own work is verified by assessing the degree to which the assumed learning outcomes have been achieved: a test checking the student's knowledge of the topics specified in the syllabus, but also through term papers, projects, presentations and any other mid-semester work.

#### PROGRAM CONTENT TABLE

Program content	Number of hours	Relating learning outcomes to CLASSES
<b>LECTURES, semester IV</b> <b>Nursing Content: 5, 6</b> <b>Clinical Content: 1-4, 7-8</b>		
1. The biological rhythm of a woman's fertility.	1	

2. Physiological pregnancy.	2	D.W3., D.W5., D.W14-D.W17., D.W23. O.K1-O.K7.
3. Development of the embryo and fetus.	2	
4. Changes occurring in a pregnant woman's body during each trimester of pregnancy.	2	
5. Pre-pregnancy counseling as a form of promoting a healthy pregnancy. Care for pregnant women, including the organization of obstetric care.	2	
6. Duration of pregnancy. Pregnancy diagnosis: default, probable, certain symptoms.	2	
7. Laboratory and diagnostic tests in physiological pregnancy.	2	
8. Abnormal pregnancy: miscarriage, pregnancy terminated prematurely, biologically transferred pregnancy.	2	
<b>EXERCISES, semester IV</b>		
<b>Nursing Content: 1-6 Clinical Content: 7-8</b>		
1. Physiological labor – symptoms of incipient labor, periods of physiological labor, diagnosis, course, examination of the laboring woman, principles of providing emergency care in the event of sudden labor. Goals and plan of care for the woman in the individual periods of labor depending on the duration of pregnancy and the course of labor.	4	D.W3., D.W5., D.W14-D.W17., D.W23. D.U1-3., O.K1- O.K7.
2. Preparing a woman for a cesarean section depending on the indications – postoperative care of the obstetrician.	2	
3. Physiological postpartum period – changes in a woman's body.	1	
4. Differentiation of postpartum care depending on the health status and preparation for breastfeeding skills.	2	
5. A Holistic Approach to Newborn Care. Standard Nursing Practice for the Seriously Ill Newborn.	2	
6. Abnormalities in the course of the puerperium. The process of nursing the obstetrician in selected pathologies of the puerperium.	2	
7. Infertility - causes, diagnosis, treatment options in biological, psychological and social aspects.	1	
8. Pediatric gynecology.	1	
<b>PRACTICAL EXERCISE, semester IV</b>		
Taking over comprehensive care of the patient after physiological delivery.	8	D.U1-3., O.K1- O.K7.  <b>Learning outcomes achieved using simulation methods: D.U1-2.</b>
Taking into account nursing theories in designing the nursing process in physiological puerperium based on obstetric care standards.	8	
Contemporary trends in breastfeeding (WHO recommendations, Breastfeeding Promotion Program in Poland), independent detection of factors that enhance and inhibit lactation.	8	
Differentiation of nursing care for patients after cesarean section with particular emphasis on indications, mode, method of anesthesia and condition of the postpartum woman after the surgical procedure.	8	
Prevention of the possibility of postpartum complications. Targeted observation and design of the nursing process in complicated postpartum.	8	
Observation and care of the child in the neonatal period, methods of assessing the health status of the newborn, targeted observation of the healthy and sick newborn in the subsequent days of life in relation to individual systems.	8	
Principles of feeding newborns and premature babies (natural and artificial feeding). The role of the nurse in the health education of the mother and/or family focused on the importance of breastfeeding. Classes partially conducted in simulated conditions.	8 (2 h in medical simulation conditions)	
Nursing a healthy and sick newborn in natural conditions in an incubator, specific prophylaxis (vaccinations, prevention of rickets, iodine deficiency and tooth decay), screening tests.	8	
Targeted observation and care of premature babies and newborns with selected defects and in life-threatening conditions.	8	

Newborn care in selected diseases of the respiratory, circulatory, urinary, digestive, nervous, musculoskeletal, endocrine systems. Nursing models in relation to the care of premature babies and newborns. Classes partially conducted in simulated conditions.	8 (2 h in medical simulation conditions)	
<b>PROFESSIONAL INTERNSHIP, semester IV</b>		
1. Establishing contact with the obstetrician/newborn and the care and therapy team.	2	D.U1-3., D.U22-24., D.U26., O.K1- O.K7.
2. Establishing goals and plans for nursing care, discussing with the obstetrician and her family – performing tasks related to the care of the obstetrician and the newborn – following the rules, algorithms and procedures - describing how to show respect for the patient - demonstrating an ethical attitude in care - discussing routine activities in the care of the obstetrician/newborn.	12	
3. Using literature to guide the nursing process, professional submission of the nursing report - analysis, conclusions.	12	
4. Planning the patient's education and identifying her educational needs, planning content, forms, methods and maintaining documentation.	12	
5. Assessment of competences by the student, summary of classes, assessment of professionalism in the recording of the nursing process.	2	
<b>BUNA - independent student work, semester IV</b>		
1. Sex education for children and adolescents.	2	D.W3., D.W5., D.W14-D.W17., D.W23. O.K1-O.K7.
2. Inflammation of the reproductive organs - causes, symptoms, diagnosis, epidemiology, general principles of treatment.	3	
3. Differentiation of nursing planning in preparing patients for gynecological surgeries via the vagina and abdominal wall.	3	
4. Nursing care for patients after gynecological surgeries, taking into account their bio-psycho-social status and adhering to the standards of post-operative care in the hospital and home environment.	3	
5. Epidemiology and etiology of cancers of the female reproductive organs and breasts.	2	
<b>LITERATURE LIST</b>		
<b>Basic literature:</b>		
<ol style="list-style-type: none"> <li>1. Bień AM (ed.), Care for pregnant women, PZWL, Warsaw 2022 (print).</li> <li>2. Bręborowicz G., Obstetrics. Manual for midwives and nurses, PZWL, Warsaw 2018.</li> </ol>		
<b>Additional literature:</b>		
<ol style="list-style-type: none"> <li>1. Bręborowicz GH, Obstetrics and gynecology, volume 1-2, PZWL, Warsaw 2020.</li> <li>2. Borowski D., Węgrzyn P., Wielgoś M., Prenatal diagnosis in practice, PZWL, Warsaw 2022.</li> </ol>		
<b>Method of passing and forms and basic assessment criteria/examination requirements</b>		
<b>How to pass</b>		
<ul style="list-style-type: none"> <li>— Exam - lectures</li> <li>— Graded exam – exercises</li> <li>— Graded exam – practical classes</li> <li>— Pass without grade - professional practice</li> <li>— Pass without grade – BUNA</li> </ul>		
<b>Forms and criteria for passing</b>		
<b>PASSING A SUBJECT - THE SUBJECT ENDS WITH AN EXAMINATION</b>		
<b>Lecture</b>		
The basis for obtaining credit is:		
<ul style="list-style-type: none"> <li>— 100% attendance; confirmed by an entry on the attendance list,</li> <li>— a possible 10% absence will be compensated in an individual manner agreed with the teacher.</li> </ul>		
<b>Exercises</b>		
The basis for obtaining credit for a grade is:		
<ul style="list-style-type: none"> <li>— 100% attendance; confirmed by an entry on the attendance list (absence excused in the event of a student's illness documented by a sick leave or other unforeseen circumstances and making up the classes at another time),</li> </ul>		

- active participation in exercises (showing interest in the issues discussed and taught during the exercises),
- positive evaluation of learning outcomes in terms of social skills and competences – positive evaluation of the written or oral colloquium,
- correct completion of applicable nursing documentation,
- correct preparation of a written work – a nursing care plan/nursing process for a patient with a selected nursing diagnosis (positive BUNA assessment),
- correct attitude towards the simulated/standardized patient, colleagues, teacher, profession and science and regulations.

### Practical

The basis for obtaining credit for a grade is:

- 100% attendance; confirmed by an entry on the attendance list (absence excused in the event of a student's illness documented by a sick leave or other unforeseen circumstances and making up the classes at another time),
- active participation in practical classes,
- positive assessment of learning outcomes in terms of social skills and competences,
- correct completion of applicable nursing documentation,
- correct development of the patient care process, correct description of the nursing report,
- correct attitude towards the patient, the therapeutic team and colleagues, the profession and science and the regulations.

### Professional practice

The basis for obtaining credit is:

- 100% attendance; confirmed by an entry on the attendance list (absence excused in the event of a student's illness documented by a sick leave or other unforeseen circumstances and making up the classes at another time),
- active participation in professional internships,
- positive assessment of learning outcomes in the field of social skills and competences (principles, efficiency, effectiveness, independence, communication, attitude),
- correct completion of applicable nursing documentation,
- correct development of the patient care process, correct description of the nursing report,
- correct attitude towards the patient, the therapeutic team and colleagues, the profession and science and the regulations.

## KNOWLEDGE ASSESSMENT CRITERIA

### Knowledge assessment criteria - test

Rate	Very good (5.0)	Good plus (4.5)	Good (4.0)	Sufficient plus (3.5)	Satisfactory (3.0)	Insufficient (2.0)
% correct answers	93-100%	85-92%	77-84%	69-76%	60-68%	59% and less

### Knowledge assessment criteria - oral response

No.	Criterion	Number of points 0-5
1.	Correctness of the answer	
2.	Accuracy of problem recognition	
3.	Current medical and health science knowledge	
4.	Interdisciplinary knowledge	
5.	Correctness of medical/professional vocabulary	
6.	Independence and creativity in proposing solutions	
7.	Together	

\*Obtaining 0-1 points in any criterion results in an insufficient grade

Number of points and rating:

30-28 - very good (5.0) - the student provides a fully exhaustive and correct answer to the question asked, freely uses substantively correct scientific language, taking into account current medical knowledge in the oral answer, demonstrates ease in solving problems resulting from the task, skillfully combines knowledge from various scientific fields, demonstrates originality of own thoughts.

27-25 - plus good (4.5) - the student provides the correct answer to the question asked, uses scientific language, taking into account current medical knowledge in the oral answer, solves problems arising from the task, combines knowledge from several scientific fields.

24-22 - good (4.0) - the student basically provides an independent answer that contains most of the required content, a few errors in the answer are permissible (secondary from the point of view of the topic), uses current medical knowledge requiring minor supplementation, the answer is correct in terms of scientific language, the accuracy of

recognizing problems requires minor improvement, the answer should include the student's independent conclusions.

21-19 - plus satisfactory (3.5) - the student basically provides an independent answer that contains most of the required content, makes few, primary errors in the answer, the student knows the most important facts and is able to interpret them and identify the most important problems, uses medical knowledge that is not always up-to-date, in the answer takes into account knowledge only from a given field, makes errors in the use of scientific language, requires help in drawing conclusions.

18-16 - satisfactory (3.0) - the student gives an answer that contains part of the required information, making mistakes, but with the teacher's help, he corrects his answer, both in terms of substantive knowledge and the way it is presented, however, the student knows the basic facts and, with the teacher's help, gives an answer to the question posed.

**CRITERIA FOR ASSESSING INDIVIDUAL ELEMENTS OF SOCIAL SKILLS AND COMPETENCES**

**Criteria for assessing practical skills**(0-2 points for each element): principles, efficiency, effectiveness, independence, communication, attitude.

*A student receives a pass/positive grade when obtaining at least 6 points for the learning elements.*

Number of points	Criteria for assessing individual elements of the activity (task/exercise performance) by the student					
	Rules* (pts. 0-2)	Efficiency* (pts. 0-2)	Effectiveness* (pts. 0-2)	Independence* (pts. 0-2)	Communication* (pts. 0-2)	Attitude* (pts. 0-2)
2	follows the rules, proper technique and the order of execution activities	performs activities confidently and energetically	procedure takes into account the situation patient, achieves the goal	plans and carries out activities independently	correct, independent, effective content selection	analyzes his behavior, works with the team therapeutic, full identification with professional role
1	he observes rules after Direction	the activities are performed not very sure, after a short while contemplation	does not always take into account health situation patient, achieves the goal after Direction	requires reminders and orientation in some activities	requires guidance, orientation in content selection	has difficulty in critical evaluation and analysis of your behavior, in cooperation with the team therapeutic and in identification with professional role
0	does not comply rules, chaotic performs actions	the activities are performed uncertainly, very slow	does not take into account individual situation patient, does not achieve the goal	requires constant guidance and reminders in every action	can't keep up verbal contact with the patient	can't critically evaluate and analyze his behavior, he does not cooperate with the therapeutic team, no identifies with professional role
Number of points obtained						

Source: W. Ciechaniewicz: Shaping practical skills of nursing school students. CKPPIP, Warsaw.

\*Obtaining 0 points in any assessment element prevents the practical skills from being given a positive assessment.

**RATING SCALE:**

11-12 points - very good (5.0)

9-10 points - db plus (4.5)

8 points - db (4.0)

7 points - dst plus (3.5)

6 points - dst (3.0)

5 points and below -ndst (2.0)

**Criteria for assessing the elements achieved in the nursing process**

No.	Elements of nursing process evaluation	Number of points 0-2
	Ability to collect and analyze information regarding the patient's health situation*	
	Ability to formulate a nursing diagnosis*	
	Ability to define goals of care*	
	Ability to plan activities appropriate to the health situation of the patient and family*	
	Implementation of planned activities in accordance with current standards of providing nursing services*	
	Independence and creativity in proposing solutions*	
	Ability to evaluate the nursing process and formulate conclusions for further care of the patient by him/herself and/or his/her family/caregivers*	

	Ability to use correct medical terminology*	
	Ability to write aesthetically in patient records*	
	Together	

\*Obtaining 0 points in any element of the assessment prevents the nursing process from being given a positive assessment.

Number of points and rating

36-40 - very good (5.0)

32-35 - plus good (4.5)

28-31 - good (4.0)

24-27 - plus sufficient (3.5)

20-23 - satisfactory (3.0)

0-19 - insufficient (2.0)

#### Criteria for assessing achievement items in the nursing report

No.	Nursing Report Assessment Elements	Scoring	Number of points obtained
	Assessment of the patient's general condition*	0-2	
	Assessment of the patient's biological condition (implementation and evaluation of activities)* -omitting an important issue will result in getting an insufficient grade on the report	0-8	
	Assessment of mental state (implementation and evaluation of activities)*	0-5	
	Assessment of the social status (implementation and evaluation of activities)	0-3	
	Ability to evaluate the effects of completed activities and formulate recommendations for the next shift*	0-3	
	Correctness of medical/professional vocabulary, aesthetics of work*	0-2	
	Together		

\*Obtaining 0 points in any criterion results in an insufficient grade.

Number of points and rating:

23-21 - very good (5.0)

20-19 - good plus (4.5)

18-17 - good (4.0)

16-14 - sufficient plus (3.5)

13-12 - satisfactory (3.0)

11-0 - insufficient (2.0)

#### Criteria for assessing student attitude

No.	Assessment of student attitude elements	Scoring	Number of points obtained
	Attitude towards the patient: tact, culture, tolerance towards the patient and his family, understanding the individual needs of the patient and family, taking action to support the patient, sensitivity to the problems of the patient and his family, understanding, patience, respecting the patient's rights*.	0-8	
	Attitude towards the therapeutic team: personal culture of the student, kindness towards colleagues, staff, ability to work in a team (communicating with people and listening to others, attempting to solve difficult situations)*.	0-6	
	Attitude towards the profession and learning: commitment to nursing work (motivation to work, interest, improving the quality of services provided), improving work methods and organisation (accuracy, independence in decision-making, adapting to changes in the environment), level of professional aspirations (enrichment of medical knowledge, interest in the directions of development of nursing care, motivation for continuous learning), self-assessment of one's own behaviour (attitude towards errors, taking responsibility, self-assessment of the level of knowledge, skills and possibilities)*.	0-6	
	Student attitude towards regulations: punctuality, avoiding absenteeism, compliance with the regulations of the institution/unit and classes conducted, proper uniform, aesthetic appearance*.	0-3	
	Together		

\*Obtaining 0 points in any criterion results in an insufficient grade.

Number of points and rating:

23-21 - very good (5.0)

20-19 - good plus (4.5)

18-17 - good (4.0)

16-14 - sufficient plus (3.5)

13-12 - satisfactory (3.0)  
11-0 - insufficient (2.0)

**FINAL SUBJECT EXAM**

- The condition for admission to the examination is obtaining a positive assessment of lectures and exercises, practical classes, professional practice and BUNA.
- The exam is in the form of a written test, multiple choice test /MCQ/ with one correct answer (each correct answer is worth 1 point, no answer or incorrect answer is worth 0 points, at least 60% of correct answers qualifies for a positive grade.

Test Grading Criteria

Rate	Very good (5.0)	Good plus (4.5)	Good (4.0)	Sufficient plus (3.5)	Satisfactory (3.0)	Insufficient (2.0)
% correct answers	93-100%	85-92%	77-84%	69-76%	60-68%	59% and less

and/or oral response

Assessment criteria – oral response

Rate	Criterion
Very good	Correct, complete, independent answer to 3 questions asked to the student by the instructor
All right	Correct answer, requiring slight guidance from the teacher, to 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant guidance from the teacher, answer to 3 questions asked to the student
Insufficient	No answer or incorrect answer to any of the 3 questions asked to the student

**FINAL SUBJECT GRADE:**

- the exam constitutes 60% of the final grade of the subject
- the remaining 40% is the average of grades from other forms of classes

The final grade is calculated according to the following criteria:

3.0 -3.24 – satisfactory (3.0)  
3.25 -3.74 – satisfactory (3.5)  
3.75 -4.24 – good (4.0)  
4.25-4.74 – good plus (4.5)  
4.75 -5.0 – very good (5.0)

**Conditions for making up classes missed due to justified reasons:**

Making up missed classes is only possible in the case of a student's illness documented by a medical certificate or other random reasons. The excuse for classes and the crediting of the material covered by lectures, exercises, practical classes during the period of absence is made by the lecturer conducting the classes, and the coordinator of the internship is responsible for the professional practice.

Both a student returning from dean's leave and a student repeating a year are required to attend all classes and take a credit/exam. Only if the credit/exam in a given year is graded at least satisfactory (3.0) can a student repeating a year due to a different subject be exempted from the obligation to attend classes and take and pass the subject.

**Approval: Vice-Chancellor for Education**