



Educational Institution  
"Royal Metropolitan University"

Quality Management System  
Syllabus of the discipline "General Hygiene"  
Specialty 560001 "General Medicine" EI "RMU"

**Educational Institution "Royal metropolitan University"**  
**Department "Morphological and Fundamental disciplines"**

**SYLLABUS**  
in the discipline "**General Hygiene**"  
for students of specialty **560001 "General Medicine"**

Form of study	full-time
Course	3
Semester	5
Exam	5
Total credits according to the curriculum	4
Total hours according to the curriculum	120
Lectures	36
Practical classes	36
Independent work	48

Syllabus developer:  
Derkembaeva A.K.

Reviewed and approved at a meeting of the  
Department of Fundamental Disciplines  
Protocol No. \_\_\_ from "\_\_\_" \_\_\_\_\_ 2024.  
Head of the department Jalilova A.A.

(signature)

**Bishkek 2024**



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**Teacher:**

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**Name and complexity of the discipline**

Course	Semester	Number of weeks	Number of academic hours		Number of hours for independent work		Total hours	Number of modules
			lectures	Practical lessons	SIW	SIWT		
3	5	18	36	36	24	24	120	4

**Annotation of the academic discipline**

The discipline of "General Hygiene" as a science and specific activities to study the regularities of the influence of environmental conditions on human health, protection and promotion of public health, prevention of disease and prolongation of life, through the mobilization of society and the implementation of appropriate organizational measures at various levels, should take a leading place in the training of medical students.

General hygiene is an academic discipline containing theoretical foundations of the regularities of the influence of environmental factors on human health, performance and life expectancy, developing standards, requirements and sanitary measures aimed at improving the living conditions and activities of people.

**The aim** of the program is to provide students with the theoretical knowledge of the impact of environmental factors on human health in order to develop practical interventions for the protection and promotion of health and the prevention of disease using scientific approaches based on evidence-based medicine.

**Discipline Objectives:**

- To form theoretical foundations and practical skills in the field of preservation and promotion of public health, disease prevention;
- To provide knowledge based on the ability to independently study and analyses indicators characterizing the state of health of different age-sex, social, professional and other population groups, measures to preserve, strengthen and restore health;
- To teach the rules of rational organization of work of nursing and junior medical personnel in accordance with the rules of sanitary and hygienic regime, ethical and deontological principles;
- To learn how to apply evidence-based scientific approaches to practice in allied health field.



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After mastering the discipline of General Hygiene, the student:

will know:

- methods of assessing the impact of environmental factors on the human body, health promotion, disease prevention, sanitary-educational work, assessment of the state of public health, assessment of working capacity, disability;
- infectious disease epidemics and non-infectious diseases, the cause of infectious and non-infectious diseases, environmental and occupational harmful factors;
- methods, used in health promotion.

will be able:

- to analyze socially significant problems and processes, use techniques of economic relations in the health care system;
- to carry out health education work among the population to mitigate modified risk factors for disease development, to give recommendations on healthy nutrition;
- have skills in shaping the healthy behavior in adults, adolescents and children, motivation for a healthy lifestyle, including the elimination of bad habits that adversely affect the health of the younger generation;
- to ensure rational organization of work of medical staff at the health care organizations
- to train nurses in the rules of sanitary and hygienic regime, ethical and deontological principles;
- to educate the population on basic hygiene measures and outreach activities to promote healthy lifestyle habits.
- to apply evidence-based scientific approaches in related medical fields in practice



### Content of the academic discipline

№	Name sections and topics of the disciplines (lectures and practical classes)	Auditorium sessions				Total hours for classroom work	SWSP	Student's independent work	Usable educational technologies, ways and methods of learning	Forms of current and end-of-term control grades
		Lectures	Seminars	Practical classes	Laboratory work					
1	Introduction to General Hygiene.	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
2	Environmental Health	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
3	Regulations in environmental factors.	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
4	<i>Air Quality</i>	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
5	Air Pollution Problems	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
	Module 1									<i>Test</i>



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6	Water and Water Hygiene	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
7	Drinking water supply problems.	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
8	Soil hygiene. Hygiene of settlement	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
9	Solar radiation.	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
	Module 2									<i>Test</i>
10	Food Hygiene	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
11	Nutrition and Health.	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
12	Therapeutic and preventive nutrition for patients.	2		2		4	1	1	Problem Based Lecture (PBL), conference session	presentation writing and filing
13	Occupational Hygiene	2		2		4	2	2	Problem Based Lecture (PBL), conference session	presentation writing and filing
14	Occupational risk factors and diseases.	2		2		4	2	2	Problem Based Lecture (PBL), conference session	presentation writing and filing



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	Module 1								<i>Test</i>
15	Hygiene of Children and Adolescents.	2	2	4	2	2	Problem Based Lecture (PBL), conference session	presentation writing and filing	
16	Hygienic requirements for pre-schools and schools.	2	2	4	2	2	Problem Based Lecture (PBL), conference session	presentation writing and filing	
17	Ionizing Radiation Hygiene	2	2	4	2	2	Problem Based Lecture (PBL), conference session	presentation writing and filing	
18	Hospital Hygiene.	2	2	4	2	2	Problem Based Lecture (PBL), conference session	presentation writing and filing	
	Module 2							<i>Test</i>	
		36	36	72	24	24			



### **Methodological recommendations for practical classes**

Practical classes are held after lectures, and are of clarifying, generalizing and consolidating nature. They can be held not only in the classroom, but also outside the educational institution.

During practical classes students perceive and comprehend new educational material. Practical exercises are systematic, regularly following each lecture or two or three lectures.

Practical classes are carried out according to the schedule of the educational process and independent work of students on disciplines.

When preparing for practical classes it is necessary to study in advance the methodological recommendations for its implementation. Pay attention to the purpose of the class, the main questions to prepare for the class, the content of the topic of the class.

Before each practical session, the student studies the plan of the seminar with a list of topics and questions, a list of literature and homework on the material presented at the seminar. The student is recommended to prepare for the workshop as follows:

1. work through the lecture notes;
2. read the main and additional literature recommended for the section under study.
3. answer the questions of the plan of the seminar class;
4. study the topics and select literature for writing essays, reports, etc.;

<b>№</b>	<b>Student's independent work topic:</b>	<b>Assignment for SIW</b>	<b>Recommended literature</b>	<b>Timing surrenders</b>
1.	A study of the main branches of Hygiene.	presentations	1. Oxford Textbook of Public Health. 1 (6th ed.). Oxford and New York: Oxford University Press. 2013. 2. Berridge, Virginia. Public Health: A Very Short Introduction (Oxford University Press, 2016). 3. Selected lectures on public health and public health care: A textbook./Edited by V.Z. Kucherenko. - Moscow: JSC "Publishing House Medicine", 2010. - 464c.	1



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2.	A study of Global Environmental issues.	presentations	1.Oxford Textbook of Public Health. 1 (6th ed.). Oxford and New York: Oxford University Press. 2013 -Lisitsyn Y.P. 2.Public health and public health care: Textbook. - Moscow: Geotar-Media, 2009. - 512c.	2
3.	Assessment of the impact of harmful Environmental factors on health.	presentations	1.Oxford Textbook of Public Health. 1 (6th ed.). Oxford and New York: Oxford University Press. 2013 2.Application of statistical analysis methods for studying public health and public health care: Manual for practical classes/ Edited by V.Z. Kucherenko. - Moscow: GEOTAR-Media, 2006. - 192c.	3
4.	Assessing the impact of Climate and Microclimate on health.	presentations	1.Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office for Europe; 2017. 2. Application of statistical analysis methods for studying public health and public health care: Manual for practical classes / Edited by V.Z. Kucherenko. - Moscow: GEOTAR-Media, 2006. - 192c. 3.Berridge, Virginia. Public Health: A Very Short Introduction (Oxford University Press, 2016).	4
5	Assessing the Health effects of Air pollution.	presentations	1.Oxford Textbook of Public Health. 1 (6th ed.). Oxford and New York: Oxford University Press. 2013. 2.White, Franklin; Stallones, Lorann; Last, John M. (2013). Global Public Health: Ecological Foundations. Oxford University Press	5
6	Assessing the Health effects of water.	presentations	1.Healthy Environments for Healthier People. World Health Organisation Regional Office for Euro.-2018.-47 p. -V.A. Medik, V.K. Yuriev. 2.Public Health and Public Health Care: Textbook/ V.A. Medik, V.K. Yuriev. - 2nd edition, revised and additional. - M.: GEOTAR - Media, 2013. - 608 pp.: ill.	6





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7	Assessment of Drinking Water supply systems	presentations	1. White, Franklin; Stallones, Lorann; Last, John M. (2013). Global Public Health: Ecological Foundations. Oxford University Press. 2. Oxford Textbook of Public Health. 1 (6th ed.). Oxford and New York: Oxford University Press. 2013.	7
8	Soil quality assessment	presentations	1. Oxford Textbook of Public Health. 1 (6th ed.). Oxford and New York: Oxford University Press. 2013. 2. Vyalkov A.I., Raizberg B.A., Shilenko Y.V. Management and	8
9	Solar radiation. Determination of indoor illuminance.	presentations	1. Berridge, Virginia. Public Health: A Very Short Introduction (Oxford University Press, 2016). 2. Oxford Textbook of Public Health. 1 (6th ed.). Oxford and New York: Oxford University Press. 2013. 3. Vyalkov A.I., Raizberg B.A., Shilenko Y.V. Management and Economics of Health Care. Study guide. - Moscow: GEOTAR-Media. - 2002r. - 328c.	9
10	A study of healthy nutrition	presentations	1. General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited by M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p. 2. Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office for Europe; 2017. 3. Healthy Environments for Healthier People. World Health Organisation Regional Office for Euro.-2018.-47 p. 4. Bolshakov A.M., General hygiene [Electronic resource] : textbook / A.M. Bolshakov. - 3rd ed., revision and supplement. - M. : GEOTAR-Media, 2016. - 432 c.	10
11	Assessing the impact of nutritional behavior on health.	presentations	1. General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited by M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p. 2. Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office	11



			for Europe; 2017. 3. Healthy Environments for Healthier People. World Health Organisation Regional Office for Euro.-2018.-47 p. 4. Bolshakov A.M., General hygiene [Electronic resource] : textbook / A.M. Bolshakov. - 3rd ed., revision and supplement. - M. : GEOTAR-Media, 2016. - 432 c.	
12	Assessment of nutrition of patients and workers.	presentations	1. General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited by M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p. 2. Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office for Europe; 2017. 3. Healthy Environments for Healthier People. World Health Organisation Regional Office for Euro.-2018.-47 p. 3. Bolshakov A.M., General hygiene [Electronic resource] : textbook / A.M. Bolshakov. - 3rd ed., revision and supplement. - M. : GEOTAR-Media, 2016. - 432 c.	12
13	Assessment of labour conditions impact on worker's health	presentations	1. General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited by M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p. 2. Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office for Europe; 2017. 3. Healthy Environments for Healthier People. World Health Organisation Regional Office for Euro.-2018.-47 p. 4. Bolshakov A.M., General hygiene [Electronic resource] : textbook / A.M. Bolshakov. - 3rd ed., revision and supplement. - M. : GEOTAR-Media, 2016. - 432 c.	13



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14	Assessment of harmful and hazardous occupational factors on health	presentations	<p>1.General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited by M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p.</p> <p>2.Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office for Europe; 2017.</p> <p>-Healthy Environments for Healthier People. World Health Organisation Regional Office for Euro.-2018.-47 p.</p>	14
15	Assessment of the physical development of Children and Adolescents.	presentations	<p>1.General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited by M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p.</p> <p>2.Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office for Europe; 2017.</p> <p>3.Healthy Environments for Healthier People. World Health Organisation Regional Office for Euro.-2018.-47 p.</p> <p>4.Bolshakov A.M., General hygiene [Electronic resource] : textbook / A.M. Bolshakov. - 3rd ed., revision and supplement. - M. : GEOTAR-Media, 2016. - 432 c.</p>	15
16	Evaluation on risk factors at schools and pre-schools.	presentations	<p>1.General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited by M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p.</p> <p>2.Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office for Europe; 2017.</p> <p>3.Bolshakov A.M., General hygiene [Electronic resource] : textbook / A.M. Bolshakov. - 3rd ed., revision and supplement. - M. : GEOTAR-Media, 2016. - 432 c.</p>	16



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17	Assessment Radiation exposure on Health	presentatio ns	1.General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited by M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p. 2.Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office for Europe; 2017. 3.Bolshakov A.M., General hygiene [Electronic resource] : textbook / A.M.	17
18	Evaluation of hospital construction. Role of hospital construction type in formation of hospital-acquired infections.	presentatio ns	1.General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited by M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p. 2.Bolshakov A.M., General hygiene [Electronic resource] : textbook / A.M.Bolshakov. - 3rd ed., revision and supplement. - M. : GEOTAR-Media, 2016. - 432 c.	18



## Methodological recommendations for the implementation of independent

**work.** When studying the discipline "Epidemiology" the following types of independent work of students are used:

- study of theoretical material on lecture notes and recommended textbooks, educational literature, reference sources;
- independent study of some theoretical issues not covered in the lectures, with further preparation of presentations;
- independent preparation of presentations on studies, cases, analysis of compliance with ethical norms and requirements.

Students are offered to read and analyze monographs and scientific articles on problems in epidemiology. The results of work with the texts are discussed in practical classes.

To develop the skills of independent work, students perform tasks, independently referring to educational, reference and scientific-methodological literature. Verification of assignments is carried out both at practical classes with the help of oral presentations of students and their collective discussion, and with the help of written independent work.

A **presentation** is a multimedia way of presenting information on a particular topic. The presentation must meet certain requirements, must have an established structure, must contain comprehensive materials and facts serving as evidence.

Presentation Design Requirements:

- The presentation is created only on a specific topic;
- The size of the presentation is 16 slides and must include the following sections:
  1. Cover page - 1 slide.
  2. Table of contents - 1 slide.
  3. Introduction - 1 slide.
  4. Relevance of the topic - 1 slide.
  5. Purpose of the presentation-1 slide.
  6. Objectives of the presentation - 1 slide.
  7. Main materials (research materials, evidence (facts), statistical data, charts, graphs, etc.) -7 slides.
  8. Conclusions. -1 slide.
  9. Recommendations - 1 slide.
  10. Bibliography (4-5 sources) - 1 slide.
- Background of slides
  - monochrome or corresponds to the theme of the presentation;
  - Text alignment - left, headings - centered;
  - Text font on the slide - 28-30 pt; it is recommended to place pictures or illustrations, diagrams, tables on the slide;
  - When creating a presentation, you can use both recommended literature and



Internet resources with the indication of the source of information at the bottom of the slide or a list on the last slide;

- When defending the presentation, the visibility of the presentation, the content and the relevance of the material to the topic of the presentation are taken into account.

**Presentation Evaluation Criteria:**

A grade of "excellent" is awarded to a student if:

- the presentation corresponds to the topic of the independent work;
- the title slide with the title (topic, objectives, outline, etc.) is designed;
- the formulated topic is clearly stated and structured;
- used graphic images (photos, pictures, etc.) corresponding to the topic;
- style, color scheme, animation, sound are used;
- the work is completed and submitted on time.
- quality presentation and answers to questions during the defense of the presentation.

A grade of "good" is awarded to a student if:

- the presentation corresponds to the topic of the independent work;
- the title slide with the title (topic, objectives, plan, etc.) is designed;
- the formulated topic is not clearly stated and structured;
- used graphic images (photos, pictures, etc. of low image quality) corresponding to the topic;
- the work is executed and submitted in due time.
- poor presentation and incorrect answers to the questions during the defense of the presentation.

The grade "unsatisfactory" is given if the work is not completed or contains material that is not relevant to the question. In all other cases, the work is evaluated as "satisfactory".

**List of basic and additional literature**

<i>Authors</i>	<i>Year of Edition</i>
<i>basic literature</i>	
1. General hygiene and ecology: a textbook / MM Nadvorniy, PI Nikova, Yu. M. Vorokhta, Yu. S. Rudenko. Edited M. Nadvornogo - Odessa, Odessa. State. Med. Univ., 2005. - 300 p.	2005
2. Bolshakov A.M., Obshchaya gigieniya [Elektronnyi resurs]: uchebnik [Electronic resource]: textbook / A. M. Bolshakov. - 3rd ed., revised and supplemented -	2005
<b>additional literature</b>	
3. Berridge, Virginia. Public Health: A Very Short Introduction (Oxford University Press, 2016)	2016
4. Evolution of WHO air quality guidelines: past, present and future. Copenhagen: WHO Regional Office for Europe; 2017.	2017



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### Monitoring and evaluation of learning outcomes

Each module is assessed on a 100 point system. The maximum score is 100. The student is allowed to pass the final control, if the total score on the discipline of 60 or more points.

The results of the 3 modules are added up and the average score is derived.

Grading Criteria	Module 1	Module 2
Classroom Work (participation in discussions, oral questioning, working with the glossary, attendance, etc.)	40 points	40 points
SIW (Self-Independent Work: paper, presentation)	20 points	20 points
Total for Module (testing)	40 points	40 points
Total for Discipline	100 points	

### Assessment Criteria:

Criteria for evaluation of practical training:

- The grade "excellent" is given to the student if he/she has knowledge of the discipline in the full scope of the program, comprehends the discipline deeply enough; independently, in a logical sequence and exhaustively answers all questions, emphasizing the most important, is able to analyze, compare, classify, generalize, concretize and systematize the studied material, highlight the main thing in it;
- grade "good" student has knowledge of the discipline in almost the full scope of the program (there are gaps in knowledge only in some sections); independently and partly with leading questions gives full answers to the questions of the ticket, does not always highlight the most important, does not make serious errors in the answers;
- "satisfactory" grade is given if the student has the basic knowledge of the discipline, shows difficulties in independent answers, operates with inaccurate formulations, in the process of answering the questions;
- "unsatisfactory" grade is given if the student has not mastered the mandatory minimum knowledge of the subject, is unable to answer the questions of the ticket even with additional guiding questions from the teacher.

### Criteria for evaluating presentations, essays:

- A grade of "excellent" is assigned to a student if the topic of the presentation, abstract is fully disclosed, excellent mastery of the material is demonstrated, appropriate sources are used in the right amount, the structure of the work corresponds to the set tasks, the degree of independence of the work is high;
- a grade of "good" is assigned to a student if the topic of the presentation, abstract is mainly disclosed, good mastery of the material is demonstrated, appropriate sources are used, the structure of the work mainly corresponds to the set tasks, the degree of independence of the work is medium;



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- "satisfactory" is assigned to a student if the topic of the presentation or essay is poorly disclosed, satisfactory mastery of the material is demonstrated, the sources used and the structure of the work partially correspond to the tasks set, the degree of independence of the work is low;

- "unsatisfactory" is assigned to a student if the topic of the presentation or abstract is not disclosed, unsatisfactory mastery of the material is demonstrated, the sources used are insufficient, the structure of the work does not correspond to the tasks set, the work is not independent.

**MSQ assessment criteria:**


- A grade of "excellent" on the test is awarded to a student who has provided correct, in-depth and clear answers, demonstrating a high level of knowledge and its practical application. An important factor is the student's ability to solve complex problems, be creative, and adhere to the requirements of the test. Criteria may vary, but the general requirement is an outstanding understanding and successful application of the course material (with 90 or more correct answers)

- a grade of "good" on the test is given to a student if he/she has demonstrated good knowledge of the subject, provided correct answers, presented his/her thoughts clearly and concisely, and successfully coped with the main aspects of the test tasks. This grade may also reflect the student's ability to apply the acquired knowledge in various situations and effectively utilize the learned skills within the test tasks (with the number of correct answers ranging from 76 to 89).

- a "satisfactory" grade on the test is assigned to a student who demonstrates a basic understanding of the subject matter, provides answers that meet the minimum requirements, and successfully completes the major elements of the test. This grade may indicate that the student has mastered the fundamentals of the material, but may not have achieved a high level of depth of knowledge or coped with the more difficult aspects of the assignments. (with the number of correct answers ranging from 60 to 75)

- an "unsatisfactory" grade on a test is given to a student if his/her knowledge of the subject is insufficient, if the answers contain significant errors or do not meet the minimum requirements, or if the student failed to cope with the main aspects of the test. This grade indicates an unsatisfactory level of mastery of the material and inability to apply knowledge within the framework of the test tasks. (if he/she gave up to and including 59 correct answers).



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Scale of correspondence between grades and scores on the final control (exam)	
Scores	Grade
90-100	"excellent"
76-89	"good"
60-75	"satisfactory"
0-59	"unsatisfactory"

**Academic Discipline Policy:**

- compulsory attendance at classes;
- active participation of the student in practical classes;
- preliminary preparation and fulfillment of homework;
- qualitative and timely fulfillment of assignments on student's independent work(SIW);
- participation in all types of control (current, final);
- one late arrival to class and/or leaving before the end of class for any reason is considered as one missed class, which is not subject to recovery;
- inadmissible: use of cell phones during class, cheating and plagiarism, late submission of assignments, non-compliance with the chain of command and rules of conduct.

Help: For consultations on the implementation of independent works, their submission and defense, as well as for additional information on the passed material and all other arising questions on the course, please contact the teacher during the hours allocated for the independent student work under the guidance of a teacher (SIWT).