



MODULE / SYLLABUS

EDUCATION CYCLE 2024-2027

Module/subject name:	PALLIATIVE CARE	
Direction:	NURSING	
Level of study*:	1st degree (bachelor's degree) II degree (master's degree)	
Education profile:	practical	
Type of studies*:	stationary/ part-time	
Type of classes*:	mandatory X complementary <input type="checkbox"/> optional <input type="checkbox"/>	
Year and semester of study*:	Year of studies*: I <input type="checkbox"/> II <input type="checkbox"/> III X	Semester of studies*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 X 6 X
Number of ECTS credits assigned	6	
Language of instruction:	Polish	
PSW Department Name:	Faculty of Health Sciences	
Contact (phone/email):	tel.55 279 17 68 e-mail:dziekanat@psw.kwidzyn.edu.pl	
Type of module/subject related to vocational training*:	<ul style="list-style-type: none"> • basic science <input type="checkbox"/> • social sciences and humanities <input type="checkbox"/> • teaching the basics of nursing care <input type="checkbox"/> • teaching in the field of specialist care X • practical classes X • professional practice X 	
Person responsible for the module/subject:		
Person(s) in charge:	According to the study plan	
Forms of student workload		Student Load (number of teaching hours)
<i>Contact hours with an academic teacher (according to the study plan)</i>		
Lectures (W)		15
Seminar (S)		
Conversations		
Exercises (C)		28
Practical classes (PK)		40
BUNA – independent student work (according to the study plan)		17
Student workload related to professional practice (according to the study plan)		40
Total student workload- total number		140
Number of ECTS points per subject/module		6, including 0.5 BUNA
Teaching methods	<ul style="list-style-type: none"> • lecture, informative lecture, problem-based lecture, • exercises: demonstration, case study method, didactic games, • practical, • professional practice, • self-education. 	
Objectives and purpose of the course	<p>— To familiarize students with the organization and tasks of palliative and hospice care, with standards of procedure and treatment of neoplastic diseases, elimination of pain, and lymphedema.</p> <p>— To familiarize students with the principles of nutrition and spiritual and moral</p>	

	support in the terminal period of the disease for the patient and his/her caregivers.		
Teaching tools	Multimedia board and projector, boards. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models). ZP partially implemented in CSM in accordance with the schedule of practical education in simulated conditions. Equipment as part of the implementation of universal design content: respiratory dyspnea simulator, wheelchair.		
Prerequisites:	Ability to assess the patient's psychophysical condition, basic nursing skills, and assess the pain scale.		
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			
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.W1.	Presents risk factors and health threats in patients of different ages.	Written and/or oral examination, completion of a given task, project or oral response	W/C/BUNA
D.W2.	Characterizes the etiopathogenesis, clinical symptoms, course, treatment, prognosis and principles of nursing care for patients with selected diseases.	Written and/or oral examination, completion of a given task, project or oral response	W/C/BUNA
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.	Written and/or oral examination, completion of assigned task,	IN
D.W4.	Presents the types of diagnostic tests and the principles of ordering them.	Written and/or oral examination, completion of a given task, project or oral response	TOILETS
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.	Written and/or oral examination, completion of a given task, project or oral response	W/C/BUNA
D.W6.	It presents the properties of drug groups and their effects on the patient's systems and organs in various diseases depending on age and health status, taking into account adverse effects, interactions with other drugs and routes of administration.	Written and/or oral examination, completion of a given task, project or oral response	IN
D.W7.	Defines nursing standards and procedures used in the care of patients of various ages and health conditions.	Written and/or oral examination, completion of a given task, project or oral response	W/C/BUNA
D.W8.	Characterizes the patient's response to illness, hospital admission and hospitalization.	Written and/or oral examination, completion of a given task, project or oral response	W/C/BUNA
D.W10.	Knows the principles of organizing specialist care (geriatric, intensive care, neurological, psychiatric, pediatric, internal medicine, surgical, palliative, long-term and operating theatre).	Written and/or oral examination, completion of a given task, project or oral response	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.	implementation of an assigned task, project or oral response	ZP/PZ/BUNA
D.U2.	Provides self-care counseling to patients of various ages and health conditions regarding developmental defects, diseases and addictions.	implementation of an assigned task, project or oral response	Ć/ZP/PZ

D.U3.	Provides prevention against complications occurring in the course of diseases.	<i>implementation of an assigned task, project or oral response</i>	Ć/ZP/PZ
D.U4.	Organizes isolation of patients with infectious diseases in public places and at home.	<i>Implementation of the assigned task</i>	ZP/PZ
D.U12.	Prepares the patient physically and mentally for diagnostic tests.	<i>Implementation of the assigned task</i>	ZP/PZ
D.U13.	Issues referrals for specific diagnostic tests.	<i>Implementation of the assigned task</i>	ZP/PZ
D.U15.	Documents the patient's health situation, the dynamics of its changes and the nursing care provided, taking into account IT tools for data collection.	<i>Implementation of the assigned task</i>	Ć/ZP/PZ
D.U16.	Teaches the patient and his/her caregiver how to select and use nursing and rehabilitation equipment and medical products.	<i>Implementation of the assigned task</i>	Ć/ZP/PZ
D.U18.	Recognizes complications of pharmacological, dietary, rehabilitation and medical-nursing treatment.	<i>Implementation of the assigned task</i>	Ć/ZP/PZ
D.U20.	Conducts a therapeutic conversation.	<i>Implementation of the assigned task</i>	Ć/ZP/PZ
D.U23.	Assists the physician during diagnostic tests.	<i>Implementation of the assigned task</i>	ZP/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>	Ć/ZP/PZ
D.U25.	Follows the procedure for handling the body of a deceased patient.	<i>Implementation of the assigned task</i>	ZP/PZ
D.U26.	Prepares and administers medications to patients in various ways, independently or as directed by a physician.	<i>Implementation of the assigned task</i>	ZP/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>	Ć/ZP/PZ/BUNA
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>	Ć/ZP/PZ
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>	Ć/ZP/PZ
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>	Ć/ZP/PZ
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 /BUNA

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>	Ć/ZP/PZ
O.K7.	Notifies 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/ BUNA
*W-lecture; S-seminar; EL- e-learning; 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
LECTURES, semester V Nursing Content: 7 Clinical Content: 1-6		
1. Definition of palliative medicine. The system of organizing palliative care in Poland.	1	D.W1. D.W2. D.W3. D.W5. D.W7. D.W8. D.W10. D.U2. D.U3. D.U4. D.U16. D.U18. D.U24. O.K5. O.K7
2. Characteristics of the interdisciplinary palliative care team.	1	
3. Basics of oncology.	2	
4. Oncological treatment methods.	2	
5. Complications of anticancer therapy.	2	
6. Pain in cancer.	2	
7. Nursing care for a patient in the final stages of the disease with the most common symptoms affecting individual systems.	5	
EXERCISES, semester V Nursing Content: 4 Clinical Content: 1-3, 5-7		
1. Characteristics of the most common gastrointestinal symptoms in patients in the final stage of the disease.	2	D.W1. D.W2. D.W4. D.W5. D.W7. D.W8. D.W10. D.U2. D.U4. D.U12. D.U15. D.U16. D.U18. D.U20. D.U24. O.K1...O.K7.
2. Respiratory symptoms.	2	
3. Urinary and genital symptoms occurring in a group of patients with advanced disease.	2	
4. Universal design in palliative care. Patient reactions to qualification for palliative care. Fundamentals and skills in effective communication. Exercises using a respiratory dyspnea simulator.	2	
5. Standards in the treatment of chronic pain.	2	
6. Diagnostic tests used in patients in palliative care.	3	
7. Changes in the skin and subcutaneous tissue. Pressure sores, neoplastic ulcers, lymphedema.	2	
PRACTICAL CLASSES, semester VI		
1. Gathering information, formulating a nursing diagnosis, establishing the goal and plan of nursing care.	10	D.U1. D.U2. D.U3. D.U4. D.U12. D.U13. D.U15. D.U16.

2.	The role of the nurse in the treatment of cancer pain.	10	D.U18. D.U20. D.U23 D.U24 D.U26. O.K1.-O.K7. Learning outcomes achieved using simulation methods: D.U24, D.U26
3.	Non-pharmacological methods of pain relief.	5	
4.	Selection of methods and means for wound care based on their qualifications. Classes partially conducted in simulated conditions.	5 (2 h in medical simulation conditions)	
5.	Organizing isolation of patients with infectious diseases in hospital conditions.	5	
6.	Recognizing treatment complications.	5	
PROFESSIONAL INTERNSHIP, semester VI			
1.	Establishing contact with the patient, his family and the therapeutic team.	5	D.U1.-D.U4. D.U12. D.U13. D.U15. D.U16. D.U18. D.U20. D.U23.-D.U26. O.K1.-O.K7.
2.	Providing self-care counseling for patients receiving palliative care.	15	
3.	Total pain – methods of treatment and pain control in patients in the terminal phase of the disease.	5	
4.	Application of scales to assess quality of life and making an adequate analysis and determining a care plan.	5	
5.	Conducting a therapeutic conversation.	5	
6.	Documenting the patient's health situation, the dynamics of its changes, taking into account IT tools for data collection.	5	
BUNA – independent student work, semester V			
1.	The phenomenon of patient and family fatigue in palliative care.	4	D.W1. D.W2. D.W5. D.W7. D.W8. D.W10. D.U1. D.U4. D.U12. D.U16. D.U18. D.U20. D.U24. D.U25. O.K1. O.K5. O.K7
2.	Patient subjectivity and the concept of dying with dignity based on the principles of palliative care.	4	
3.	Principles of quality of life assessment in palliative medicine.	4	
4.	The aging process in bio-psycho-social aspects.	3	
5.	Philosophy, principles and organization of palliative care, interdisciplinary team, role of volunteers.	3	
6.	Epidemiology, etiology, pathophysiology of cancer.	4	
7.	Characteristics of cancer pain. Principles of pain management according to WHO.	4	
8.	The importance of palliative medicine and symptomatic treatment, examples including: pain, shortness of breath, anxiety, depression.	4	
LITERATURE LIST			
Basic literature: — Kaptacz A., de Walden-Gałuszko K., <i>Pielęgniarstwo opieki paliatywnej</i> , PZWL, Warszawa 2019.			
Additional literature: — Ciałkowska-Rysz A., De Walden-Gałuszko K., <i>Medycyna paliatywna</i> , PZWL, Warszawa 2023.			
Method of passing and forms and basic assessment criteria/examination requirements			
How to pass — Exam - lectures — Graded exam – exercises — Graded exam - practical classes — Pass without grade - professional practice — Pass without grade – BUNA			
Forms and criteria for passing PASSING A SUBJECT - THE SUBJECT ENDS WITH AN EXAMINATION			
Lecture: The basis for obtaining credit is:			

- 100% attendance; confirmed by an entry on the attendance list,
- a possible 10% absence compensated in an individual manner agreed with the teacher,
- positive passing of the colloquium – written or oral.

Exercises:

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 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
	Correctness of the answer	
	Accuracy of problem recognition	
	Current medical and health science knowledge	
	Interdisciplinary knowledge	
	Correctness of medical/professional vocabulary	
	Independence and creativity in proposing solutions	
	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
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		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,	0-6	

	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)*.		
	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 grade from the remaining 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 another subject be exempted from the obligation to attend classes and take and pass the subject.

Approval: Vice-Rector for Education