

REVIEW **of the syllabus for the course "Basic Pharmacology"**

The syllabus for the course "Basic Pharmacology" is intended for students in the medical/pharmaceutical fields and reflects the key goals and objectives of teaching this fundamental discipline.

The document has been developed in accordance with the requirements for educational and methodological support of the learning process and is aligned with international standards of medical education. The structure of the syllabus is logical and clearly organized: it includes the course objectives, learning outcomes, teaching plan, instructional methods, forms of assessment, and evaluation criteria.

The syllabus is based on the Dublin Descriptors, which clearly outline the levels of knowledge acquisition, skills, and competencies. This emphasizes the alignment of the course content with the European Qualifications Framework and contributes to the internationalization of the educational process.

Particular attention should be paid to the integration of modern active learning methods, such as:

- TBL (Team-Based Learning) – team-based learning that develops collaboration and responsibility skills;
- CBL (Case-Based Learning) – case-based learning that fosters practical and clinical thinking;
- PBL (Problem-Based Learning) – problem-oriented learning that stimulates analytical and research abilities.

The use of these approaches makes the learning process more interactive, enhances student engagement, and ensures the development of clinical competencies at early stages of professional training.

The course content covers the main sections of basic pharmacology, including pharmacokinetics, pharmacodynamics, drug classification, mechanisms of action, side effects, and drug interactions. The thematic plan is organized in a logical sequence and corresponds to the structure required for building fundamental pharmacological knowledge.

The recommended literature includes up-to-date national and international sources, enabling students to form a comprehensive theoretical and practical foundation. The forms of knowledge assessment are diverse and allow for a comprehensive evaluation of students' learning progress.

Conclusion:

The syllabus for the course "Basic Pharmacology" is a modern, methodologically sound document that meets the requirements of the competency-based approach and international educational standards. The inclusion of TBL, CBL, and PBL elements, as well as a focus on Dublin Descriptors, indicates a high quality of course preparation and a strong orientation toward the formation of professional competencies in students. The syllabus is recommended for approval and implementation in the educational process.

External Expert:

MD, Pharmacology expert

(08/04/2025)

Dr. Ankit Kumar



EVALUATION SHEET

Expert Review of the Syllabus for the Course "Basic Pharmacology"

Expert's Full Name: **Dr. Ankit Kumar**

Academic Degree, Title: **MD, Pharmacology expert**

Date: 08/04/2025

Signature _____



No	Evaluation Criteria	Yes	No	Comment
1	The syllabus is formatted in accordance with established requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The structure meets standards: objectives, tasks, topics, assessment, and literature are clearly presented.
2	The course goals and objectives are clearly defined and correspond to the training profile	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The goals and objectives align with the professional competencies of future specialists.
3	Learning outcomes are aligned with the Dublin Descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The levels of knowledge, skills, and competencies acquisition are clearly defined, reflecting cognitive and practical aspects.
4	The thematic plan reflects a logical course structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Course topics are logically sequenced and cover the key areas of basic pharmacology.
5	Active learning methods are used (TBL, CBL, PBL, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Modern teaching methods have been implemented to foster clinical thinking.
6	The forms of current and final assessment are appropriate for the course objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Diverse assessment methods are included: testing, case analysis, group work.
7	Assessment criteria are transparent and understandable to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evaluation criteria are clearly described, including a point-based grading scale.
8	Relevant and sufficient literature is listed (including English-language sources)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Up-to-date national and international sources are provided, aligned with the course content.
9	Academic workload and types of activities are distributed appropriately	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Workload is balanced between lectures, practical classes, and self-study.
10	Overall methodological and academic justification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The syllabus meets the requirements of modern medical education.

Overall Expert Conclusion:

The syllabus for the discipline "Basic Pharmacology" meets academic and methodological standards, reflects modern teaching approaches, incorporates active learning methods, and is focused on the development of professional competencies. It is recommended for approval and implementation in the educational process.

EXTERNAL EXPERT EVALUATION

of the syllabus for the course “Basic Pharmacology”

The syllabus for the course “Basic Pharmacology” has been developed in accordance with the educational standards of higher medical education and reflects modern approaches to teaching fundamental subjects in the training of specialists in medicine and pharmacy.

The document is characterized by a clear and logical structure. The syllabus includes the course objectives and tasks, expected learning outcomes, course content, forms and criteria of assessment, weekly distribution of academic workload, and a list of recommended literature.

The course content comprehensively covers the main sections of basic pharmacology: pharmacodynamics, pharmacokinetics, principles of drug action, side effects, drug interactions, and the foundations of rational pharmacotherapy. The thematic content corresponds to the students’ field of study and supports the development of professional competencies.

The syllabus integrates modern active teaching methods, including:

- ✓ TBL (Team-Based Learning) — team learning focused on developing communication and analytical skills;
- ✓ CBL (Case-Based Learning) — case-based learning that encourages the practical application of theoretical knowledge;
- ✓ PBL (Problem-Based Learning) — problem-oriented learning that fosters clinical and critical thinking.

Furthermore, the syllabus is structured in accordance with the Dublin Descriptors, indicating compliance with the European Qualifications Framework. As a result, students are given the opportunity to develop both theoretical knowledge and cognitive, communicative, and practical skills, in line with the principles of the competency-based approach.

The listed forms of current and final assessment (testing, case discussions, group work, oral questioning, etc.) ensure an objective evaluation of the students’ level of knowledge acquisition.

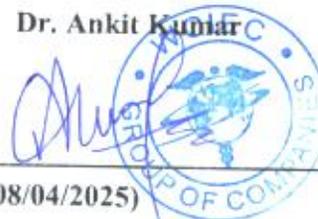
Conclusion:

The syllabus for the course “Basic Pharmacology” is a well-structured, content-rich, and methodologically relevant academic document. It meets modern international educational standards and is recommended for implementation in the educational process.

External Expert:

MD, Pharmacology expert

Dr. Ankit Kumar



(08/04/2025)