

**The procedure for certification
in the discipline "Hygiene"
for students in basic vocational education
specialist 's program
specialty 31.05.03 Dentistry,
focus (profile) Dentistry
full-time education
for the 2023-2024 academic year**

The final rating for the discipline (Rd) is calculated according to the following formula:

$$Rd = (Rdsr + Rpa) / 2$$

where Rd is the rating for the discipline

Rpa – the rating of intermediate certification (exam)

Rdsr – the average rating of the discipline for the 5th and 6th semesters – an individual assessment of the assimilation of the discipline in points for two semesters of study.

The average rating of the discipline for the 5th and 6th semesters of study is calculated according to the following formula:

$$Rdsr = Rpred1 + Rpred2 / 2$$

where Rpred1 is the rating for the discipline in the 5th semester preliminary

where Rpred2 is the rating for the discipline in the 6th semester preliminary

The rating for the discipline for the semester is preliminary calculated according to the following formula:

$$Rpred1,2 = Rtek + Rb - Rsh$$

where Rtek is the current rating for the semester (current academic performance, the assessment of which is based on the average score, taking into account the assessment for independent work)

Rb is the rating of bonuses

Rsh – penalty rating

The maximum number of points that a student can receive in a discipline in a semester is 100. The minimum number of points at which the discipline should be credited is 61.1.

The method of calculating the average score of current academic performance

The rating score for the discipline (Rtec) is assessed on the basis of current academic performance, the assessment of which is carried out according to the average score, taking into account the assessment for independent work.

The student's knowledge and work in practical classes are evaluated by the teacher in each semester according to the classical 5-point system.

Independent work of students includes independent study of individual topics provided by the work program.

Reporting form - preparation of presentation:

1. A separate presentation is prepared for each topic of independent work.
2. Each presentation is made by the student individually.
3. The number of slides in the presentation at the rate of 5 semantic slides for 1 hour.
4. The first slide indicates the topic of the work, full name and group number of the student who completed the work.
5. The slide should have no more than 5-6 lines of text (font-14-18).
6. No more than 50% of the slides should have pictures or tables illustrating the material under consideration.

7. A list of used sources/literature should be placed on one of the last slides.
8. In case of full-time study, independent work is submitted personally to the teacher in electronic or printed form in agreement with the teacher.
9. With the distance learning format, the completed work is translated into .pdf format, placed on the electronic information and educational portal of VolgSMU in the course of the discipline in the section "Independent work".
10. Before posting on the educational portal of VolgSMU, it is necessary to correctly name the file to be checked with the completed work:

_F.I.O. studenta_group, course_ Self-work_No._

Each topic of independent work is evaluated from 3 to 5 points, work rated below 3 points is not counted and requires completion by the student (Table 1).

Table 1. Scoring points for independent work of students

| Evaluation criteria | Score |
|---|-------|
| The work has not been completed, it has not been completed in full, the work does not correspond to the subject of independent work. The design of the work does not fully meet the specified criteria. | 2 |
| The work was submitted in full, but it made more than 2 gross thematic mistakes or missed more than 1 key question of the topic of independent work. The design of the work partially meets the specified criteria. | 3 |
| The work was submitted in full, but it made 1-2 gross thematic mistakes or missed 1 key question of the topic of independent work. There are minor deviations from the specified criteria in the design. | 4 |
| The work has been completed in full, there are no gross thematic errors in it, the key issues of the topic of independent work have not been missed. The design of the work meets the specified criteria | 5 |

At the end of each semester, a centralized calculation of the student's average academic performance is made, in the semester with its transfer to a 100-point system (Table 2).

Table 2. Transfer of the average score of the student's current academic performance to a rating score according to a 100-point system

| Average score on a 5-point system | Score on a 100-point system | Average score on a 5-point system | Score on a 100-point system | Average score on a 5-point system | Score on a 100-point system |
|-----------------------------------|-----------------------------|-----------------------------------|-----------------------------|-----------------------------------|-----------------------------|
| 5.0 | 100 | 4.0 | 76-78 | 2.9 | 57-60 |
| 4.9 | 98-99 | 3.9 | 75 | 2.8 | 53-56 |
| 4.8 | 96-97 | 3.8 | 74 | 2.7 | 49-52 |
| 4.7 | 94-95 | 3.7 | 73 | 2.6 | 45-48 |
| 4.6 | 92-93 | 3.6 | 72 | 2.5 | 41-44 |
| 4.5 | 91 | 3.5 | 71 | 2.4 | 36-40 |
| 4.4 | 88-90 | 3.4 | 69-70 | 2.3 | 31-35 |
| 4.3 | 85-87 | 3.3 | 67-68 | 2.2 | 21-30 |
| 4.2 | 82-84 | 3.2 | 65-66 | 2.1 | 11-20 |
| 4.1 | 79-81 | 3.1 | 63- 64 | 2.0 | 0-10 |
| | | 3.0 | 61-62 | | |

The method of calculating the intermediate certification score (credit) (Rpa)

Intermediate certification in the discipline is carried out in the form of an exam. The minimum number of points (Rpa) that can be obtained is 61, the maximum is 100 points (Table 3).

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

| Response Characteristics | ECTS assessment | Points in BRS | The level of competence formation in the discipline | Assessment on a 5-point scale |
|---|-----------------|---------------|---|-------------------------------|
| A complete, detailed answer to the question is given, a set of conscious knowledge about the object is shown, manifested in the free operation of concepts, the ability to identify its essential and non-essential signs, cause-and-effect relationships. Knowledge about the object | A | 100–96 | higge | 5 (5+) |
| is demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The answer is formulated in terms of science, presented in literary language, logical, evidential, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation | B | 95–91 | | 5 |
| A complete, detailed answer to the question is given, the totality of conscious knowledge about the object is shown, the main provisions of the topic are evidently disclosed; a clear structure, logical sequence is traced in the answer, reflecting the essence of the disclosed concepts, theories, phenomena. Knowledge about the object is demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The answer is presented in literary language in terms of science. There may be shortcomings in the definition of concepts, corrected by the student himself in the process of answering. The student demonstrates a high level of competence formation. | C | 90–81 | average | 4 |
| A full, detailed answer to the question is given, the ability to identify essential and non-essential signs, cause-and-effect relationships is shown. The answer is clearly structured, logical, presented in literary language in terms of science. There may be shortcomings or minor | D | 80-76 | | 4 (4-) |

| | | | | |
|---|----|-------|----------------------|--------|
| errors corrected by the student with the help of the teacher. The student demonstrates an average increased level of competence formation. | | | | |
| A full, detailed answer to the question is given, the ability to identify essential and non-essential signs, cause-and-effect relationships is shown. The answer is clearly structured, logical, stated in terms of science. However, minor mistakes or shortcomings were made, corrected by the student with the help of "leading" questions from the teacher. The student demonstrates an average sufficient level of competence formation. | E | 75-71 | low | 3 (3+) |
| A complete but insufficiently consistent answer to the question is given, but at the same time the ability to identify essential and non-essential signs and cause-and-effect relationships is shown. The answer is logical and stated in terms of science. There may be 1-2 mistakes in the definition of basic concepts that the student finds it difficult to correct on their own. The student demonstrates a low level of competence formation. | E | 70-66 | | 3 |
| An insufficiently complete and insufficiently detailed answer is given. The logic and sequence of the presentation have violations. Mistakes were made in the disclosure of concepts, the use of terms. The student is not able to independently identify essential and non-essential signs and cause-and-effect relationships. A student can concretize generalized knowledge by proving their main points by examples only with the help of a teacher. Speech design requires corrections, corrections. | E | 65-61 | THRESHOLD | 3 (3-) |
| The student demonstrates an extremely low level of competence formation. | Fx | 60-41 | COMPETENCE absent | 2 |

| | | | | |
|---|---|------|--|---|
| An incomplete answer is given, the logic and sequence of the presentation have significant violations. Gross mistakes were made in determining the essence of the disclosed concepts, theories, phenomena, due to students' misunderstanding of their essential and non-essential features and connections. There are no conclusions in the response. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires corrections, corrections. | F | 40-0 | | 2 |
|---|---|------|--|---|

Bonus and penalty system

This rating score calculation model provides bonuses that increase the rating score and penalties that lower the rating, according to the table below (Table 4).

Table 4. Bonuses and penalties for discipline.

| Bonuses | Name | Scores |
|-------------------------|---|-------------|
| WEIRS | Educational and research work on the topics of the studied subject | до + 5,0 |
| NIRS | Certificate of the participant of the SNO department of the 1st degree | + 5,0 |
| | Certificate of the participant of the SNO of the department of the 2nd degree | + 4,0 |
| | Certificate of the participant of the SNO of the department of the 3rd degree | + 3,0 |
| | Certificate of the participant of the SNO of the department of the 4th degree | + 2,0 |
| | Certificate of the participant of the SNO of the department of the 5th degree | + 1,0 |
| Penalties | Name | Scores |
| Disciplinary | Skipping a lecture or a practical lesson without a valid reason | - 2,0 |
| | Systematic lateness to lectures or practical classes | - 1,0 |
| | Performing independent work not on time | - 1,0 |
| | TB violation | - 2,0 |
| Causing material damage | Damage to equipment and property | - 2,0 |

The final grade that the teacher puts in the record book is the final rating for the discipline (Rd), translated into a 5–point system (Table 5).

Table 5. Final grade for the discipline

| Evaluation on a 100-point system | Evaluation according to the system "passed - not credited" | Evaluation on a 5-point system | | ECTS assessment |
|----------------------------------|--|--------------------------------|----------------|-----------------|
| 96-100 | credited | 5 | Great | A |
| 91-95 | credited | | | IN |
| 81-90 | credited | 4 | Fine | WITH |
| 76-80 | credited | | | D |
| 61-75 | credited | 3 | satisfactorily | E |
| 41-60 | not credited | 2 | unsatisfactory | fx |
| 0-40 | not credited | | | F |

Considered at the meeting of the department of General hygiene and ecology IPH may, 24, 2023, protocol No 9.

Head of the Department



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