

**Attestation procedure
in the discipline "Faculty surgery"
for students of the educational program
specialist
in the specialty 31.05.01 General Medicine,
form of study full-time
for the 2023–2024 academic year**

1. Methodology for calculating the rating by discipline.

Final rating by discipline (Rd) is calculated by the following formula:

$$Rd = (Rda + Ria) / 2$$

where Rd – discipline rating

Ria – intermediate assessment rating (exam)

Rda – the average rating of the discipline for the first and second semester is an individual assessment of the mastering of the academic discipline in points for two semesters of study.

The average rating of the discipline for 2 semesters of study is calculated using the following formula:

$$Rda = (R_1 + R_2) / 2$$

where:

R_1 – rating by discipline in the 1st semester preliminary

R_2 – rating by discipline in the 2nd semester preliminary

The rating for the discipline (R) in the 1st and 2nd semester is calculated by the following formula:

$$R = Rc + Rb - Rp$$

where:

Rc – current rating for the first or second semester (current performance, which is assessed by the average score, taking into account marks for independent work)

Rb – bonus rating

Rp – 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 a discipline must be credited is 61.

The final grade that the teacher puts in the record book is the final rating in the discipline (Rd), converted into a 5-point system (table 1).

Table 1. Final grade for the discipline

Score in a 100-point system	Evaluation according to the system " credited - not credited"	Score in a 5-point system		ECTS
96-100	credited	5	excellent	A
91-95	credited			B
81-90	credited	4	good	C
76-80	credited			D
61-75	credited	3	satisfyingly	E
41-60	not credited			2
0-40	not credited	F		

2. Methodology for calculating the average score of the current performance

The rating score for the discipline (Rc) is assessed in total, taking into account the current performance, which is assessed by the average score, taking into account tests and assessment for independent work.

2.1. The knowledge and work of the student in practical classes are evaluated by the teacher in each semester according to the classical 5-point system (Table 2).

Table 2. Criteria for evaluating the work of a student in clinical practical classes during an interview on control questions:

Answer characteristic	Competence level	Points	Mark
A complete, detailed answer to the question posed is given, a set of conscious knowledge about an object is shown, which manifests itself in the free operation of concepts, the ability to distinguish its essential and non-essential features, causal relationships. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is formulated in terms of science, stated in literary language, logical, conclusive, demonstrates the student's author's position.	high	100–96	5(5+)
A complete, detailed answer to the question posed is given, a set of conscious knowledge about the object is shown, the main provisions of the topic are convincingly disclosed; the answer shows a clear structure, a logical sequence that reflects the essence of the disclosed concepts, theories, phenomena. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is stated in the literary language in terms of science. There may be errors in the definition of concepts, corrected by the student independently in the process of answering.	high	95–91	5

<p>A complete, detailed answer to the question posed is given, the main provisions of the topic are convincingly disclosed; the answer shows a clear structure, a logical sequence that reflects the essence of the disclosed concepts, theories, phenomena. The answer is stated in the literary language in terms of science. The answer contains flaws corrected by the student with the help of the teacher.</p>	average	90–86	(4+)
<p>A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features, causal relationships is shown. The answer is clearly structured, logical, written in literary language in terms of science. Shortcomings or minor errors corrected by the student with the help of the teacher may be made.</p>	average	85–81	4
<p>A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features, causal relationships is shown. The answer is clearly structured, logical, stated in terms of science. However, minor errors or shortcomings were made, corrected by the student with the help of "leading" questions from the teacher.</p>	average	80–76	4(4-)
<p>A complete, but insufficiently consistent answer to the question is given, but the ability to identify essential and nonessential signs and cause-and-effect relationships is shown. The answer is logical and stated in terms of science. 1-2 mistakes can be made in the definition of basic concepts that the student finds it difficult to correct on his own.</p>	low	75-71	3(3+)
<p>An insufficiently complete and insufficiently detailed answer is given. The logic and sequence of 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 features and cause-andeffect relationships. A student can concretize generalized knowledge, proving their main provisions with examples only with the help of a teacher. Speech design requires amendments, correction.</p>	low	70–66	3
<p>An incomplete answer is given, the logic and sequence of presentation have significant violations. Gross mistakes were made in determining the essence of the disclosed concepts, theories, phenomena, due to the student's misunderstanding of their essential and non-essential features and relationships. There are no conclusions in the answer. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires amendments, correction.</p>	low	65–61	3(3-)

An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in the definitions. There is fragmentation, illogical presentation. The student does not realize the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, concretization and proof of presentation. Speech is illiterate. Additional and clarifying questions of the teacher do not lead to the correction of the student's answer not only to the question posed, but also to other questions of the discipline.	extremely low	60–41	2
No answers were received on the basic questions of the discipline.	extremely low	40–0	2

2.3. Independent work of students includes independent study of individual topics provided for by the work program. The form of student reporting is testing (assessment criteria in Table 3), protection of the academic medical history, for students in the intermediary language - preparation of a report on the topic of independent work (Table 4). Each topic of independent work is evaluated from 3 to 5 points, work rated below 3 points is not counted and requires revision by the student.

Table 5. Translation of the average score into a 100-point system.

Average score on a 5-point system	Score on a 100point system	Average score on a 5-point system	Score on a 100point system	Average score on a 5-point system	Score on a 100point 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		

3. Methodology for calculating the score of the intermediate certification (exam).

Intermediate certification in the discipline is carried out in the form of an exam. The exam takes the form of an interview with an assessment of the formation of the practical component of the competencies being formed, which includes three questions on all sections of the program studied and a clinical task. The minimum number of points (Ria) that can be obtained during the interview is 61, the maximum is 100 points (Table 6).

Table 6. Criteria for assessing the level of assimilation of the material of the discipline and the formation of competencies

Answer characteristics	ECTS	Points	The level of formation of competence in the discipline	Score on a 5-point scale
<p>A complete, detailed answer to the question posed is given, a set of conscious knowledge about an object is shown, which manifests itself in the free operation of concepts, the ability to distinguish its essential and nonessential features, causal relationships. Knowledge about the object</p> <p>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, stated in literary language, logical, evidential, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation.</p>	A	100–96	HIGH	5 (5+)
<p>A complete, detailed answer to the question posed is given, a set of conscious knowledge about the object is shown, the main provisions of the topic are convincingly disclosed; the answer shows a clear structure, a logical sequence that reflects the essence of the disclosed concepts, theories, phenomena. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is stated in the literary language in terms of science. There may be errors in the definition of concepts, corrected by the student independently in the process of answering. The student demonstrates a high level of competence formation.</p>	B	95–91		5
<p>A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features, causal relationships is shown. The answer is clearly structured, logical, written in literary language in terms of science. Shortcomings or minor errors may be made, corrected by the student with the help of the teacher. The student demonstrates an average increased level of competence formation.</p>	C	90–81	AVERAGE	4

<p>A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features, causal relationships is shown. The answer is clearly structured, logical, stated in terms of science. However, minor errors or shortcomings were made, corrected by the student with the help of the "leading" questions of the teacher. The student demonstrates an average sufficient level of competence formation.</p>	D	80-76		4 (4-)
<p>A complete, but insufficiently consistent answer to the question is given, but 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. 1-2 mistakes can be made in the definition of basic concepts that the student finds it difficult to correct on his own. The student demonstrates a low level of competence formation.</p>	E	75-71	LOW	3 (3+)
<p>An insufficiently complete and insufficiently detailed answer is given. The logic and sequence of 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 features and cause-and-effect relationships. The student can concretize generalized knowledge, proving their main provisions with examples only with the help of a teacher. Speech design requires amendments, correction.</p> <p>The student demonstrates an extremely low level of competence formation.</p>	E	70-66		3
<p>An incomplete answer is given, the logic and sequence of presentation have significant violations. Gross mistakes were made in determining the essence of the disclosed concepts, theories, phenomena, due to the student's misunderstanding of their essential and non-essential features and relationships. There are no conclusions in the answer. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires amendments, correction.</p> <p>The student demonstrates the threshold level of competencies formation.</p>	E	65-61	THRESHOLD LEVEL OF COMPETENCE FORMATION	3 (3-)

An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in the definitions. There is fragmentation, illogical presentation. The student does not realize the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, concretization and proof of presentation. Speech is illiterate. Additional and clarifying questions of the teacher do not lead to the correction of the student's answer not only to the question posed, but also to other questions of the discipline. Competence is missing.	Fx	60-41	COMPETENCE ABSENT	2
No answers were received on the basic questions of the discipline. The student does not demonstrate indicators of the achievement of the formation of competencies. Competence is missing.	F	40-0		2

4. System of bonuses and penalties

This model for calculating the rating score provides for bonuses that increase the rating score and penalties that lower the rating, according to the table below (Table 7).

Table 7. The system of bonuses and penalties at the department of faculty surgery.

Kind of work	Number of points (on a 100 point scale)
BONUSES	
Educational and research work on the topics of the subject studied	+3
Certificate of participation in the youth scientific society of the department of the	
1st degree	+5
2st degree	+4
3st degree	+3
4st degree	+2
5st degree	+1

Missing a lecture or practical training without a valid reason	-2
Systematic tardiness to lectures or practical classes	-1
Fulfillment of independent work not in due time	-1
Violation of safety techniques	-2
Causing material damage Damage to equipment and property	-5

The final grade, which the teacher puts in the credit book is the final rating of the discipline, translated into a 5-point system.

Considered at the meeting of the department of faculty surgery "20" May 2023, protocol No 11.

Head of the Department



Mikhin Igor Viktorovich