

Attestation procedure in the discipline "Standards of diagnosis and treatment " for students of the educational program specialist degree in the specialty/direction of training 31.05.01 General Medicine, direction (profile) General Medicine, for the 2023-2024 academic year

Training in the discipline in the amount of 72 hours is carried out over one semester.

Forms of current certification: assessment of the development of practical skills (abilities), solving situational problems, test work, report, interview on test questions.

The specific form of monitoring the level of developed competencies for each lesson is indicated in the methodological recommendations for studying the discipline.

Current certification of students is carried out at each lesson in the form of an oral survey, quality control of completed practical work, etc.

Interim certification in the discipline is carried out in the form of a test. The assessment is carried out according to the “passed - failed” system based on the final rating in the discipline (R_д).

R_д – final rating for the discipline – individual cumulative assessment of the mastery of the academic discipline in points, taking into account the intermediate certification, the maximum number of points is 100, the minimum number of points at which the discipline can be credited is 61 (see Table 1).

Table 1. Final grade for the discipline

Score on a 100-point system	Grading according to the pass/fail	Rating using a 5-point system		ECTS score
96-100	passed	5	fine	A
91-95	passed			B
81-90	passed	4	good	C
76-80	passed			D
61-75	passed	3	satisfactorily	E
41-60	not accepted	2	unsatisfactory	F _x
0-40	not accepted			F

The final rating for the discipline (R_д) is calculated using the following formula:

$$R_{д} = (R_{дср} + R_{па}) / 2$$

where R_д is the final rating for the discipline

R_{па} – intermediate certification rating (pass)

R_{дср} – average rating of a discipline for a semester of study – individual assessment of mastering an academic discipline in points for a semester of study.

The average discipline rating is calculated using the following formula:

$$R_{дср} = R_{пред12}$$

Where R_{пред12} - preliminary rating for the discipline in the 12th semester

The preliminary rating for the discipline in the 12th semester is calculated using the following formula:

$$R_{\text{пред12}} = R_{\text{тек}} + R_{\text{б}} - R_{\text{ш}};$$

$R_{\text{тек}}$ - current rating (current performance, assessed by an average score on a 5-point scale, taking into account the assessment for independent work).

$R_{\text{б}}$ – bonus rating

$R_{\text{ш}}$ – rating of fines

Calculation algorithm

1. Methodology for calculating the average score of current academic performance ($R_{\text{тек}}$)

The current rating in the discipline is assessed in total, taking into account current performance, which is assessed based on the average score, taking into account the assessment for independent work.

The student's knowledge and work in practical classes are assessed by the teacher in the semester, using the classic 5-point system.

Independent work of students includes independent study of additional sections of the topics being studied. The independent work report form is an oral report, which students present to the group during the cycle. The report can be presented in visual form (presentation), the duration of the presentation is 10-15 minutes. Each topic of independent work is scored from 3 to 5 points; work scored below 3 points is not counted and requires revision by the student (see table No. 2).

Table 2. Scoring for students' independent work

Criteria for evaluation	Rating score
The work is not completed, not completed in full, the work does not correspond to the topic of independent work.	0 -2
The work was completed in full, but more than 2 gross thematic errors were made or more than 1 key question on the topic of independent work was missed.	3
The work was completed in full, but 1-2 gross thematic errors were made or 1 key question on the topic of independent work was missed.	4
The work is completed in full, there are no gross thematic errors in it, and key questions on the topic of independent work are not missed.	5

At the end of the semester, a centralized calculation of the student's grade point average is carried out in the semester, transferring it to a 100-point system (according to table No. 3).

Table 3. Conversion of the student's current academic performance average into a rating score using 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		

2. Methodology for calculating the intermediate certification score - pass (R_{па}):

Interim certification in the discipline is carried out in the form of a test. PA takes place in the form of an interview with an assessment of the maturity of the practical component of the competencies being formed, which includes questions on all sections of the program being studied. The minimum number of points (R_{па}) that can be obtained during an interview is 61, the maximum is 100 points (Table 4).

Table 4. Criteria for assessing the level of mastery of discipline material and the development of competencies

Response characteristics	assessment ECTS	Points in BRS	Level of competence development in the discipline	Rating on a 5-point scale
A complete, detailed answer to the question posed is given, the totality of conscious knowledge about an object is shown, manifested in the free operation of concepts, the ability to identify its essential and non-essential features, and cause-and-effect 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 scientific terms, presented in literary language, logical, demonstrative, and demonstrates the student's author's position. The student demonstrates a high advanced level of competence development	A	100–96	HIGH	5 (5+)
A complete, detailed answer to the question posed is given, the totality of conscious knowledge about the object is shown, the main provisions of the topic are conclusively revealed; the answer shows a clear structure, a logical sequence that reflects the essence of the concepts, theories, and phenomena being revealed. Knowledge about an object is demonstrated against the background of understanding it in the system of a given science and interdisciplinary connections. The answer is stated in literary language in scientific terms. There may be shortcomings in the definition of concepts, which are corrected by the student independently during the answering process. The student demonstrates a high level of competence development.	B	95–91		5
A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, and presented in literary terms in scientific terms. There may be shortcomings or minor errors, corrected by the student with the help of the teacher. The student demonstrates an average increased level of competence development.	C	90–81	MIDDLE	4
A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, and stated in scientific terms. However, minor errors or omissions were made, which were corrected by	D	80-76		4 (4-)

the student with the help of the teacher's "leading" questions. The student demonstrates an average sufficient level of competence development.				
A complete, but insufficiently consistent answer to the question posed is given, but at the same time the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is logical and stated in scientific terms. There may be 1-2 mistakes made in defining basic concepts, which the student finds difficult to correct on his own. The student demonstrates a low level of competence development.	E	75-71	LOW	3 (3+)
The answer given is insufficiently complete and insufficiently detailed. The logic and consistency of presentation have violations. Errors were made in the disclosure of concepts and 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 by proving its main points with examples only with the help of the teacher. Speech design requires amendments and corrections. The student demonstrates an extremely low level of competence development.	E	70-66		3
An incomplete answer was given; the logic and sequence of presentation have significant violations. Gross mistakes were made in determining the essence of the concepts, theories, and phenomena being revealed, due to the student's lack of understanding of their essential and non-essential features and connections. The answer contains no conclusions. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires amendments and corrections. The student demonstrates a threshold level of competence development.	E	65-61	THRESHOLD	3 (3-)
An incomplete answer was given, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentation and illogical presentation. The student does not realize the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, specificity and evidence of the presentation. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to correction of the student's answer not only to the question posed, but also to other questions in the discipline. There is no competence.	Fx	60-41	COMPETENCE ABSENT	2
Answers on basic questions of the discipline have not been received. The student does not demonstrate indicators of achieving the formation of competencies. There is no competence.	F	40-0		2

4. System of bonuses (R6) and fines (R11)

In this order of assessing the final rating score for a discipline, bonuses are provided that increase the rating score and penalties that lower the rating, according to the table given (see table No. 6).

Table 6. Bonuses and penalties by discipline

Bonuses	Name	Points
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	Assistance in scientific work to department staff.	+ 2
	Visiting a circle	+3
	Production of educational tables, visual aids and etc.	+3
	Participation in programming and technical assistance in computerization of the department	+5
Fines	Name	Points
	Absent a lecture or practical lesson without a good reason	- 2,0
	Systematic lateness to lectures or practical classes	- 1,0
	Completing independent work outside of the established deadlines	- 1,0
	Safety violation	- 2,0
	Irregular dress code (lack of medical gown, replacement shoes)	-1
	Damage to cathedral property or equipment	-5

Considered at the meeting of the department, protocol № 10 from 29.05.2023 г.

Head of the Department



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