

**The procedure for certification in the discipline “Topographic Anatomy and Operative Surgery” for students in the educational program of the specialty in specialty 31.05.01 General Medicine, focus (profile) General Medicine, full-time form of study for the 2024-2025 academic year**

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

$$R_d = (R_{dsr} + R_{pa}) / 2$$

where  $R_d$  – rating by discipline

$R_{pa}$  – intermediate certification rating (exam)

$R_{dsr}$  – average rating of the discipline for the fourth and fifth semesters – individual assessment of mastering 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:

$$R_{dsr} = (R_{pre4} + R_{pre5}) / 2$$

Where:

$R_{pre4}$  – rating for the discipline in the 4th semester preliminary

$R_{pre5}$  – rating for the discipline in the 5th semester preliminary

The preliminary rating for the discipline in the 4th and 5th semester is calculated using the following formula:

$$R_{prev} = (R_{current} + R_{test}) / 2 + R_b - R_{sh}$$

Where:

$R_{current}$  – current rating for the fourth or fifth semester (current performance, assessed by averagescore, taking into account the grade for independent work)

$R_{test}$  – rating for testing in the fourth or fifth semester.

$R_b$  – bonus rating

$R_{sh}$  – rating of fines

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 must be passed is 61.

#### 1. Methodology for calculating the average score of current academic performance

The rating score for the discipline ( $R_{tech}$ ) is assessed in total, taking into account the current performance, which is assessed by the average score, taking into account the assessment for independent work.

Knowledge and work during practical classes are assessed by the teacher every semester using the classic 5-point system.

The student's independent work includes independent study of individual topics provided for in the work program. The student's reporting form is an abstract report on each topic in the corresponding semester. Each topic of independent work is assessed using the classic 5-point system. If a student has not passed independent work to the required extent (on all topics of the thematic plan), then he, as someone who has not completed the program, is not allowed to undergo intermediate certification.

At the end of each semester, a centralized calculation of the student's grade point average in the semester is carried out, transferring it to a 100-point system (Table 1).

Table 1. 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 points for testing in the semester

The minimum number of points that can be obtained during testing is 61, the maximum is 100 points.

For a correctly completed task, the test taker receives 1 (one) point, for an incorrectly completed task - 0 (zero) points. Evaluation of results after passing the test is carried out in accordance with Table 2.

The test is considered completed when receiving a score of 61 or higher. If you receive less than 61 points, you must take the test again.

Table 2. Conversion of test result into rating score according to a 100-point system

Number of errors made when answering 100 test items	% completed tasks testing	Rating score on a 100-point system
0 - 9	91-100	91-100
10 - 19	81-90	81-90
20 - 29	71-80	71-80
30 - 39	61-70	61-70
$\geq 40$	0-60	0

## 3. Methodology for calculating the score of intermediate certification (exam) ( $R_{pa}$ )

Interim 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 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 (*Rpa*) that can be obtained during an interview is 61, the maximum is 100 points (Table 3).

Table 3. Criteria for assessing the level of mastery of discipline material and the development of competencies

Response characteristics	ECTS score	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 .	IN	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.	WITH	90–81	AVERAGE	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 the student with the help of the teacher's "leading" questions. The student demonstrates an average sufficient level of competence development.	D	80-76		4 (4-)
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	SHORT	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	E	70-66		3

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.				
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
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		

#### 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 (Table 4).

Table 4. Bonuses and fines by discipline

<b>Bonuses</b>	<b>Name</b>	<b>Points</b>
HC	Prize-winning places at the All-Russian Surgical Olympiads	Up to +5
	Prize-winning places at the Intra-University Surgical Olympiads	Up to +4
	Tutoring in sections	Up to +4
	Conducting MK in sections	Up to +4
<b>Fines</b>	<b>Name</b>	<b>Points</b>
Disciplinary	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
	TB violation	- 2.0
Causing material damage	Damage to equipment and property	- 2.0

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

Table 5. Final grade for the discipline

Score on a 100-point system	Grading according to the pass/fail system	Rating using a 5-point system		ECTS score
96-100	passed	5	Great	A
91-95	passed			IN

81-90	passed	4	Fine	WITH
76-80	passed			D
61-75	passed	3	satisfactorily	E
41-60	not accepted	2	unsatisfactory	Fx
0-40	not accepted			F

Considered at a meeting of the Department for Operative Surgery and Topographic Anatomy on June 03, 2024, protocol No. 10.

Head of the department



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