

Procedure for conducting certification
in the discipline "Forensic Medicine" for students of 2019
year of admission to the educational program
specialties 31.05.01 General Medicine (specialist level) full-time education 2024-2025
academic year

Developed on the basis of the "Regulation on the point-rating system for assessing the academic performance of students at the Federal State Budgetary Educational Institution of Higher Education "Volgograd State Medical University" of the Ministry of Health of the Russian Federation" (implementation order No. 381-KM dated March 16, 2017) and the "Regulation on the forms, frequency and procedure for current monitoring of academic performance and midterm assessment of students, as well as on the expulsion of students to the Federal State Budgetary Educational Institution of Higher Education VolgSMU of the Ministry of Health of Russia" (adopted at a meeting of the Academic Council of the Federal State Budgetary Educational Institution of Higher Education VolgSMU of the Ministry of Health of Russia on February 15, 2017, protocol No. 6).

Training in this discipline, amounting to 108 hours, is conducted over the course of one semester.

Forms of current assessment: testing, assessment of mastery of practical skills (abilities), solving situational problems, test paper, test assignment, defense of an abstract, interview on test questions, report, etc.

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

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

Intermediate assessment in the discipline is carried out in the form of a credit. The assessment is carried out according to the "passed - failed" system based on the final rating for the discipline (R \ddot{y}).

R \ddot{y} – final rating for the discipline – individual cumulative assessment of the assimilation of the academic discipline in points, taking into account the midterm assessment, 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

100-point rating system	rating by system "passed - not "passed"	assessment on a "5-point" system assessment		By ECTS
96-100	Passed	5	perfect	A
91-95	Passed	5	Great	IN
81-90	Passed	4	good good	<small>WITH</small>
76-80	Passed	4	with shortcomings satisfactory	D
61-75	Passed	3	unsatisfactory	E
41-60	not credited	2		Fx
0-40	not credited	2	unsatisfactory (requires re-study)	F

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

$Rd = (Rdsr + Rpa) / 2$, where Rd is the final rating for the discipline, Rpa is the rating of the midterm assessment (credit), Rdsr is the average rating of the discipline for the semester of study - an individual assessment of the assimilation of the academic discipline in points for the semester of study.

The average rating of a discipline is calculated using the following formula:

$R_{\text{pred}} = R_{\text{pred}1}$, where $R_{\text{pred}1}$ is the preliminary rating for the discipline in the 11th semester. The preliminary rating for the discipline in the 11th semester is calculated based on the following formula: $R_{\text{pred}1} = (R_{\text{tech}} + R_{\text{test}}) / 2 + R_{\text{y}} - R_{\text{y}}$; Rtech is the current rating (current academic performance, the assessment of which is carried out according to the average score on a 5-point scale, taking into account the grade for independent work). Rtest is the rating for testing in the semester. R_y is the bonus rating. R_y is the penalty rating.

Calculation algorithm

1. Methodology for calculating the average score of current academic performance (Rtech)

The current rating for a discipline is assessed in total, taking into account the current academic performance, the assessment of which is carried out 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 during the semester, according to the classic 5-point system.

Independent work of students includes independent study of 5 separate topics. The form of the independent work report is writing an essay on the issues of the topic, 5 pages in length for each hour allocated for completing a specific topic of independent work. Each topic of independent work is assessed from 3 to 5 points, work assessed below 3 points is not counted and requires revision by the student (see Table No. 2).

Table 2. Calculation of points for independent work of students

Assessment criteria	Rating score
The work is not submitted, not submitted in full, the work does not correspond to the topic of independent work. The work is submitted in full,	0 -2
but more than 2 errors were made in it. gross thematic errors or more than 1 key question of the independent work topic is missing.	3
The work has been submitted in full, but it contains 1-2 gross thematic errors or 1 key question of the topic is missing independent work.	4
The work has been submitted in full, there are no gross thematic issues in it mistakes, key questions of the independent work topic are not missed.	5

At the end of the semester, a centralized calculation of the average grade point of the student's academic performance is made, with its translation into a 100-point system (according to table No. 3).

Table 3. Conversion of the average score of the current student's academic performance into a rating score on a 100-point system

Average score of 5-point system	Score out of 100-point system	Average score of 5-point system	Score out of 100-point system	Average score of 5-point system	Score out of 100-point system
5.0	100	4.0	81–82	2.9	57–60
4.9	98–99	3.9	80	2.8	53–56
4.8	96–97	3.8	79	2.7	49–52
4.7	94–95	3.7	78	2.6	45–48
4.6	92–93	3.6	77	2.5	41–44
4.5	91	3.5	76	2.4	36–40
4.4	89–90	3.4	73–74–75	2.3	31–35
4.3	87–88	3.3	70–71–72	2.2	21–30
4.2	85–86	3.2	67–68–69	2.1	11–20
4.1	83–84	3.1	64–65–66	2.0	0–10
		3.0	61–62–63		

2. Methodology for calculating points for testing in the semester (Rtest)

For a correctly completed task, the test taker receives 1 (one) point, for an incorrectly completed task – 0 (zero) points. After passing the test, the results of all tasks are summed up to give a total grade for the test (see Table 4).

Table 4. Conversion of the final test result into a rating score out of 100 point system

Number of errors made when answering 100 test questions	% completion testing tasks	Rating score out of 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
≥ 40	0-60	0

3. Methodology for calculating the score of the intermediate assessment - credit (Rpa):

The students' assessment of the discipline is carried out in the form of an interview and assessment of the level of formation of the practical component of the competencies being formed, which includes questions on all the sections of the program being studied. The minimum number of points that can be obtained during the interview is 61, the maximum is 100 points (see Table 5.)

Table 5. Criteria for assessing the level of assimilation of the discipline material and the formation of competencies

Response characteristics	Grade ECTS	Points in BRS	Level formed by competent students by disciplines	Grade
A complete, detailed answer to the question posed is given, a set of conscious knowledge about the object is shown, manifested in free operating with concepts, the ability to identify its essential and non-essential features, cause and effect relationships. Knowledge about the object demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. Answer formulated in scientific terms, presented in literary language, logical, convincing, demonstrates the student's authorial position. The student demonstrates advanced high level of competence development	A	100–96	HIGH	5 (5+)
A complete, detailed answer to the question posed is given, and a set of conscious knowledge is shown about the object, the main features are clearly disclosed provisions of the topic; the answer shows a clear a structure logical subsequence, that reflects the essence of the concepts being revealed, theories, phenomena. Knowledge is demonstrated about the object against the background of its understanding in the system of this science and interdisciplinary connections. Answer presented in literary language in scientific terms. There may be some errors in the definition. concepts, corrected independently in the for students process of answering. Student demonstrates advanced level	IN	95–91		5

formation of competencies.				
A complete, detailed answer to the question is given, the ability to identify essential and non-essential features, cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, presented in literary language in scientific terms. There may be shortcomings or errors that are corrected by the students with the help of the teacher. Student minor demonstrates the level of competence development.	WITH	90-81	AVERAGE	4
A full, detailed answer to the question is given, the ability to identify essential and non-essential features, cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, and presented in scientific terms. However, errors and shortcomings were made, minor or corrected by the student with the help of "leading" questions from the teacher. The student demonstrates an average level of competence development.	D	80-76		4 (4 -)
A complete but not sufficiently consistent answer to the question posed is given, but at the same time the ability to identify essential and non-essential features of causality is demonstrated. And causal relationships. The answer is logical and presented in scientific terms. There may be 1-2 errors in defining basic concepts that the student finds difficult to correct independently. The student demonstrates a low level of competence development.	E	75-71	SHORT	3 (3+)
The answer is not complete or detailed enough. The logic and sequence of presentation are violated. 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, proving its main provisions using examples only with the help of the teacher. Speech design requires corrections. The student demonstrates a threshold level formation	E	70-66		3 (3 -)

competence.				
The answer is incomplete, the logic and sequence of presentation have significant violations. Gross errors were made in determining the essence of the revealed concepts, theories, phenomena, due to the student's lack of understanding of them essential and non-essential features and connections. The answer lacks conclusions. Skill to reveal specific manifestations of generalized knowledge is not shown. Speech design requires amendments, corrections. The student demonstrates an extremely low level formation of competencies.	E	65-61	EXTREMELY	9 3 (3-)
An incomplete answer is given, representing Fx scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentation and illogicality. presentation. The student does not realize the connection between this concepts, theories, phenomena with other objects discipline. There are no conclusions, specifications and evidence of presentation. Speech is illiterate. Additional and clarifying questions teachers do not lead to correction of the answer the student, not only to the question posed, but also on other issues of the discipline. Student demonstrates level insufficient formation of competencies.		60-41		2
No answers received for basic questions Student demonstrates disciplines. formations Not competency achievements indicators. Competence is absent.	F	40-0	COMPETENCE ABSENT	2

5. System of bonuses (Rj) and penalties (Rj)

This procedure for assessing the final rating score for a discipline provides for bonuses that increase the rating score and penalties that decrease the rating, according to the table provided (see table No. 6).

Table 6. Bonuses and penalties by discipline

Bonuses	Title: Educational	Points
UIRS	research work on the topics of the subject being studied	to + 5.0
Research	Certificate of SSS participant, department 1st degree Certificate	+ 5.0
	of SSS participant, department 2nd degree Certificate of SSS	+ 4.0
	participant, department 3rd degree Certificate of SSS participant,	+ 3.0
	department 4th degree Certificate of SSS participant, department	+ 2.0
	5th degree Name	+ 1.0
Fines		Points

Disciplinary Absence without a valid reason from a lecture or practical lesson		- 2.0
	Systematic lateness to lectures or practical classes; Completion of independent	- 1.0
	work not within the established deadlines; Violation of safety regulations	- 1.0
		- 2.0
Causing material damage	Damage to equipment and property	- 2.0

Reviewed at the meeting of the Department of Forensic Medicine, protocol No. 11 dated "25" May 2024.

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