

**Procedure for conducting attestation
in practice "Educational practice introductory practice
(in surgery))"
for students of 2025 year of admission
under the educational programme
31.05.01 General medicine,
specialisation General medicine
Specialist's,
form of study full-time
for the 2025-2026 academic year**

To assess the quality of solving practical tasks and to master the necessary competencies, an interim assessment is conducted at the end of the internship with the student being awarded a 5-point system based on the final practice rating (Rprac).

The final practice score is an individual assessment of the internship in points, taking into account the interim assessment, the maximum number of points is 100, and the minimum number of points at which practice can be counted is 61 (Table 1).

Table 1. Final assessment of the practice

100-point rating system	Assessment according to the "credited - not credited" system	5-point rating system (for a test with an assessment, an exam)		ECTS assessment
96-100	зачтено	5	отлично	A
91-95	зачтено			B
81-90	зачтено	4	хорошо	C
76-80	зачтено			D
61-75	зачтено	3	удовлетворительно	E
41-60	не зачтено	2	неудовлетворительно	Fx
0-40	не зачтено			F

The final practice rating (Rprac) is calculated using the following formula:

$$R_{prac} = (R_{pracs} + R_{pa}) / 2$$

where:

Rprac is the final practice rating;

Rpaxr – average practice rating for n semesters of study –

individual assessment of practice acquisition in points for 1 semester of study; in this case, n = 1, therefore, the rating per semester does not require averaging;

Rpa is the rating of the intermediate certification.

The practice rating in the 1st semester is preliminary calculated using the following formula:

$$R_{p1} = R_{tek} + R_b - R_s$$

where

Rtek – current rating;

Rb – bonus rating;

Rs is the penalty rating.

Calculation algorithm

1. Methodology for calculating the average score of current academic performance (Rtec)
In skills development classes, the teacher evaluates the student's work on a 5-point scale. The arithmetic mean is calculated from these marks, which is then converted to a 100-point scale (Table 2). The minimum score is 61.

Table 2. Converting the average score of a student's current academic performance into a rating score based on a 100-point system

The average score according to the 5-point system	Score according to the 100-point system	The average score according to the 5-point system	Score according to the 100-point system	The average score according to the 5-point system	Score according to the 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. Calculation of the preliminary practice rating in the first semester (R prelim1)

The student's preliminary rating for the internship in the 1st semester is calculated based on the current rating, taking into account bonuses and penalties, which are calculated according to the criteria (Table 3):

$$R_{\text{prelim1}} = R_{\text{tek}} + R_b - R_p$$

Table 3 Bonuses and penalties based on practice

№	Types of work	Bonuses	penalties
1. Disciplinary measures			
1.	Skiping a practical lesson without a valid reason		- 2,0
2.	Systematic delays in practical classes		- 1,0
4.	Provision of accounting documentation not on time		- 2,0
5.	Violation of labor protection rules		- 2,0
2. Scientific research work			
1.	Participation in the SS (visiting and working in the scientific circle of the department)	до + 5,0	
2.	Publication and participation in conferences	+ 5,0	
3. Causing material damage			
1.	Damage to equipment and property		- 2,0

When practicing during one semester, the preliminary rating of R prelim1 is equal to the average rating of practice in the semester of Rps.

3. Scoring of intermediate practice assessment (credit with assessment) (Rpa)

The intermediate certification in the discipline is carried out in the form of a credit with an assessment.

The final score of the student's intermediate internship assessment (Rpa) is calculated as the arithmetic average of the points received for the student's submitted accounting documents (practice diary and report on the results of individual assignments), and the points received for the interview on control issues.

The quality of the student's reporting documents (the practice diary and the report on the results of individual assignments) is evaluated by the teacher in accordance with the criteria (Table 4). The minimum score is 61.

Table 4. Evaluation criteria for student's submitted practice reports

Evaluation criteria	Rating score
The report on the results of individual assignments has not been submitted. The practice diary has not been submitted.	0-20
The report on the results of individual assignments has been submitted, but it was completed with gross errors in content and design. The practice diary has been submitted, but it has gross errors in content and design.	21-40
The report on the results of individual assignments has been submitted, but it was completed with significant errors in the content, while the design comments are insignificant. The practice diary has been submitted, but it has significant errors in the content, while the design comments are insignificant.	41-60
The report on the results of individual assignments has been submitted, 2-3 minor errors of content have been made, while the design comments are insignificant. The practice diary is completed, has 2-3 minor errors, the content is insignificant, while the design comments are insignificant.	60-80
The report on the results of individual assignments has been submitted, completed without errors in content, and design comments are insignificant or absent. The practice diary has been submitted, has no errors in the content, and the design notes are insignificant or absent..	81-100

Criteria for the evaluation of the interim assessment (credit with assessment) in practice: "Educational practice introductory practice (in surgery):

"5" (excellent) – the student answers theoretical questions in detail, has practical skills and abilities, the practice diary is designed according to the requirements.

"4" (good) – the student generally copes with theoretical questions, there are minor errors in the implementation of practical skills and abilities, the practice diary is decorated with comments.

"3" (satisfactory) – superficial knowledge of theoretical material, makes significant mistakes when performing practical skills; there are gross errors in the design of the practice diary.

"2" (unsatisfactory) – does not possess theoretical material and basic practical skills and abilities, the practice diary is not issued.

Table 5. Criteria for evaluating the results of protecting the report based on the results of individual assignments

Response characteristics	ECTS Assessment	Points in the BRS	The level of competence in practice	Rating on a 5-point scale
A complete, detailed answer to the research questions is given, and a set 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 biological science and interdisciplinary connections. The report on the results of individual assignments is formulated in terms of science, presented in literary language, logical, evidence-based, demonstrates the author's position of the student. The student demonstrates an advanced high advanced level of competence formation	A	100–96	HIGH	5 (5+)
A complete, detailed answer to the research questions is given, the totality of conscious knowledge about the object is shown, the main provisions of the topic are evidently revealed; a clear structure and logical sequence can be traced in the answer, reflecting the essence of the concepts, theories, and phenomena being disclosed. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The report on the results of individual assignments is presented in literary language in terms of science. There may be errors in the definition of concepts, corrected by the student himself in the process of responding. The student demonstrates a high level of competence formation.	B	95–91		5
A complete, detailed answer to the research questions is given, the ability to identify essential and non-essential signs, cause-and-effect relationships is shown. The report on the results of individual assignments is clearly structured, logical, and presented in literary language in terms of science. There may be shortcomings or minor errors that have been corrected by the student with the help of a teacher. The student demonstrates an average increased level of competence formation.	C	90–81	AVERAGE	4
A complete, detailed answer to the research questions is given, the ability to identify essential and non-essential signs, cause-and-effect relationships is shown. The report on the results of individual assignments is clearly structured, logical, and presented in terms of science. However, minor errors or omissions 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.	D	80-76		4 (4-)

A complete but insufficiently consistent answer to the research questions is given, but at the same time the ability to identify essential and non-essential signs and cause-and-effect relationships is shown. The report on the results of individual assignments is logical and presented in terms of science. There may be 1-2 mistakes in defining basic concepts that the student finds difficult to correct on their own. The student demonstrates a low level of competence formation.	E	75-71	LOW	3 (3+)
An insufficiently complete and insufficiently detailed answer to the research questions is given. The logic and sequence of the presentation have violations. Mistakes were made in the disclosure of concepts and 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 its main points by examples only with the help of a teacher. Making a report on the results of individual assignments requires corrections and corrections. The student demonstrates an extremely low level of competence formation.	E	70-66		3
An incomplete answer is given, and the logic and sequence of the presentation have significant violations. Gross errors were made in determining the essence of the disclosed concepts, theories, and phenomena, due to students' misunderstanding of their essential and nonessential features and connections. There are no conclusions in the report on the results of individual tasks. The ability to reveal specific manifestations of generalized knowledge is not shown. Making a report on the results of individual assignments requires corrections and corrections. The student demonstrates a threshold level of competence formation.	E	65-61	THRESHOLD	3 (3-)
An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentary and illogical presentation. The student does not realize the connection of biological concepts, theories, phenomena with other objects in the framework of practice. The report on the results of individual assignments lacks conclusions, concretization, and evidence-based presentation. The speech on the oral defense is illiterate. Additional and clarifying questions from the teacher do not lead to a correction of the student's answer not only to the question posed, but also to other questions within the framework of practice. There is no competence.	Fx	60-41	COMPETENCE ABSENT	2
Basic research questions have not been answered. The student does not demonstrate indicators for achieving competence formation. There is no competence.	F	40-0		2

Considered at the department meeting of General Surgery,
protocol of «02» June's 2025 г., № 14.

Head of the Department

A handwritten signature in blue ink, appearing to read 'S.I. Panin', is written above a horizontal line.

S.I. Panin