Procedure for carrying out the current and intermediate certification in the discipline «Public Health and Healthcare, Healthcare Economics» for 2022 year entering students of the educational program of the specialist degree in the specialty 31.05.03 DENTISTRY, direction (profile) DENTISTRY, form of study full-time 2025-2026 academic year

1. Methodology for calculating the final rating of the discipline

The discipline rating is an individual assessment of the study of the discipline by students, which consists of the rating for the entire period of the study of the discipline (preliminary rating) and the rating of intermediate certification.

2. Calculation of pre-rating components

2.1. General principles

The discipline is studied during two semesters (seventh and eighth), so the preliminary rating for the discipline for the entire period of study is equal to the average semester rating of the discipline in the seventh and eighth semesters (Radr):

$$R_{adr} = (R_{pr7} + R_{pr8}) / 2,$$

R_{pr7} – preliminary ranking by discipline in the 7th semester;
R_{pr8} – preliminary ranking by discipline in the 8th semester

The semester ranking of the discipline is calculated using the formula:

$$R_{pr} = (R_{\text{cur}} + R_{iw}) / 2 + R_b - R_f,$$

R_{cur} – current rating for the seventh or eighth semester;
R_{iw} – students independent work;
R_b – bonus rating;
R_f – rating of forfeit.

2.2. Current semester rating calculation:

The current rating in the semester (Rcur) is calculated as the arithmetic mean of all grades received by the student during the semester of studying the discipline in the performance monitoring tasks, which include the following types of tasks: testing, report, presentation, solving situational tasks, interview for test questions.

The completion of tasks is evaluated by the teacher at each seminar-type class based on the criteria below (Table 1) on a classic 5-point scale, where:

2 –unsatisfactory;
3 – satisfactory;
4 – well;
5 – excellent.

Table 1

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

Type of task	Criteria for assessing	5-point scale			
		5	4	3	2
Testing	• Percentage of correct answers	91-100	76-90	61-75	< 61
Solution of situational task	• correctness of answers	correct	correct	partially correct	incorrect
	• Availability, completeness and correctness of justification of the received response	justified without comments	justified with comments	partially justified	no justification
Control chek	• correctness of answers	correct	correct	partially correct	incorrect
	• Availability, completeness and correctness of justification of the received response	justified without comments	justified with comments	partially justified	-
Quiz Interview	• correctness of answers	correct	correct	partially correct	incorrect
	• Completeness of response	complete answer	sufficiently complete	incomplete	incorrect
	• Structure and logic of response	structured, logical	basically structured, logical	poorly structured, logic broken	unstructured, fragmented, chaotic
Assessment of practical skills	• Knowledge of the theoretical foundations	correct	correct	non-solid knowledge	lack of knowledge
	• Adherence to the skill technique and success	compliance, successful outcome	compliance with non-coarse inaccuracies, successful result	skill only after teacher correction, successful result	attempt to perform a skill that does not lead to a successful result, refusal to perform is stuck
	• Confidence and stability of the skill	confidence and stability	lack of confidence in stability in general	uncertainty, repetition of errors when replicating a skill	

The maximum number of points that a student in the discipline can receive in the semester is 100. The minimum number of points at which the discipline should be counted is 61.

2.3. Calculating a student's semester independent work rating (Riw)

The IW rating in a semester corresponds to the student's assessment for completing the IW electronic course in this discipline on the electronic educational portal of the Volgograd State Medical University. One semester of discipline study includes the completion of one IW e-learning course.

The completion of a student's independent work is evaluated by the teacher at each semester based on the criteria below (Table 2) on a classic 5-point scale, where:

2 –unsatisfactory;

3 – satisfactory;

4 – well;

5 – excellent.

Table 2

Calculation of points for independent work of students

Evaluation criteria	**Rating score**
The work is not commissioned, not fully commissioned, the work does not correspond to the topic of independent work.	< 3,00
The work was completed in full, but it made more than 2 gross thematic errors or missed more than the 1st key issue of the topic of independent work.	3,00 – 3,99
The work was completed in full, but it made 1- 2 gross thematic errors or missed 1 key issue of the topic of independent work.	4,00 – 4,49
The work was completed in full, there are no gross thematic errors in it, the key issues of the topic of independent work are not missed.	> 4,50

At the end of each study, the Riw of the student is calculated and its calculated value is converted into a 100-point scale according to Table 3.

The absence of current debt is considered to be an Riw value of more than 61 points.

Table 3

Translation of the average score of the student's current academic performance into a rating score according to the 100-point system

Average score on a 5-point system	Score on 100- point system	Average score on a 5-point system	Score on 100- point system	Average score on a 5-point system	Score on 100- point system	Average score on a 5-point system	Score on 100- point system
5,00	100	3,45	70	2,48	40	2,09	10
4,95	99	3,40	69	2,46	39	2,08	9
4,90	98	3,35	68	2,44	38	2,07	8
4,85	97	3,30	67	2,42	37	2,06	7
4,80	96	3,25	66	2,40	36	2,05	6
4,75	95	3,20	65	2,38	35	2,04	5
4,70	94	3,15	64	2,36	34	2,03	4
4,65	93	3,10	63	2,34	33	2,02	3
4,60	92	3,05	62	2,32	32	2,01	2
4,5	91	3,00	61	2,30	31	2,00	1
4,47	90	2,98	60	2,29	30		
4,43	89	2,95	59	2,28	29		
4,40	88	2,93	58	2,27	28		
4,37	87	2,90	57	2,26	27		
4,33	86	2,88	56	2,25	26		
4,30	85	2,85	55	2,24	25		
4,27	84	2,83	54	2,23	24		
4,23	83	2,80	53	2,22	23		
4,20	82	2,78	52	2,21	22		
4,17	81	2,75	51	2,20	21		
4,13	80	2,73	50	2,19	20		
4,10	79	2,70	49	2,18	19		

4,07	78	2,68	48	2,17	18		
4,03	77	2,65	47	2,16	17		
4,00	76	2,63	46	2,15	16		
3,90	75	2,60	45	2,14	15		
3,80	74	2,58	44	2,13	14		
3,70	73	2,55	43	2,12	13		
3,60	72	2,53	42	2,11	12		
3,50	71	2,50	41	2,10	11		

2.5. Bonus and Forfeit

This rating model provides for bonuses that increase the rating score and forfeit that reduce the rating according to the table below (Table 4).

Table 4

Discipline Bonuses and Forfeit

Accrual type	Name	Points
Bonuses (R_b)		
Organizational	Additional organizational work and assistance to the teacher in conducting classes using distance learning technologies	up to + 5.0
Scientific work	Participation in the performance of scientific work in the youth scientific society of the department	up to + 5.0
Forfeit (R_f)		
Disciplinary	A pass without a valid reason for a lecture or practical class	- 2.0
	Non-fulfillment of tasks for a lecture, practical class or independent work	- 2.0
	Systematic delays in lectures or practical classes	- 1.0
	Safety violation	- 2.0
Damage to property	Damage to equipment and property	- 2.0

3. Intermediate Certification Score Calculation Methodology (Exam) (R_{ic})

Intermediate certification in the discipline is carried out in the form of an exam.

The interview includes 3 questions of the examination ticket, which relate to different sections of the discipline. The maximum number of points is 100 points. The assessment of the interview stage is determined in accordance with table 4.

To successfully pass the certification, a student must receive 61 points or more, the maximum is 100 points.

Table 5

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

Response characteristics	Assessment ECTS	100-point rating	Discipline Competency Level	Score on a 5-point scale

A complete, detailed answer to the question posed is given, a set of conscious knowledge about the object is shown, manifested in free operation with concepts, the ability to identify significant and insignificant its signs, cause and effect relationships. Knowledge of the object demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The answer is formulated in terms of science, set forth in literary language, logical, evidential, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation	A	100–96	HIGH	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 evidentially disclosed; the answer traces a clear structure, logical sequence, reflecting the essence of the disclosed concepts, theories, phenomena. Knowledge of the object is demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The answer is set forth in literary language in terms of science. Shortcomings in the definition of concepts may be made, corrected by the student independently during the response process. The student demonstrates a high level of competence formation.	B	95–91		5
A complete, detailed answer to the question was given, the ability to identify significant and insignificant signs, cause and effect relationships was shown. The answer is clearly structured, logical, set forth in literary language in terms of science. Defects or minor errors may be made, corrected by training 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 question was given, the ability to identify significant and insignificant signs, cause and effect relationships was shown. The answer is clearly structured, logical, set out in terms of science. However, minor mistakes or shortcomings were made, corrected by the student with the help of "leading" questions of 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 question posed, but the ability to identify significant and insignificant signs and causal relationships is shown. The answer is logical and set out in terms of science. 1-2 errors may be made in the definition of basic concepts that the student finds difficult to correct on his own. The student demonstrates a low level of competence formation.	E	75-71	LOW	3 (3+)
An insufficiently complete and insufficiently expanded response was	E	70-66		3
given. 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 significant and insignificant signs and causal relationships. The student can concretize the generalized knowledge by proving their basic provisions using examples only with the help of the teacher. Speech design requires corrections, correction. The student demonstrates an extremely low level of competence formation.				
The given incomplete answer, logic and sequence of presentation have significant violations. Gross errors were made in determining the essence of the disclosed concepts, theories, phenomena, due to a misunderstanding by students of their significant and insignificant signs and connections. There are no conclusions in the response. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires corrections, correction. The student demonstrates the threshold level of competency formation.	E	65-61	THRESHOLD	3 (3-)

An incomplete answer is given, which is a disparate knowledge on the topic of a question with significant errors in definitions. Fragmentation, illogical presentation are present. The student is not aware of the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, specificity and evidence of presentation. The 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. There is no competence.	Fx	60-41	COMPETENCE IS ABSENT	2
No answers were received on basic discipline issues. The student does not demonstrate indicators of achievement of competency formation. Lack of competence.	F	40-0		2

4. Calculation of the final rating by discipline

The final discipline score (Rd) is calculated using the formula:

$$R_d = (R_{adr} + R_{ic}) / 2,$$

The final grade that the teacher puts in the test book is the rating by discipline final (R_d), translated into a 5-point system (Table 6).

Table 6

Final Discipline Grade

100-point system grade	Rating according to the system "counted - not counted"	Grade on a 5-point system		ECTS Grade
96-100	done	5	excellent	A
91-95	done			B
81-90	done	4	well	C
76-80	done			D
61-75	done	3	satisfactory	E
41-60	not done	2	unsatisfactory	Fx
0-40	not done			F

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