

**Procedure for conducting attestation  
in the practice "Industrial practice:  
practice of the therapeutic profile"  
for students of the 2022 year of admission  
under the educational program of the specialty  
in the specialty 31.05.01 Medical business,  
direction (profile) Medical business  
full-time form of study  
2025-2026 academic year.**

The procedure for conducting an internship rating The internship rating ( $R_{prac}$ ) is calculated by the formula:  $R_{prac} = R_{pa} + R_b - R_{sh}$ ,

where  $R_{pa}$  is the rating of intermediate certification in the practice,

$R_b$  is the rating of bonuses,

$R_{sh}$  is the rating of penalties.

Intermediate certification in the practice is carried out in the form established by the curriculum (pass with an assessment).

The forms of required reporting, the assessment tools presented to the student as part of the intermediate assessment, the procedure for conducting the intermediate assessment, and the criteria for awarding bonuses and penalties are established in the practice assessment tool fund.

The assessment of the student's level of formation of the necessary competencies is carried out according to the criteria in table 5 of the appendix to this Procedure.

The final practice score ( $R_{prac}$ ) is transferred from a 100-point system to a 5-point system (scoring) according to table 6 of the appendix to this Procedure.

Criteria for various types of assessments within the framework of the BRS of students

Table 1. Approximate criteria for the most common forms of current control

Task type	Evaluation criteria
Tests	<ul style="list-style-type: none"> <li>• Number of correct answers</li> </ul>
Interview	<ul style="list-style-type: none"> <li>• Correctness of the answer</li> <li>• Completeness of the answer</li> <li>• Structure and logic of the answer</li> </ul>
Practical skills	<ul style="list-style-type: none"> <li>• Knowledge of the theoretical basis for performing a skill</li> <li>• Compliance with the technique for performing a skill</li> <li>• Confidence in performing a skill</li> </ul>
Situational tasks, cases	<ul style="list-style-type: none"> <li>• Correctness of the received answer</li> <li>• Correctness of the choice of the solution/task execution tool</li> <li>• Correctness of the sequence of actions for solving/task execution</li> </ul>
Control tasks, control works	<ul style="list-style-type: none"> <li>• Number of correctly completed tasks</li> </ul>
Essays, summaries, presentations	<ol style="list-style-type: none"> <li>1. Technical assessment: <ul style="list-style-type: none"> <li>• Compliance with the deadline for submitting the work</li> <li>• Compliance with the requirements for formatting</li> </ul> </li> <li>2. Content assessment: <ul style="list-style-type: none"> <li>• Compliance of the content with the topic</li> <li>• The fact of the topic disclosure</li> <li>• Reflection of all necessary elements of the task in the work</li> <li>• The presence of structure and logic in the work</li> <li>• Compliance of the text style with the type of work</li> </ul> </li> <li>3. Assessment of the student's analytical work: <ul style="list-style-type: none"> <li>• Adequacy of the choice of sources</li> <li>• Level of analysis (deep/superficial)</li> <li>• Analytical tools and presentation of findings (including the use of diagrams, examples, illustrations, graphs, etc.)</li> </ul> </li> </ol>
Reports, abstracts	<ol style="list-style-type: none"> <li>1. Technical assessment: <ul style="list-style-type: none"> <li>• Compliance with the presentation time limit</li> <li>• Compliance with the requirements for presentation elements</li> </ul> </li> <li>2. Content assessment: <ul style="list-style-type: none"> <li>• Presence of a structure and logic in the presentation</li> <li>• Presence of links and transitions between parts of the presentation</li> <li>• Disclosure of the topic in the presentation</li> </ul> </li> <li>3. Aesthetic assessment (assessment of oratorical skills) (if required): <ul style="list-style-type: none"> <li>• Speech tempo</li> <li>• Speech volume</li> <li>• Use of appropriate style and vocabulary</li> </ul> </li> <li>4. Assessment of the non-verbal component of the presentation (if required): <ul style="list-style-type: none"> <li>• The way you hold yourself in front of the audience</li> <li>• The use of gestures, facial expressions, and pantomime to support</li> </ul> </li> </ol>

	<p>verbal information</p> <p>5. Evaluation of a group report (if required):</p> <ul style="list-style-type: none"> <li>• The distribution of parts of the report among the speakers in terms of time and content</li> <li>• The consideration of the individual characteristics of the speakers when distributing the parts of the report among the speakers</li> </ul> <p>6. Answers to questions following the report:</p> <ul style="list-style-type: none"> <li>• Psychological readiness for the answer</li> <li>• The correctness of the arguments in the answers</li> <li>• The way you hold yourself</li> </ul> <p>7. Additionally, other students can ask questions to the teacher.</p>
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Table 2. Approximate criteria for the generalized assessment of SROs

Task type	Evaluation criteria
SRO in the form of an electronic course/course element on the EIOP of VolgSMU	<ul style="list-style-type: none"> <li>• Meeting the deadlines for completing the work</li> <li>• Completeness of the study material</li> <li>• Completion of the assigned tasks</li> </ul>
SRO in the form of an essay, outline, or presentation	<p>1. Technical assessment:</p> <ul style="list-style-type: none"> <li>• Compliance with the deadline for submitting the work</li> <li>• Compliance with the requirements for formatting</li> </ul> <p>2. Content assessment:</p> <ul style="list-style-type: none"> <li>• Compliance of the content with the topic</li> <li>• The fact of the topic disclosure</li> <li>• Reflection of all necessary elements of the task in the work</li> <li>• The presence of structure and logic in the work</li> <li>• Compliance of the text style with the type of work</li> </ul> <p>3. Assessment of the student's analytical work:</p> <ul style="list-style-type: none"> <li>• Adequacy of the choice of sources</li> <li>• Level of analysis (deep/superficial)</li> <li>• Analytical tools and presentation of findings (including the use of diagrams, examples, illustrations, graphs, etc.)</li> </ul>
SRO in the form of a report, an abstract	<p>1. Technical assessment:</p> <ul style="list-style-type: none"> <li>• Compliance with the presentation time limit</li> <li>• Compliance with the requirements for presentation elements</li> </ul> <p>2. Content assessment:</p> <ul style="list-style-type: none"> <li>• Presence of a structure and logic in the presentation</li> <li>• Presence of links and transitions between the parts of the presentation</li> <li>• Disclosure of the topic in the presentation</li> </ul> <p>3. Aesthetic assessment (assessment of oratorical skills) (if required):</p> <ul style="list-style-type: none"> <li>• Speech tempo</li> <li>• Speech volume</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of appropriate style and vocabulary</li> </ul> <p>4. Assessment of the non-verbal component of the presentation (if required):</p> <ul style="list-style-type: none"> <li>• The way you hold yourself in front of the audience</li> <li>• The use of gestures, facial expressions, and pantomime to support verbal information</li> </ul> <p>5. Evaluation of a group report (if required):</p> <ul style="list-style-type: none"> <li>• The distribution of parts of the report among the speakers in terms of time and content</li> <li>• The consideration of the individual characteristics of the speakers when distributing the parts of the report among the speakers</li> </ul> <p>6. Answers to questions following the report:</p> <ul style="list-style-type: none"> <li>• Psychological readiness for the answer</li> <li>• The correctness of the arguments in the answers</li> <li>• The way you hold yourself</li> </ul> <p>7. Additionally, other students can ask questions to the doc</p>
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Table 3. Conversion of the student's average current academic performance score into a 100-point rating score

Average grade on a 5-point scale	Score based on a 100-point system	Average grade on a 5-point scale	Score based on a 100-point system	Average grade on a 5-point scale	Score based on a 100-point system	Average grade on a 5-point scale	Score based on a 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

Table 4. Practice Bonuses and Penalties

Bonuses	Name	Scores
UIRS	Educational and research work on the topics of the subject being studied	до + 5,0
NIRS	Certificate, Diploma, Certificate of Merit, etc. of the Department's participant	до + 5,0
Penalties	Name	Баллы
Disciplinary measures	Missing a lecture or practical class without a valid reason	- 2,0
	Failure to complete assignments in practice classes	- 2,0
	Systematic tardiness to lectures or practical classes	- 1,0
	Performing independent work not on time	- 1,0
	Violation of safety regulations	- 2,0
Causing material damage	Damage to equipment and property	- 2,0

Table 5. Criteria for assessing the level of practice material assimilation and the development of competencies

Response characteristics	Assessment	ECTS Points in the BRS	Level of competence development in practice
A full, detailed answer to the research questions has been given, and a set of conscious knowledge about the object has been demonstrated, which is manifested in the free use of concepts, the ability to identify significant and insignificant features of the object, and the ability to establish cause-and-effect relationships. The knowledge about the object is demonstrated against the background of understanding it within the framework of biological science and interdisciplinary connections. The reporting documents are completed without any comments, and their content is formulated in scientific terms, presented in a literary language, and logically and convincingly demonstrates the student's authorial position. The student demonstrates a high level of advanced competence. The intermediate certification has been completed.	A	100-96	high
A full, detailed answer to the research questions has been given, and the set of conscious knowledge about the object has been demonstrated. The main points of the topic have been substantiated, and the answer has a clear structure and logical sequence that reflects the essence of the concepts, theories, and phenomena being discussed. The knowledge about the object is demonstrated in the context of understanding it within the framework of the given science and its interdisciplinary connections. The report documents have been completed without significant errors and are presented in a literary language using scientific terms. There may be minor errors in the definition of concepts, which the student can correct during the response process. The student demonstrates a high level of competency development. The intermediate certification has been passed.	B	95-91	
A full, detailed answer to the research questions has been provided, and the ability to identify significant and insignificant features and cause-and-effect relationships has been demonstrated. The reporting documents have been completed without any major violations. There may be minor flaws or errors that have been corrected by the student with the help of a teacher.	C	90-81	average

The student demonstrates an average level of competence.			
A full, detailed answer to the research questions was given, and the ability to identify significant and insignificant features and cause-and-effect relationships was demonstrated. The reporting documents were completed without any major violations. However, there were minor errors or shortcomings that were corrected by the student using the teacher's "leading" questions. The student demonstrates an average level of competence development. The intermediate assessment was passed.	D	80-76	
A complete but not sufficiently consistent answer to the research questions has been given, but the student has demonstrated the ability to identify significant and insignificant features and cause-and-effect relationships. The reporting documents have been completed with violations. There may be 1-2 errors in the definition of basic concepts that the student finds difficult to correct on their own. The student demonstrates a low level of competence. The intermediate assessment has been passed.	E	75-71	low
The answer to the research questions is insufficiently complete and detailed. The logic and sequence of the presentation are flawed. There are errors in the explanation of concepts and the use of terms. The student is unable to independently identify significant and insignificant features and cause-and-effect relationships. The student can only use the teacher's assistance to provide examples to illustrate their general knowledge. The presentation of the report requires revisions and corrections. The student demonstrates a very low level of competence. The student has passed the intermediate assessment.	E	70-66	
The answer is incomplete, and the logic and sequence of the presentation are significantly flawed. There are gross errors in determining the essence of the concepts, theories, and phenomena being discussed, due to the student's lack of understanding of their significant and insignificant features and connections. The student has not demonstrated the ability to provide specific examples of the generalized knowledge. The presentation of the report documents requires significant revisions and corrections. The student has demonstrated a threshold level of competence development. The intermediate assessment has been passed.	E	65-61	THRESHOLD
The answer is incomplete and contains scattered knowledge on the topic of the question, with significant errors in the definitions. The presentation is fragmented and illogical. The student does not understand the connection between this concept, theory, or phenomenon and other practical aspects. There are no conclusions, specific details, or evidence in the presentation. The student's speech is illiterate. The teacher's additional and clarifying questions do not lead to a correction of the student's answer, not only on the specific question but also on other practical aspects. The student lacks competence. The student has not passed the intermediate assessment.	Fx	60-41	COMPETENCE absent
No answers have been received to the basic practice questions. The student does not demonstrate indicators of achieving competence. There is no competence. The intermediate certification has not been passed	F	40-0	

Table 6. Final grade for the discipline, practice

The final grade for the discipline ( $R_d$ ) is calculated by the formula:

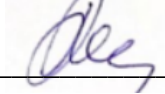
$$R_d = R_{pa} + R_b - R_{sh},$$

The final grade calculated in the 100-point system is translated into a 5-point system according to Table 6.

Final assessment of the discipline

Evaluation based on a 100-point scale	Evaluation on a 5-point scale		ECTS assessment
96-100	5	excellent	A
91-95			B
81-90	4	good	C
76-80			D
61-75	3	satisfactory	E
41-60	2	unsatisfactory	Fx
0-40			F

Considered at the meeting of the Department of Faculty Therapy,  
Minutes dated May 6, 2025, No. 11.

Head of the Department of  
Faculty Therapy, Doctor of Medical Sciences, Professor  A.R. Babaeva  
signature