

**Procedure for conducting the assessment in the discipline «History of Medicine» for
students admitted in 2026
31.05.01 General Medicine,
direction (profile) General Medicine
(specialist program),
full-time study format,
for the 2026–2027 academic year**

1. General principles for calculating the rating for a discipline

The rating for a discipline is an individual assessment of the student's study of the discipline, which consists of the rating for the entire period of study of the discipline (preliminary rating) and the rating of the midterm assessment.

2. Calculation of preliminary rating components

2.1 General principles

The discipline is studied during one semester (the second one), therefore the preliminary rating for the discipline for the entire period of study (R_{prelim}) corresponds to the average semester rating of the discipline in the second semester:

$$R_{\text{prelim}} = R_{\text{sem}}$$

The semester rating of a course is calculated using the formula:

$$R_{\text{sem}} = (R_{\text{cur}} + R_{\text{iw}}) / 2 + R_{\text{b}} - R_{\text{p}}$$

where R_{cur} is the current rating for the discipline,

R_{iw} – rating of independent work of a student within the framework of a discipline,

R_{b} – bonus rating,

R_{p} – rating of fines.

2.2. Calculation of the current rating in the semester

The current rating in the semester (R_{tek}) is calculated as the arithmetic mean of all grades received by the student during the semester of studying the discipline when completing assignments for current academic performance monitoring, which include the following types of assignments : testing, tests, preparation of presentations and/or reports in a small group or individually with the possibility of subsequent defense (submission of a report), interviews on test questions.

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

2 – unsatisfactory;

3 – satisfactory;

4 – good;

5 – excellent.

Table 1

Criteria for the forms of current certification used

Type tasks	Criteria assessment	Rating on a 5-point scale			
		5	4	3	2
Testing	• Percentage of correct answers	91-100	76-90	61-75	< 61
Presentations	1. Technical assessment : • compliance with deadlines with da ch i work	observed	sufficiently observed	partially observed	not observed

	• compliance with design requirements				
	2. Content evaluation: • relevance of content to the topic • the fact of disclosure of the topic • reflection of all necessary elements of the task in the work • reflection of all necessary elements of the task in the work • compliance of the text style with the type of work	observed	sufficiently observed	partially observed	not observed
	of the student's analytical work : • adequacy of choice of sources • level of analysis (deep/superficial) • analytical tools and presentation of findings (including the use of diagrams, examples, illustrations, graphs, etc.)	the evaluation criteria are fully disclosed	the evaluation criteria are disclosed in sufficient detail	evaluation criteria are partially disclosed	evaluation criteria are not disclosed
R e p o r t s	1. Technical assessment : • compliance with the speaking schedule • compliance with the requirements for the elements of the performance	observed	sufficiently observed	partially observed	not observed
	2. Content evaluation: • presence of structure and logic in the report • the presence of connections and transitions between parts of	observed	sufficiently observed	partially observed	not observed

	the report				
	disclosure of the topic in the report				
	3. Aesthetic assessment (assessment of oratory skills) (if required): - rate of speech - speech volume - use of appropriate style and vocabulary	high level of development of oratory skills	average level of development of oratory skills	low level of development of oratory skills	oratory skills are not developed
	4. Evaluation of the group report (if required): - distribution of parts of the report among speakers according to time and content - taking into account the individual characteristics of speakers when distributing parts of the report among speakers	observed	sufficiently observed	partially observed	not observed
	5. Answers to questions following the report: - psychological readiness to respond - correctness of the argumentation of the answers - demeanor	the evaluation criteria are fully disclosed	the evaluation criteria are disclosed in sufficient detail	evaluation criteria are partially disclosed	evaluation criteria are not disclosed
	6. Additionally, other students may ask questions to the speaker (if applicable): - the question is aimed at obtaining information that was not explicitly reflected in the report - the question is not aimed at	observed	sufficiently observed	partially observed	not observed

	identifying information known to students • The question shows that the student is analyzing the information the speaker is giving.				
Test	• The accuracy of the answers received	loyal	loyal	partially loyal	incorrect
	• Availability, completeness and correctness of the justification for the answers received	substantiated without comments	substantiated with comments	partially justified	-
Interview on control questions	• Correctness of the answer	loyal	loyal	partially true	incorrect
	• Completeness of the answer	full	quite complete	incomplete	incomplete
	• Structure and logic of the answer	structured, logical	mostly structured , logical	poorly structured , logic is broken	unstructured, fragmented, chaotic

At the end of the semester, R tech is calculated and the calculated value is converted into a 100-point scale according to Table 2.

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

Table 2

Conversion to a rating point on a 100-point system

Average score on a 5-point scale	Score on a 100-point scale	Average score on a 5-point scale	Score on a 100-point scale	Average score on a 5-point scale	Score on a 100-point scale	Average score on a 5-point scale	Score on a 100-point scale
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		

2.3. Calculation of the student's independent work rating in the semester (R iw)

The IW rating for a semester corresponds to the student's grade for completing the IW e-learning course for a given subject on the Volgograd State Medical University's electronic information and educational portal. One semester of study for a subject includes completing one IW e-learning course.

The IW is assessed based on the criteria presented below (Table 3) on a 100-point scale.

Table 3

IW evaluation criteria

Type tasks	Criteria assessment	Rating on a 100-point scale			
		91-100	76-90	61-75	< 61
IW in the form of an electronic course/course element at the Volgograd State Medical University	• Compliance with deadlines execution work	observed	observed	observed	not observed
	• Completeness of study of material that is not subject to assessment (viewing presentations, videos)	studied fully	studied fully	studied fully	studied not completely
	• Average score for current tests and final test, taking into account the weight (current	> 4.5 0	4.0 0 – 4.49	3.00 – 3.99	< 3.0 0

	1, final 3)				
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The absence of current debt is considered to be an R value greater than 61 points.

2.4. Bonus and Penalty Rating

Bonuses and penalties are assessed on a 100-point scale. Bonus and penalty criteria are presented in Table 4.

Table 4

Bonuses and penalties for discipline		
Bonuses	Name	Points
ERWS	Educational research work on the topics of the subject being studied	up to + 5.0
SRWS	Certificate, diploma, etc. of a participant in the International Scientific Education Department	up to + 5.0
Fines	Name	Points
Disciplinary	Absence from a lecture or seminar class without a valid excuse	- 2.0
	Systematic lateness to lectures or classes seminary type	- 1.0
	Violation of safety regulations	- 2.0
Causing material damage	Damage to equipment and property	- 2.0

3. Calculation of the midterm assessment rating

Midterm assessment in the discipline is carried out in the form of a test and includes the following types of assignments: interview.

The assessment of the level of development of the necessary competencies in the student is carried out on a 100-point scale according to the criteria of Table 5.

Table 5

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

Response characteristics	Grade ECTS	Points in BRS	Level of development of competence in the discipline
A complete, detailed answer to the question posed is provided, demonstrating a comprehensive understanding of the subject, manifested in the fluent use of concepts, the ability to identify its essential and non-essential features, and cause-and-effect relationships. Knowledge of the subject is demonstrated against the backdrop of its understanding within the framework of the given science and interdisciplinary connections. The answer is formulated in scientific terms, presented in literary language, is logical, evidence-based, and demonstrates the student's own position. The student demonstrates a high,	A	100-96	HIGH

advanced level of competence. Midterm assessment has been passed.			
A complete, detailed answer to the question posed is provided, demonstrating the student's conscious knowledge of the subject, and convincingly explaining the main concepts of the topic. The answer displays a clear structure and logical sequence, reflecting the essence of the concepts, theories, and phenomena being explored. Knowledge of the subject is demonstrated against the backdrop of its understanding within the framework of the given science and its interdisciplinary connections. The answer is presented in literary language, using scientific terminology. Deficiencies in definitions of concepts may be present, but the student corrects them independently during the answer process. The student demonstrates a high level of competence development. Midterm assessment has been passed.	B	95-91	
A complete, detailed answer to the question was provided, demonstrating the ability to identify essential and nonessential features and cause-and-effect relationships. The answer is clearly structured, logical, and presented in literary language using scientific terminology. There may be some shortcomings or minor errors, which the student corrected with the teacher's assistance. The student demonstrates an average, advanced level of competence. The midterm assessment has been passed.	C	90-81	AVERAGE
A complete, detailed answer to the question was provided, demonstrating the ability to identify essential and nonessential characteristics and cause-and-effect relationships. The answer is clearly structured, logical, and presented in scientific terms. However, minor errors or omissions were made, which the student corrected with the help of the instructor's probing questions. The student demonstrates an average, sufficient level of competency development. The midterm assessment has been passed.	D	80-76	
The answer to the question was complete but not entirely consistent, demonstrating the ability to identify essential and nonessential characteristics and cause-and-effect relationships. The answer is logical and presented in scientific terms. One or two errors in defining key concepts may be present, which the student has difficulty correcting independently. The student demonstrates a low level of competence development. The midterm assessment has been passed.	E	75-71	SHORT
The answer provided is insufficiently comprehensive and incomplete. The logic and sequence of presentation are flawed. Errors were made in the definition of concepts and the use of terms. The student is unable to independently identify essential and nonessential features and cause-and-effect relationships. The student can only concretize generalized knowledge, demonstrating its main points with examples, with the help of the teacher. The student's speech requires correction and adjustment. The student demonstrates an extremely low level of competence development. The midterm assessment has been passed.	E	70-66	
The answer provided is incomplete, with significant flaws in the logic and sequence of presentation. Significant errors were made in defining the essence of the concepts, theories, and phenomena being discussed, due to the student's lack of understanding of their essential and nonessential characteristics and relationships. The answer lacks conclusions. The ability to identify specific	E	65-61	THRESHOLD

manifestations of generalized knowledge is not demonstrated. The student's verbal presentation requires correction and adjustment. The student demonstrates a threshold level of competency development. The midterm assessment has been passed.			
The answer provided is incomplete, representing fragmented knowledge on the topic of the question with significant definitional errors. The presentation is fragmentary and illogical. The student does not understand the connection between this concept, theory, or phenomenon and other subjects covered in the course. Conclusions, specificity, and evidence are lacking. Speech 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 in the course. Competence is absent. The midterm assessment has not been passed.	Fx	60-41	COMPETENCE ABSENT
No answers were received to the course's core questions. The student does not demonstrate indicators of competency development. Competency is absent. Midterm assessment failed.	F	40-0	

4. Calculation of the final rating for the discipline

The final grade for the course (R d) is calculated using the formula:

$$R d = (R_{prelim} + R_i) / 2$$

The final grade, calculated on a 100-point system, is converted into a pass/fail system according to Table 6.

Table 6

Final grade for the course

Rating on a 100-point scale	Rating by system "passed - failed"	ECTS assessment
100-96	Passed	A
95-91		B
90-81		C
80-76		D
75-71		E
70-66		
65-61		
60-41	Not accepted	Fx
40-0		F

Considered at a meeting of the Department of History and Cultural Studies of the Institute of Public Health named after N.P. Grigorenko, minutes from June 2, 2026, No. 11.

Head of Department



L.I. Belova