

Assessment Procedure for the practice

**“Work practice (general medicine practice (assistant physician at an outpatient clinic))” for students admitted in 2022 in the educational program
31.05.01 General Medicine, specialization (profile) General Medicine
(Specialist degree program), full-time mode of study
for the 2026-2027 academic year**

1. General principles of calculating the final rating by practice (R_{prac})

R_{prac} – final rating score for the practice is an individual assessment of the acquisition of competencies during work practice by students in the 10th semester.

R_{prac} is calculated according to the formula:

$$R_{prac} = R_i + R_b - R_p$$

where:

R_i - mean rating score for the intermediate attestation in practice (credit with grade), including assessment of a diary of practical training;

R_b – bonus points;

R_p - penalty points.

The minimum passing score according to the 100-point system is 61 points, and the maximum score is 100 points.

2. Calculating rating for the intermediate attestation in practice (R_i)

The intermediate attestation is performed as a credit with grade.

The intermediate certification in work practice includes the following type of tasks:

- the quality of the student's report document (practice diary)
- assessment of mastering for practical abilities (skills),
- an interview with assessment of answers to control questions.

2.1 The quality of the student's report document (practice diary)

The submitted document is evaluated by the teacher in accordance with the criteria (see Table 1). The minimum score is 61.

Table 1. Criteria for evaluating the student's reporting documents on practice

Evaluation criteria	Rating score
The diary based on the results of the individual task has not been submitted.	0
The diary has not been completed; there are errors of content and design.	1-40
The diary has not been completed in full, the work does not correspond to the subject of independent work	41-60

The diary was completed in full, but it made more than 3-4 gross thematic errors	61-75
The diary was completed in full, but it made 1-2 thematic errors	76-90
The diary has been completed in full, there are no gross thematic errors in it, key questions have not been missed	91-100

2.2 Assessment of the development of practical skills (the level of the formed practical component of the formed competencies)

The assessment is carried out on a 100-point scale according to the criteria presented in Table 2. The minimum score is 61.

Table 2. Criteria for evaluating the results of mastering practical skills

Evaluation criteria	Rating score
Practical skills and abilities are not passed	0
Practical skills are not fully demonstrated, and there are gross errors in the content.	1-40
Demonstrates practical skills and abilities in full, but has gross errors in the content.	41-60
Demonstrates practical skills and abilities in full, but performed with significant errors in the content.	61-75
Practical skills and abilities have been passed in full, 2-3 minor errors of content have been made, while the comments are insignificant.	76-90
Practical skills and abilities are passed in full, performed without errors in the content, the comments are insignificant or absent.	91-100

2.3 Interview on control issues.

The assessment of the student's level of formation of the necessary competencies is carried out according to the criteria in Table 3. The minimum score is 61.

Table 3. Criteria for evaluation of student performance on the credit

Student performance	ECTS	Points on 0-100 scale	Competence formation
A complete, detailed answer to the question posed is given, a set of conscious knowledge about an object is shown, which manifests itself in the free operation of concepts, the ability to distinguish its essential and non - essential features, causal relationships. Knowledge about the object is demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The answer is formulated in terms of science, stated 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
A complete, detailed answer to the question posed is given, a set of conscious knowledge about the object is shown, the	B	95–91	

main provisions of the topic are convincingly disclosed; the answer shows a clear structure, a logical sequence that reflects the essence of the disclosed concepts, theories, phenomena. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is stated in the literary language in terms of science. There may be errors in the definition of concepts, corrected by the student independently in the process of answering. The student demonstrates a high level of competence development.			
A complete, detailed answer to the question posed is given, the ability to identify essential and non - essential signs, causal relationships is shown. The answer is clearly structured, logical, written in literary language in terms of science. Shortcomings or minor errors may be made, corrected by the student with the help of the teacher. The student demonstrates an average increased level of competence formation.	C	90-81	MEDIUM
A complete, detailed answer to the question posed is given, the ability to identify essential and non - essential signs, causal relationships is shown. The answer is clearly structured, logical, stated in terms of science. However, minor errors or shortcomings were made, corrected by the student with the help of the "leading" questions of the teacher. The student demonstrates an average sufficient level of competence formation	D	80-76	
A complete, but insufficiently consistent answer to the question is given, but the ability to identify essential and non -essential signs and cause -and - effect relationships is shown. The answer is logical and stated in terms of science. 1 -2 mistakes can be made in the definition of basic concepts that the student finds it difficult to correct on his own. The student demonstrates a low level of competence formation	E	75-71	LOW
An insufficiently complete and insufficiently detailed answer is given. The 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 essential and non -essential features and cause -and - effect relationships. The student can concretize generalized knowledge, proving their main provisions with examples only with the help of a teacher. Speech E 70 -66 design requires amendments, correction. The student demonstrates an extremely low level of competence formation	E	70-66	
An incomplete answer is given, the logic and sequence of presentation have significant violations. Gross mistakes were made in determining the essence of the disclosed concepts, theories, phenomena, due to the student's misunderstanding	E	65-61	THRESHOLD

of their essential and non-essential features and relationships. There are no conclusions in the answer. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires amendments, correction. The student demonstrates the threshold level of competencies formation.			
An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in the definitions. There is fragmentation, illogical presentation. The student does not realize the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, concretization and proof of presentation. 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. Competence is missing	Fx	60-41	ABSENT
No answers were received on the basic questions of the discipline. The student does not demonstrate indicators of the achievement of the formation of competencies. Competence is missing.	F	40-0	

3. Bonus and Penalty Rating

There is no current practice rating. Only attendance is recorded (violation is a fine). If you attend, but fail to complete tasks or perform poorly, there are also penalties.

The approximate criteria for generalized bonuses and penalties are given in Table 4.

Table 4.

Criteria for generalized bonuses and penalties

Bonus points	Type of work	Points
Educational Research Work	Research project related to topics of the practice	up to + 5,0
Student Scientific Research Work	Certificate, diploma, award, or other evidence of participation in the department's Student Scientific Society	up to + 5,0
Penalty points	Type of work	Points
Disciplinary	Absence from a practical session without a valid reason	- 2,0
	Failure to complete a practical-class assignment	- 2,0
	Repeated lateness to practical training	- 1,0
	Violation of safety regulations	- 2,0
Material damage	Damage to equipment or university property	- 2,0

4. The final practice score (Rprac) is defined as the arithmetic average of the intermediate assessment rating (Ri), bonus rating (Rb) and penalty rating (Rp), calculated in a 100-point system.

The final rating expressed on the 100-point scale is converted to the traditional 5-point grading scale (according to Table 5) and entered into the electronic information educational portal (EIEP) and the student's credit book.

Table 5.

Final score of practice				
Score (100-Point Scale)	Evaluation according to the system "passed - not credited"	Grade (5-Point Scale)		ECTS Grade
96-100	pass	5	Excellent	A
91-95	pass			B
81-90	pass	4	Good	C
76-80	pass			D
61-75	pass	3	Satisfactory	E
41-60	No pass	2	Unsatisfactory	Fx
0-40	No pass			F

Approved at the meeting of the Department of Outpatient and emergency medical care, Minutes №12 dated May 30, 2026

Head of the Department



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