

Forms of control and evaluation methods (including criteria for evaluating learning outcomes)

Current control: oral survey, testing, assessment of performance of practical skills, assessment of communication skills during role-play, solution of situational clinical tasks, assessment of activity in class.

Final control: Grading Test.

Evaluation of the current educational activity in a practical session:

1. Evaluation of theoretical knowledge on the subject of the lesson:
 - methods: survey, solving of situational clinical tasks
 - maximum score – 5, minimum score – 3, unsatisfactory score – 2.
2. Evaluation of practical skills and manipulations on the subject of the lesson:
 - methods: assessment of the correctness of the performance of practical skills
 - maximum score – 5, minimum score – 3, unsatisfactory score – 2.
3. Evaluation of work with the patient on the subject of the lesson:
 - methods: assessment of: a) communication skills of communication with the patient and his parents, b) the correctness of prescribing and evaluating laboratory and instrumental studies, c) compliance with the differential diagnosis algorithm, d) substantiation of the clinical diagnosis, e) drawing up a treatment plan;
 - maximum score – 5, minimum score – 3, unsatisfactory score – 2.

The grade for one practical lesson is an arithmetic average of all components and can only have a whole value (5, 4, 3, 2), which is rounded according to the statistical method.

Criteria of ongoing assessment at the practical class

Score	Assessment criterion
«5»	The student has a fluent command of the material, takes an active part in discussing and solving a situational clinical problem, confidently shows practical skills during interpreting laboratory research data, expresses his opinion about the lesson, and shows clinical thinking.
«4»	The student has a good command of the material, takes part in the discussion and solution of a situational clinical problem, demonstrates practical skills while making some mistakes, expresses his opinion about the lesson, and shows clinical thinking.
«3»	The student does not have enough knowledge of the material, is unsure of participating in the discussion and solving the situational clinical problem, and shows practical skills with significant errors.
«2»	The student does not possess the material, does not take part in the discussion and solution of the situational clinical problem, and does not show practical skills.

Grading Test is considered, if the student has completed all the tasks of the working program of the educational discipline. The student has an average current rating of at least 3.0 and has no academic debt.

Evaluation of learning results during the final control

The content of the evaluated activity	Scores
Solving a clinical situational task with evaluation of laboratory and instrumental research.	3
Answers to 1 theoretical questions	1
Answers to 2 theoretical questions	1

Criteria for evaluating the learning outcomes of student on grading test

Score	Assessment criterion
Excellent «5»	The student correctly, accurately and completely performed all the tasks of the final control for the differentiated assessment, clearly and logically answered the questions posed by the examiners. Thoroughly and comprehensively knows the content of theoretical issues, fluent in professional and scientific terminology. Thinks logically and constructs an answer, freely uses acquired theoretical knowledge when analyzing practical tasks. When solving a clinical problem, he correctly interpreted the anamnesis data, the results of clinical, laboratory and instrumental analyses, answered all the questions correctly and convincingly substantiated his point of view, could propose and justify an alternative version of the decision on individual issues. When solving a practical task according to the OSCE type, he correctly demonstrated the implementation of practical skills, strictly followed the algorithm of their implementation.
Good «4»	The student sufficiently completed all the tasks of the grading test, clearly and logically answered the questions posed by the examiners. He knows the content of theoretical issues deeply and comprehensively, and has professional and scientific terminology. Thinks logically and constructs an answer, uses acquired theoretical knowledge when analyzing practical tasks. But when explains some questions, there is not enough depth and argumentation, it makes insignificant mistakes, which are eliminated by the student himself when the examiner points them out. When solving a clinical task, he assumed insignificant errors or inaccuracies in the interpretation of anamnesis data, the results of clinical, laboratory and instrumental studies, answered all the questions without significant errors, fully substantiated his point of view, but the proposal of an alternative option caused difficulties. When solving a practical task of the OSCE type, he made minor mistakes in the algorithm and technique of performing skills, which were corrected at the instruction of the teacher.
Satisfactory «3»	The student incompletely fulfilled all the tasks of the final control for the differentiated assessment, the answers to the additional and leading questions are vague and ambiguous. Possesses a basic amount of theoretical knowledge, uses professional and scientific terminology inaccurately. Experiences significant difficulties in constructing an independent logical answer, in applying theoretical knowledge in the analysis of practical tasks. There are significant errors in the answers. When solving a clinical problem, he interpreted the anamnesis data, the results of clinical, laboratory and instrumental studies with errors, did not know individual details, made inaccuracies in the answers to questions, did not sufficiently justify his answers and interpret the wording correctly, experienced difficulties in completing tasks and offering alternative options. When solving a practical task according to the OSCE type, significant errors were made in the algorithm and skill performance technique.
Unsatisfactory «2»	The student education did not complete the task of the final control, in most cases he did not answer the additional and leading questions of the examiners. He did not master the basic amount of theoretical knowledge, he showed a low level of mastery of professional and scientific terminology. Answers to questions are fragmentary, inconsistent, illogical, cannot apply theoretical knowledge when analyzing practical tasks. There are a significant number of gross errors in the answers. When solving a clinical problem, he could not interpret the received data from the anamnesis, the results of clinical, laboratory and instrumental studies, answer the questions, or made significant mistakes in the answers; could not justify his decisions or did it unconvincingly. He did not offer alternative options. When solving a practical task according to the OSCE type, he did not demonstrate or make gross errors and mistakes in the algorithm and skill performance technique.

9. Distribution of points, obtained by the student

The obtained average score for the academic discipline for students who have successfully mastered the work program of the academic discipline is converted from a traditional four-point scale to points on a 200-point scale, as shown in the table:

Conversion table of traditional to multi-point

Traditional four-point scale	The sum of scores for the discipline
Excellent («5»)	185 – 200
Good («4»)	151 – 184
Satisfactory («3»)	120 – 150
Unsatisfactory («2»)	Less than 120

A multi-point scale (200-point scale) characterizes the actual success rate of each applicant in mastering the educational component. The conversion of the traditional grade (average score for the academic discipline) into a 200-point grade is performed by the information and technical department of the University.

According to the obtained points on a 200-point scale, the achievements of the students are evaluated according to the ECTS rating scale. Further ranking according to the ECTS rating scale allows you to evaluate the achievements of students from the educational component who are studying in the same course of the same specialty, according to the points they received.

The ECTS scale is a relative-comparative rating, which establishes the applicant's belonging to the group of better or worse among the reference group of fellow students (faculty, specialty). An "A" grade on the ECTS scale cannot be equal to an "excellent" grade, a "B" grade to a "good" grade, etc. When converting from a multi-point scale, the limits of grades "A", "B", "C", "D", "E" according to the ECTS scale do not coincide with the limits of grades "5", "4", "3" according to the traditional scale. Acquirers who have received grades of "FX" and "F" ("2") are not included in the list of ranked acquirers. The grade "FX" is awarded to students who have obtained the minimum number of points for the current learning activity, but who have not passed the final examination. A grade of "F" is assigned to students who have attended all classes in the discipline, but have not achieved a grade point average (3.00) for the current academic activity and are not admitted to the final examination.

Applicants who study in one course (one specialty), based on the number of points scored in the discipline, are ranked on the ECTS scale as follows:

Conversion of the traditional evaluation and and ECTS scores

Score on the ECTS scale	Statistical indicator
A	The best 10% students
B	Next 25% students
C	Next 30% students
D	Next 25% students
E	Next 10% students