

**Certification procedure
in the discipline "Pathology"
for students entering in 2024
according to the educational program
33.05.01 Pharmacy,
focus (profile) Pharmacy
(specialty),
full-time education
for the 2025-2026 academic year**

The course lasts for 2 semesters and endsexam.

Final discipline rating (R_d) is calculated using the following formula:

$$R_d = (R_{\text{прив}} + R_{\text{па}}) / 2$$

$$\text{In this case, } R_{\text{prev}} = (R_{\text{sem1}} + R_{\text{sem2}}) / 2,$$

$$R_{\text{sem}} = (R_{\text{тек}} + R_{\text{сро}}) / 2 + R_b - R_{\text{ш}}$$

The minimum number of points on a 100-point scale for a particular component of the rating to be considered passed is 61 points, the maximum is 100 points.

1. Methodology for assessing and calculating the current rating in the semester ($R_{\text{тек}}$):

During the semester, students receive assessments in classes (tests, interviews, solving situational problems, cases, practical skills, etc.).

The current rating for the semester is calculated as the arithmetic mean of all grades received by the student during the semester of studying the discipline.

Table 1. Sample criteria for the most common forms of ongoing control

Task type	Evaluation criteria
Tests	<ul style="list-style-type: none"> • Number of correct answers
Interview	<ul style="list-style-type: none"> • Correctness of the answer • Completeness of the answer • Structure and logic of the answer
Practical skills	<ul style="list-style-type: none"> • Knowledge of the theoretical foundations of skill performance • Compliance with the technique of performing the skill • Confidence in performing the skill
Situational tasks, cases	<ul style="list-style-type: none"> • The correctness of the answer received • Correctness of the choice of the tool for solving/executing the task • Correctness of the sequence of actions for solving/completing the task

Test assignments, test papers	<ul style="list-style-type: none"> • Number of tasks completed correctly
Essays, notes, presentations	<ol style="list-style-type: none"> 1. Technical assessment: <ul style="list-style-type: none"> • Meeting deadlines for work submission • Compliance with design requirements 2. Content evaluation: <ul style="list-style-type: none"> • Content relevance to the topic • The fact of disclosure of the topic • Reflection of all necessary elements of the task in the work • Presence of structure and logic of work • Conformity of the text style to the type of work 3. Evaluation of the student's analytical work: <ul style="list-style-type: none"> • Adequacy of selection of sources • Level of analysis (deep/superficial) • Analytical tools and presentation of findings (including the use of diagrams, examples, illustrations, graphs, etc.)
Reports, abstracts	<ol style="list-style-type: none"> 1. Technical assessment: <ul style="list-style-type: none"> • Compliance with the rules of the speech • Compliance with the requirements for the elements of the speech 2. Content evaluation: <ul style="list-style-type: none"> • The presence of structure and logic in the report • The presence of links and transitions between parts of the report • Disclosure of the topic in the report 3. Aesthetic assessment (assessment of oratory skills) (if required): <ul style="list-style-type: none"> • Speech rate • Speech volume • Use of appropriate style and vocabulary 4. Evaluation of the non-verbal component of the report (if required): <ul style="list-style-type: none"> • Manner of holding oneself in front of an audience • Using gestures, facial expressions, and pantomime to support verbal information 5. Evaluation of the group report (if required): <ul style="list-style-type: none"> • Distribution of parts of the report between speakers by time and content • Taking into account the individual characteristics of speakers when distributing parts of the report among speakers 6. Answers to questions following the report: <ul style="list-style-type: none"> • Psychological readiness to respond • Correctness of the argumentation of the answers • Manner of holding oneself

	<p>7. Additionally, other students may ask questions to the speaker (if applicable):</p> <ul style="list-style-type: none"> • The question seeks information that was not explicitly reflected in the report. • The question is not aimed at identifying information known to students • The question shows that the student is analyzing the speaker's information.
--	---

The student's performance in the ongoing monitoring of academic performance is assessed by the teacher at each seminar-type lesson using the classic 5-point scale, where: 2 – unsatisfactory; 3 – satisfactory; 4 – good; 5 – excellent.

Specific criteria are established in the discipline's assessment tools fund.

At the end of each semester of studying the discipline, Rtech is calculated and the calculated value is converted into a 100-point scale according to Table 3.

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

2. Methodology for assessing and calculating the rating of a student's independent work in a semester (Rsro)

During the semester, the student completes the SRO tasks established by the plan.

SRO includes independent study of individual topics in the total number of hours provided for by the curriculum.

Students are provided with a choice of reporting forms:

Option 1 – writing notes

1. Students' independent work includes independent study of individual topics provided by the work program and consists of writing (by hand) a 5-sheet answer for 1 hour of independent work (total = 130 sheets).
2. In the face-to-face format of study, independent work is submitted by students personally to the teacher.
3. In the distance learning format, completed work is digitized, converted to PDF format, and posted on the Volgograd State Medical University's electronic information and educational portal in the "Independent Work" section of the course.
4. Before posting on the VolGMU educational portal, you must correctly name the file containing the completed work:
_Full name of student_group, course_ Self-Work_No....

Option 2 – preparing a presentation:

1. A separate presentation is prepared for each topic of independent work.
2. Each presentation is completed individually by the student.
3. The number of slides in a presentation is calculated at 5 keynote slides per hour. Therefore, each presentation should have at least 130 keynote slides (the first slide with author information is not included).
4. The first slide indicates the topic of the work, the full name and group number of the student

who completed the work.

5. The slide should contain no more than 5-6 lines of text (font 14-18).
6. No more than 50% of slides should contain pictures or tables illustrating the material under consideration.
7. In the face-to-face format of study, independent work is submitted personally to the teacher in electronic or printed form, as agreed with the teacher.
8. In the distance learning format, the completed work is converted into .pdf format and posted on the VolGMU electronic information and educational portal in the course course in the "Independent Work" section.
9. Before posting on the VolGMU educational portal, you must correctly name the file containing the completed work:

_Full name of the student_group, course_ Self-Work_No.____

The SRO is assessed using a classic 5-point scale, where: 2 – unsatisfactory; 3 – satisfactory; 4 – good; 5 – excellent.

Approximate criteria for the general assessment of SROs are given in Table 2. Specific criteria for assessing SROs for a discipline are established in the discipline's assessment tools fund.

Table 2. Approximate criteria for the general assessment of SROs

Task type	Evaluation criteria
SRO in the form of an electronic course/course element at the Volgograd State Medical University	<ul style="list-style-type: none">• Compliance with deadlines for work completion• Completeness of study of the material• Completion of the assigned tasks
SRO in the form of an essay, notes, or presentation	<ol style="list-style-type: none">1. Technical assessment:<ul style="list-style-type: none">• Meeting deadlines for work submission• Compliance with design requirements2. Content evaluation:<ul style="list-style-type: none">• Content relevance to the topic• The fact of disclosure of the topic• Reflection of all necessary elements of the task in the work• Presence of structure and logic of work• Conformity of the text style to the type of work3. Evaluation of the student's analytical work:<ul style="list-style-type: none">• Adequacy of selection of sources• Level of analysis (deep/superficial)• Analytical tools and presentation of findings (including the use of diagrams, examples, illustrations, graphs, etc.)
SRO in the form of a report, abstract	<ol style="list-style-type: none">1. Technical assessment:<ul style="list-style-type: none">• Compliance with the rules of the speech• Compliance with the requirements for the elements of the speech

	<p>2. Content evaluation:</p> <ul style="list-style-type: none"> • The presence of structure and logic in the report • The presence of links and transitions between parts of the report • Disclosure of the topic in the report <p>3. Aesthetic assessment (assessment of oratory skills) (if required):</p> <ul style="list-style-type: none"> • Speech rate • Speech volume • Use of appropriate style and vocabulary <p>4. Evaluation of the non-verbal component of the report (if required):</p> <ul style="list-style-type: none"> • Manner of holding oneself in front of an audience • Using gestures, facial expressions, and pantomime to support verbal information <p>5. Evaluation of the group report (if required):</p> <ul style="list-style-type: none"> • Distribution of parts of the report between speakers by time and content • Taking into account the individual characteristics of speakers when distributing parts of the report among speakers <p>6. Answers to questions following the report:</p> <ul style="list-style-type: none"> • Psychological readiness to respond • Correctness of the argumentation of the answers • Manner of holding oneself <p>7. Additionally, other students may ask questions to the speaker (if applicable):</p> <ul style="list-style-type: none"> • The question seeks information that was not explicitly reflected in the report. • The question is not aimed at identifying information known to students • The question shows that the student is analyzing the speaker's information.
--	---

At the end of each semester of studying a discipline, the student's R is calculated and the calculated value is converted into a 100-point scale according to Table 3.

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

3. Methodology for calculating the semester rating for a discipline.

The semester rating is calculated as the arithmetic mean of the current rating and the independent work rating, taking into account bonuses that increase the rating score and penalties that decrease it, according to Table 4.

Bonuses and penalties are awarded on a 100-point scale.

$$R_{sem1} = (R_{tek} + R_{cpo}) / 2 + R_b - R_{sh}$$

Table 3. Conversion of the average grade point of a student's current academic performance into a rating score 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		

Table 4 Bonuses and penalties for discipline

Bonuses	Name	Points
UIRS	Educational research work on the topics of the subject being studied	up to + 5.0
Research and development work	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 practical lesson without a valid reason	- 2.0
	Failure to complete assignments during practical classes	- 2.0
	Systematic lateness to lectures or practical classes	- 1.0
	Completing independent work outside the established deadlines	- 1.0
	Violation of safety regulations	- 2.0
Causing material damage	Damage to equipment and property	- 2.0

4. Methodology for calculating the preliminary rating for a discipline (Rprev).

The preliminary rating is calculated as the arithmetic mean of the semester ratings for all semesters of study of the discipline.

$$R_{prev} = (R_{sem1} + R_{sem2}) / 2$$

5. Methodology for calculating the rating of the midterm assessment (test with grade) (Rpa)

Interim assessment for a discipline is carried out in the form established by the curriculum (credit test).

The assessment tools and procedure for conducting interim assessment are established in the fund of assessment tools for the discipline.

The assessment of the level of development of the necessary competencies in the student is carried out according to the criteria in Table 5.

The minimum number of points (Rpa) that can be obtained is 61, the maximum is 100 points.

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 is provided, demonstrating a comprehensive understanding of the subject, manifested in the fluent use of	A	100-96	HIGH

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 its interdisciplinary connections. The answer is formulated in scientific terms, presented in literary language, is logical, evidence-based, and demonstrates the student's original position. The student demonstrates a high, advanced level of competence. The 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.	IN	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.	WITH	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 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.	E	65-61	THRESHOLD

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	

6. Final grade for the course (R_д).

Final discipline rating (R_д) is calculated using the following formula:

$$R_{\text{д}} = (R_{\text{прив}} + R_{\text{па}}) / 2$$

The final grade for the discipline (R_д), determined as the arithmetic mean of R_{прив}, R_{па}, calculated on a 100-point system, is then converted into a 5-point system according to Table 5.

Table 5 Final grade for the course

Rating on a 100-point scale	Pass/fail grading (for credit)	Rating on a 5-point scale (for credit and grade, exam)		ECTS assessment
100-96	Passed	5	Great	A
95-91				IN
90-81		4	Fine	WITH
80-76				D
75-71		3	Satisfactorily	E
70-66				
65-61	Not accepted	2	Unsatisfactory	Fx
60-41				
40-0				F

Considered at the meeting of the Department of Pathological Anatomy on May 29, 2025, protocol No. 10.

Head of Department

 V. Smirnov