

**Procedure for conducting certification
in the discipline "Physical Education and Sports"
for students entering in 2022
according to the educational program
31.05.01 General Medicine, focus (profile)
General Medicine (specialty), full-time education
for the 2025-2026 academic year**

1. General principles for calculating the rating by 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 over two semesters (first and second), therefore the preliminary rating for the discipline for the entire period of study (R_{prev}) corresponds to the average semester rating of the discipline in the first and second semesters:

$$R_{prev} = (R_{sem1} + R_{sem2} + R_{sem3} + R_{sem4} + R_{sem5} + R_{sem6} + R_{sem7} + R_{sem8}) / 8$$

The semester rating of the discipline is calculated using the formula:

$$R_{sem} = (R_{tek} + R_b - R_{sh})$$

where R_{tek} is the current rating for the

discipline, R_b is the bonus rating,

R_{sh} – rating of fines.

2.2. Calculating 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 monitoring of academic performance, which include the following types of assignments: testing, assessment of the acquisition of practical skills (abilities).

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 - Fine;

5 - Great.

Table 1

Criteria for the forms of current certification used

Task type I	Evaluation criteria And	Rating on a 5-point scale			
		5	4	3	2
Testing	• Percentage of correct answers	91-100	76-90	61-75	< 61

Assessment of the acquisition of practical skills (abilities)	Knowledge of theoretical their implementation principles skill	knowledge	knowledge	shaky knowledge	lack of knowledge
	Compliance techniques for performing the skill and the success of the result	compliance, successful outcome	compliance with minor inaccuracies, successful result	execution skill only after correction by the teacher, successful result	attempt to execute I am a skill that does not lead to a successful result, refusal to perform a skill
	Confidence and stability performing a skill	confidence and stability	lack of confidence in stability generally	uncertainty, repetition errors during replay and skill	

At the end of the semester, Rtech 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 the value of Rtech more than 61 points.

2.3. Translation of the current rating and the SRO rating into a score on a 100-point system

At the end of the semester, the current rating and the SRO rating of the student, calculated on a 5-point system, are converted into a score on a 100-point system. The conversion is made according to Table 2.

Table 2.

Translation into a rating point on a 100-point system

Average score on a 5-point scale system	Score out of 100-point system	Average score on a 5-point scale system	Score out of 100-point system	Average score on a 5-point scale system	Score out of 100-point system	Average score on a 5-point scale system	Score out of 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		

2.4. Bonus and Penalty Rating

Bonuses and penalties are set on a 100-point scale. Bonus and penalty criteria are given in Table 3.

Table 3.

Bonuses and penalties for discipline

Bonuses	Name	Points
Disciplinary	100% attendance of classes	+5
Educational and research work	Publication of an article in a collection (depending on conference level)	from + 2 to + 6
	Performance on conferences (With report, With preparation of the presentation, depending on the level of the conference)	from + 5 to + 10
	Participation in the conference (without presentation)	+2
	Research and development Job student (conducting research, report on the research)	from + 6 to + 10
	Abstract work	from + 3 to + 6
Fines	Name	Points
Disciplinary	Absence from lectures or seminars without a valid reason	- 2.0
	Systematic lateness on lectures or Seminar classes	- 1.0
	Failure to complete R&D within the established deadlines	- 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

The midterm assessment for the discipline is carried out in the form of a test and includes an interview on control questions. The assessment of the level of formation of the necessary competencies of the student is carried out on a 100-point scale according to the criteria of Table 4.

Table 4.

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

Characteristics of the answer	ECTS assessment	Points in BRS	Level of competence development discipline
A complete, detailed answer to the question is given, a set of conscious knowledge about the object is shown, manifested in free operation of concepts, the ability to identify its essential and inessential features, cause-and-effect relationships. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is formulated in scientific terms, presented in literary language, logical, convincing, demonstrates the author's position of the student. The student demonstrates high advanced level formation competence. The midterm assessment has been passed.	A	100-96	HIGH
A complete, detailed answer to the question is given, the totality of conscious knowledge about the object is shown, the main provisions of the topic are convincingly disclosed; a clear structure, logical sequence, reflecting the essence of the concepts, theories, and phenomena being disclosed is traced in the answer. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is presented in literary language in scientific terms. There may be shortcomings in the definition of concepts, corrected for students independently in the process of answering. The student demonstrates high level formation competencies. The midterm assessment has been passed.	IN	95-91	
A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features, cause and effect is demonstrated connections. Answer clearly structured, logical, presented in literary language in scientific terms. There may be shortcomings or minor errors that the student can correct with the help of the teacher. The student demonstrates average elevated level of formation competence. The midterm assessment has been passed.	WITH	90-81	AVERAGE

A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features, cause and effect is demonstrated connections. Answer clearly structured, logical, presented in scientific terms. However, minor errors or shortcomings were made, corrected by the student with the help of the teacher's "leading" questions. The student demonstrates an average sufficient level of competence development. Intermediate assessment passed.	D	80-76	
A complete but insufficiently consistent answer to the question is given, but the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is logical and presented in scientific terms. There may be 1-2 errors in defining basic concepts that the student finds difficult to correct independently. The student demonstrates low level formation competence. Interim assessment passed.	E	75-71	SHORT
The answer is not complete or detailed enough. The logic and sequence of presentation are violated. Errors were made in the disclosure of concepts and 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 the generalized knowledge, proving its main provisions using examples only with the help of the teacher. The speech design requires corrections, corrections. Student demonstrates an extremely low level of development competence. The midterm assessment has been passed.	E	70-66	
Incomplete answer given, logic and sequence presentations have significant violations. Gross errors were made in determining the essence of the concepts, theories, and phenomena being disclosed, due to the student's lack of understanding of their essential and non-essential features and connections. The answer lacks conclusions. The ability to disclose specific manifestations of generalized knowledge is not demonstrated. Speech design requires corrections, corrections. The student demonstrates threshold level of formation competencies. The midterm assessment has been passed.	E	65-61	THRESHOLD
An incomplete answer is given, representing fragmentary knowledge on the topic of the question with significant errors in definitions. There is fragmentation, illogicality of presentation. The student does not understand the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, specification and evidence of presentation. The speech is illiterate. Additional and	Fx	60-41	COMPETENCE LACKS

The teacher's clarifying questions 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 absent. The midterm assessment has not been passed.			
No answers were received to the basic questions of the discipline. The student does not demonstrate indicators of achievement of the formation of competencies. Competence is absent. The midterm assessment was not passed.	F	40-0	

4. Calculation of the final rating for the discipline

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

$$R_d = (R_{prev} + R_{pa}) / 2$$

Final grade, calculated in 100-point system, is being translated in 5-point system according to table 5.

Table 5.

Final grade for the discipline

Rating on a 100-point scale	Rating on a 5-point scale		ECTS assessment
96-100	5	Great	A
91-95			B
81-90	4	Fine	C
76-80			D
61-75	3	satisfactorily	E
41-60	2	unsatisfactory	Fx
0-40			F

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Head of Department



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