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Информация о владельце:

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Должность: и.о. декана медико-биологического факультета

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MINISTRY OF SCIENCE AND HIGHER EDUCATION

RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

NORTH-CAUCASUS FEDERAL UNIVERSITY

APPROVED

Assoc. Prof. Kubanov S.I.

PhD in Medical Sciences

Dean

Faculty of Medicine and Biology

ASSESSMENT TOOLS FUND FOR THE DISCIPLINE

_____ Volunteer Projects and Initiatives _____

Name of the discipline (module)

- Specialty: 31.05.01 General Medicine
- Mode of training: Full-time
- Year of commencement of studies: 2026
- Delivered in Semester 2

Introduction

1. Intended for carrying out current control of academic performance progress and intermediate attestation in the discipline of _____ Volunteer Projects and Initiatives _____ for students of the specialty (majoring in) 31.05.01 General Medicine.

2. The ATF is an appendix to the program of the discipline (module) ____ Volunteer Projects and Initiatives ____

3. Developer(s): Klushina E.A., Associate Professor, Department of Theory and Methodology of social work

4. Expert examination of the ATF has been completed.

Expert group:

Chairperson: S.I. Kubanov, Associate Professor of the Department of Surgery, Orthopedics and Traumatology

Committee members:

G.S. Ivchenko, Acting Head of the Department of Propaedeutics of Internal Diseases

S.M. Kotelevets, Professor of the Department of Propaedeutics of Internal Diseases

Employer organization representative: Vilensky I.L., Chief Physician of Independent CDL, LLC

Expert conclusion – the ATF allows evaluating the level of competency levels and is recommended to be employed in the educational process.

5. The validity period for the ATF shall be determined by the period of implementation of the educational program.

1. Description of Evaluation Criteria at Various Stages of Their Formation, Description of Evaluation Scales

Levels of formation of competence(s), indicator(s)	Descriptors			
	Minimum level not achieved (Unsatisfactory) 2 points	Minimum level (Satisfactory) 3 points	Intermediate level (Good) 4 points	High level (Excellent) 5 points
Competency: UC-2				
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 UC-2 formulates the goal of the project, determines a set of interrelated tasks ensuring its achievement, and determines the expected results of solving the tasks	Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 UC-2 formulates the goal of the project, determines a set of interrelated tasks ensuring its achievement, and determines the expected results of solving the tasks	Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 UC-2 formulates the goal of the project, determines a set of interrelated tasks ensuring its achievement, and determines the expected results of solving the tasks	Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 UC-2 formulates the goal of the project, determines a set of interrelated tasks ensuring its achievement, and determines the expected results of solving the tasks	Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 UC-2 formulates the goal of the project, determines a set of interrelated tasks ensuring its achievement, and determines the expected results of solving the tasks
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resources and constraints	resources and constraints	resources and constraints	resources and constraints	resources and constraints
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-3 UC-2 ensures project execution in accordance with the established goals, deadlines, and costs, based on current legal norms, available resources, and constraints, including using digital tools	Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-3 UC-2 ensures project execution in accordance with the established goals, deadlines, and costs, based on current legal norms, available resources, and constraints, including using digital tools	Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-3 UC-2 ensures project execution in accordance with the established goals, deadlines, and costs, based on current legal norms, available resources, and constraints, including using digital tools	Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-3 UC-2 ensures project execution in accordance with the established goals, deadlines, and costs, based on current legal norms, available resources, and constraints, including using digital tools	Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-3 UC-2 ensures project execution in accordance with the established goals, deadlines, and costs, based on current legal norms, available resources, and constraints, including using digital tools
Competency: UC-3				
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Indicator: ID-1 UC-3 participates in interpersonal and group interaction, using an inclusive approach, effective communication,	Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Indicator: ID-1 UC-3 participates in interpersonal and group interaction, using an inclusive approach, effective communication,	Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Indicator: ID-1 UC-3 participates in interpersonal and group interaction, using an inclusive approach, effective communication,	Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Indicator: ID-1 UC-3 participates in interpersonal and group interaction, using an inclusive approach, effective communication,	Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Indicator: ID-1 UC-3 participates in interpersonal and group interaction, using an inclusive approach, effective communication,

methods of team building and team interaction when working jointly within the framework of the set task	methods of team building and team interaction when working jointly within the framework of the set task	methods of team building and team interaction when working jointly within the framework of the set task	methods of team building and team interaction when working jointly within the framework of the set task	methods of team building and team interaction when working jointly within the framework of the set task
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emergency situations. Indicator: ID-3 UC-3 ensures the execution of the tasks set based on monitoring team work and timely response to significant deviations	emergency situations. Indicator: ID-3 UC-3 ensures the execution of the tasks set based on monitoring team work and timely response to significant deviations	emergency situations. Indicator: ID-3 UC-3 ensures the execution of the tasks set based on monitoring team work and timely response to significant deviations	emergency situations. Indicator: ID-3 UC-3 ensures the execution of the tasks set based on monitoring team work and timely response to significant deviations	emergency situations. Indicator: ID-3 UC-3 ensures the execution of the tasks set based on monitoring team work and timely response to significant deviations
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The evaluation of the competency formation level in the discipline is carried out on the basis of the Regulations on conducting current control of academic progress and intermediate attestation of students in higher education educational programs – Bachelor’s programs, Specialist’s programs, Master’s programs – at the Federal State Autonomous Educational Institution of Higher Education NORTH-CAUCASUS FEDERAL UNIVERSITY in its current edition.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF COMPETENCY DEVELOPMENT

Task Number	Correct Answer	Content of the Question	Competency
1.	a, c	I: S:The main areas of volunteer activity in the field of education include: +: developing additional competencies among children and adults; -: assisting in the provision of medical care to citizens; +: implementing educational and outreach programs and projects; -: assisting in the provision of social services in the home.	UC-2
2.	1-a 2-c 3-d 4-b	I: S:Put the following steps in the correct order: The process of building a team within a volunteer center may involve several stages: 1. 2. 3.	UC-3

		<p>4.</p> <p>a) Familiarizing team members with the opportunities and benefits of teamwork and the values of collaborative work.</p> <p>b) Developing a mission and values framework for the volunteer center team.</p> <p>c) Establishing team rules and developing elements of the organization's corporate culture.</p> <p>d) Conducting the "I Am Part of the Volunteer Center Team" training.</p>	
3.	Concept	<p>I:</p> <p>S: Fill in the missing word using the correct grammatical case.</p> <p>.....for the Development of Volunteering in the Russian Federation through 2025, approved by Order No. 2950-r of the Government of the Russian Federation dated December 27, 2018.</p>	UC-2
4.	a, c, d	<p>I:</p> <p>S: Goal-setting comprises three main components:</p> <p>+: identifying a need (motive);</p> <p>-: extrapolating into the future trends and patterns that are well established in the past and present;</p> <p>+: identifying ways and means of satisfying the need (action planning and programming);</p> <p>+: identifying the final results and</p>	UC-2

		consequences (direct and indirect, desired and undesired); -: conducting a survey.	
5.	c	<p>I: S:Which of the following is NOT a condition that helps maintain volunteers' motivation to continue participating in the movement's activities?</p> <p>-: a well-established structure for organizing volunteer activities; -: a well-established system of interaction among volunteers; +: the absence of opportunities for further education and training; -: a positive psychological climate; -: an organizational culture that fosters a sense of belonging to a shared cause; -: the presence of a charismatic leader; -: the availability of feedback.</p>	UC-3
6.	e	<p>I: S:Which of the following is NOT a functional responsibility of a volunteer manager?</p> <p>-: planning; -: providing information and making presentations; -: volunteer recruitment; -: training and preparation;</p>	UC-3

		+: education and character development; -: supporting volunteer activities; -: coordinating interaction with partners; -: evaluating effectiveness.	
7.	b	I: S: What is the primary purpose of volunteer management? -: To increase the number of volunteers regardless of project needs +: To organize, support, and coordinate volunteers effectively to achieve project objectives -: To replace paid employees with volunteers -: To promote volunteer activities exclusively through social media	UC-2
8.	c	I: S: Which of the following is the most appropriate first step in developing a volunteer project? -: Recruiting as many volunteers as possible -: Creating promotional materials +: Defining the project's goals and objectives -: Preparing the final project report	UC-2
9.	a	I: S: Which activity is an essential part of volunteer recruitment? +: Developing a recruitment strategy and identifying suitable candidates -: Evaluating the	UC-3

		<p>project only after its completion</p> <ul style="list-style-type: none"> -: Preparing financial reports before defining volunteer roles -: Eliminating the need for volunteer training 	
10.	a	<p>I:</p> <p>S: Which of the following is an effective way to promote a volunteer initiative online?</p> <ul style="list-style-type: none"> +: Providing clear information about the initiative through appropriate digital communication channels -: Avoiding interaction with potential volunteers -: Publishing information only after the project has been completed -: Limiting communication to internal organizational documents 	UC-2
11.	c	<p>I:</p> <p>S: Which indicator is most appropriate for evaluating the effectiveness of a volunteer project?</p> <ul style="list-style-type: none"> -: The number of promotional materials produced -: The number of meetings held by the project team +: The extent to which the project achieved its planned objectives and social outcomes -: The amount of time volunteers spent communicating online 	UC-3
12.	b	<p>I:</p> <p>S: The process of attracting, selecting, and involving people in volunteer activities is</p>	UC-2

		called volunteer _____. -: evaluation +: recruitment -: promotion -: coordination	
13.	a	I: S: A _____ center provides organizational, informational, methodological, and other forms of support for the development of volunteering. +: resource -: financial -: marketing -: employment	UC-2
14.	c	I: S: The process of defining project goals, objectives, activities, and expected outcomes is called project _____. -: recruitment -: promotion +: planning -: communication	UC-2
15.	a	I: S: The process of assessing the results and effectiveness of a volunteer project is called project _____. +: evaluation -: recruitment -: implementation -: motivation	UC-3
16.	c	I: S: The use of websites, social media, and other digital channels to increase awareness of volunteer activities is known as online _____. -: coordination -: recruitment +: promotion -: supervision	UC-3
17.		I:	UC-3

		<p>S: Match each term (1–4) with the appropriate definition (A–D).</p> <p>L1:Volunteering L2:Volunteer initiative L3:Volunteer recruitment L4:Volunteer resource center</p> <p>R1: A process of attracting and involving people in volunteer activities R2:Voluntary activity aimed at contributing to society or supporting others without financial compensation R3:An organization or center that provides support and resources for the development of volunteer activities R4:A planned action or project initiated to address a social or community need through volunteer involvement</p>	
18.		<p>I: S: Match each stage (1–4) with the appropriate activity (A–D).</p> <p>L1:Planning L2:Recruitment L3:Implementation L4:Evaluation R1: Assessing the results and social impact of the project R2: Attracting and selecting volunteers for the project R3:Defining goals, objectives, activities, and required resources R4: Carrying out the planned activities and coordinating volunteers</p>	UC-2
19.		<p>I: S: Match each function (1–4) with</p>	UC-2

		<p>the appropriate description (A–D).</p> <p>L1: Volunteer coordination L2: Volunteer training L3: Volunteer motivation L4: Volunteer evaluation R1: Developing volunteers' knowledge and skills required for their activities R2: Assessing volunteers' contribution and the effectiveness of their work R3: Organizing interaction between volunteers and ensuring that responsibilities are properly distributed R4: Creating conditions that encourage volunteers to remain engaged in the project</p>	
20.		<p>I: S: Match each tool (1–4) with the appropriate purpose (A–D).</p> <p>L1: Social media L2: Volunteer portal L3: Online registration form L4: Feedback system R1: Collecting volunteers' opinions and suggestions R2: Providing information about volunteer opportunities and activities R3: Registering individuals who wish to participate in a volunteer project R4: Promoting volunteer initiatives and reaching a wider audience</p>	UC-3

2. Description of the Evaluation Scale

Within the framework of the rating system, students' academic progress in each discipline is evaluated during current control and intermediate attestation. The rating system for assessing students' knowledge is based on the use of a combination of control activities to check the covered material (checkpoints), optimally located throughout the entire time interval of studying the discipline. The principles of the rating system for assessing students' knowledge are based on the requirements described in the Regulations on the organization of the educational process based on the rating system for assessing students' knowledge at NCFU.

3. Criteria for Evaluating Competencies

The grade **Excellent** shall be awarded to a student if the theoretical content of the course has been mastered completely, without gaps; the material is presented exhaustively, consistently, clearly, and logically; the student freely copes with tasks, questions, and other types of knowledge application; uses additional material in the answer; all tasks provided for by the program are completed, and the quality of their execution is evaluated by a number of points close to the maximum; analyzes the obtained results; demonstrates independence when performing tasks.

The grade **Good** is to be awarded to a student if the theoretical content of the course is mastered completely, the necessary practical competencies are mainly formed, all educational tasks provided for by the training program are completed, and the quality of their execution is sufficiently high. The student firmly knows the material, presents it competently and strictly on the merits of the matter, without allowing significant inaccuracies in answering the question.

The grade **Satisfactory** is awarded to a student in case the theoretical content of the course has been mastered in part only, but the gaps are not of a significant nature, most of the tasks provided for by the program are completed, but contain errors, the student allows inaccuracies and insufficiently correct wording when answering the question, and violations of logical sequence are observed in the presentation of the program material.

The grade **Unsatisfactory** is awarded to a student if they do not know a significant part of the program material, allow significant errors, perform practical works with great difficulty and uncertainty, the necessary practical competencies are not formed, most of the educational tasks provided for by the training program are not completed, and the quality of their execution is evaluated by a number of points close to the minimum.