



**KSPEU**

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Budgetary Educational Institution of Higher Education  
«**KAZAN STATE POWER ENGINEERING UNIVERSITY**»  
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital  
Technologies and Economics

\_\_\_\_\_ Zainullin R.R.

«24» \_\_\_\_\_ February \_\_\_\_\_ 2026

**WORK PROGRAM FOR THE DISCIPLINE**

**B1.M.04.04 Fundamentals of project activity**

Field of training

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

Program developed by:

|                 |   |                     |
|-----------------|---|---------------------|
| Department name | Position, academic degree, academic title | Full name Developer |
| Management      | Ph.D. in Sociology, Associate Professor   | Yusupova A.S.       |

| Approval | Name of department                             | Date       | Minutes No. | Signature  |
|----------|--|------------|-------------|--|
| Approved | Management                                     | 10.02.2026 | Protocol №5 | _____<br>Head of Department,<br>Doctor of Social Sciences, Professor<br>Makhiyanova A.V. |
| Agreed   | Management                                     | 10.02.2026 | Protocol №5 | _____<br>Head of the Department., Doctor of Social Sciences,<br>prof.Makhiyanova A.V.    |
| Agreed   | Educational and Methodological Council of IDTE | 24.02.2026 | Protocol №6 | _____<br>Director, Ph.D., Associate Professor,<br>Zainullin R.R..                        |
| Approved | Scientific Council of IDTE                     | 24.02.2026 | Protocol №6 | _____<br>Director, Ph.D., Associate Professor,<br>Zainullin R.R.                         |

## 1. Purpose, objectives and planned results of training in the discipline

The objective of mastering the discipline "Fundamentals of Project Management" is to prepare students for professional activities and develop their skills and abilities to solve non-standard tasks and implement projects in collaboration with other students.

The goals of the discipline are:

- to develop students' skills in presenting and defending achieved results;
- to develop students' teamwork skills;
- to increase motivation for self-education;
- to develop project work skills;

To ensure students master the basic norms of professional activity.

Competencies and indicators developed in students:

| Competence code and name   | Indicator code and name   |
|--|---|
| UC-2<br>Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints. | UC-2.1<br>Formulates a set of tasks within the framework of the project's objective to ensure its achievement.  |
| UC-3<br>Able to interact socially and fulfill one's role in a team.  | UC-3.1<br>Defines their role in social interaction and teamwork based on a cooperation strategy to achieve the set goal.  |
| GPC-2<br>Is able to collect, process, and analyze data necessary for solving management tasks using modern tools and intelligent information and analytical systems.                         | GPC-2.5<br>Able to apply methods of analysis, modeling, theoretical and experimental research in solving professional tasks.  |
| GPC-4<br>Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity and organizations.                         | GPC-4.2<br>Applies methods of financial and economic analysis of information contained in financial statements to make management decisions, develop business plans, and develop new areas of activity for organizations. |

## 2. Place of the discipline in the OP structure

**Prerequisite disciplines (modules), internships, research work, etc.:**  
Economics, Business planning, Conflict Management, Management

**Subsequent disciplines (modules), internships, research work, etc.:**  
Management Decision-Making Methods, managerial Economics, Introductory Internship (Research Work (acquisition of primary research skills))

## 3. Structure and content of the discipline

### 3.1. Course structure

For full-time study

| Type of academic work              | Total ZE | Total hours | Semester |
|------------------------------------|----------|-------------|----------|
|                                    |          |             | 4        |
| TOTAL WORKLOAD OF THE DISCIPLINE   | 3        | 108         | 108      |
| CONTACT WORK*                      | -        | 58          | 58       |
| AUDIT WORK                         | 1,4      | 52          | 52       |
| Lectures                           | 0,5      | 18          | 18       |
| Practical (seminar) classes        | 0,9      | 34          | 34       |
| INDEPENDENT STUDY BY THE STUDENT   | 0        | 0           | 0        |
| Study of educational material      | 1,6      | 56          | 56       |
| Course project                     | 1,6      | 56          | 56       |
| Coursework                         | 0        | 0           | 0        |
| Preparation for interim assessment | 0        | 0           | 0        |
| Midterm assessment:                |          |             | Credit   |
|                                    |          |             |          |

#### For full-time and part-time study

| Type of academic work              | Total ZE | Total hours | Semester |
|------------------------------------|----------|-------------|----------|
|                                    |          |             | 3        |
| TOTAL WORKLOAD OF THE DISCIPLINE   | 3        | 108         | 108      |
| CONTACT WORK*                      | -        | 43          | 43       |
| AUDIT WORK                         | 1        | 36          | 36       |
| Lectures                           | 0,5      | 18          | 18       |
| Practical (seminar) classes        | 0,5      | 18          | 18       |
| Laboratory work                    | 0        | 0           | 0        |
| INDEPENDENT WORK BY THE STUDENT    | 1,9      | 68          | 68       |
| Study of educational material      | 1,9      | 68          | 68       |
| Course project                     | 0        | 0           | 0        |
| Coursework                         | 0        | 0           | 0        |
| Preparation for interim assessment | 0,1      | 4           | 4        |
| Midterm assessment:                |          |             | Credit   |
|                                    |          |             |          |

### 3.2. Course content, structured by sections and types of classes

| Sections of the discipline | Total hours | Distribution of workload by type of academic work |          |                   |                  | Forms and types of assessment | Indices of indicators of competencies being formed |
|----------------------------|-------------|---|----------|-------------------|------------------|-------------------------------|--|
|                            |             | lectures  | lab work | Practical classes | Independent work |                               |  |
| Section 1                  | 54          | 9   |          | 17                | 28               | TK1                           | UC-2.1;<br>UC-3.1;GPC-2.5;<br>GPC-4.2              |
| Section 2.                 | 54          | 9   |          | 17                | 28               | TK2                           | UC-2.1; UC-3.1;                                    |

|              |            |           |          |           |           |            |                                     |
|--------------|------------|-----------|----------|-----------|-----------|------------|-------------------------------------|
|              |            |           |          |           |           |            | GPC-2.5; GPC-4.2                    |
| Credit       |            |           |          |           |           | <b>OME</b> | UC-2.1; UC-3.1;<br>GPC-2.5; GPC-4.2 |
| <b>TOTAL</b> | <b>108</b> | <b>18</b> | <b>0</b> | <b>43</b> | <b>56</b> |            |                                     |

### **3.3. Course content**

#### *Section 1. General Overview of Project Management*

Topic 1.1. Projects and Specifics of Managing Them.

Topic 1.2. Project Life Cycle.

Topic 1.3. Project Implementation Planning.

#### *Section 2. Organization of Project Activities*

Topic 2.1. Investment and Financial Plans of the Project.

Topic 2.2. Project Efficiency Assessment.

Topic 2.3. Management of Project Implementation and Operation

### **3.4. Thematic plan for practical classes**

#### *Section 1. General Overview of Project Management*

Topic 1.1. Projects and Specifics of Managing Them.

Topic 1.2. Project Life Cycle.

Topic 1.3. Project Implementation Planning.

#### *Section 2. Organization of Project Activities*

Topic 2.1. Investment and Financial Plans of the Project.

Topic 2.2. Project Efficiency Assessment.

Topic 2.3. Management of Project Implementation and Operation

### **3.5 Thematic plan for laboratory work**

This type of work is not included in the curriculum.

### **3.6.Course project / coursework**

This type of work is not included in the curriculum.

## **4. Assessment of Learning Outcomes**

The assessment of learning outcomes in the discipline is carried out through ongoing monitoring and interim assessment, conducted according to the point-rating system (PRS).

Scale for assessing learning outcomes in the discipline:

| Competency code  | Competency indicator code  | Planned learning outcomes for the discipline   | Level of competence indicator development  |  |   |  |
|--|--|--|--|--|---|--|
|  |  |  | High   | Average  | Below average   | Low  |
|  |  |  | 85 to 100  | 70 to 84   | 55 to 69  | 0 to 54  |
|  |  |  | Grading scale  |  |   |  |
|  |  |  | excellent  | good   | satisfactory  | unsatisfactory   |
|  |  |  | pass   |  |   | Not counted  |
| UC-2<br>Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints. | UC-2.1<br>Formulates a set of tasks within the framework of the project's objective to ensure its achievement. | Know:  |  |  |   |  |
|  |  | The main goal of the project.  | Level of knowledge in the scope corresponding to the training program, without errors              | Level of knowledge in the scope corresponding to the program, has several minor errors                                   | Minimum acceptable level of knowledge, with a few minor errors  | Level of knowledge below minimum requirements, there are serious errors            |
|  |  | be able to:  |  |  |   |  |
|  |  | Formulate a set of necessary tasks within the framework of the project's objectives. | Demonstrated all the main skills, all main tasks with minor non-essential flaws, all tasks in full | Demonstrated all basic skills, all main tasks with minor errors, all tasks completed in full, but some with shortcomings | Demonstrated basic skills, solved typical tasks with minor errors, all tasks completed, but not in full | When solving standard tasks, basic skills are not demonstrated, gross errors occur |

|   |  |  |  |  |   |  |
|---|--|--|--|--|---|--|
|   |  |  |  |  | volume  |  |
|   |  | Master:  |  |  |   |  |
|   |  | Tools to ensure the necessary project goals.           | Demonstrated skills in solving non-standard tasks without errors or shortcomings | Demonstrated basic skills in solving standard tasks with some shortcomings         | Possesses a minimal set of skills for solving standard tasks with some shortcomings                 | When solving standard tasks, basic skills are not demonstrated basic skills, have gross errors     |
| UC-3<br>Able to interact socially and fulfill one's role in a team. | UC-3.1<br>Defines their role in social interaction and teamwork based on a cooperation strategy to achieve the set goal. | Know:  |  |  |   |  |
|   |  | Types of cooperation strategies                        | Knows types of cooperation strategies.   | Knows types of cooperation strategies, makes minor errors when reproducing them.   | Partially knows types of cooperation strategies, makes numerous minor errors when reproducing them. | Fragmented knowledge of types of cooperation strategies, makes major errors when reproducing them. |
|   |  | Be able to:  |  |  |   |  |
|   |  | Define a cooperation strategy to achieve the set goal. | Able to define a cooperation strategy to achieve the set goal.                   | Able to define a cooperation strategy to achieve the set goal, makes minor errors. | Able to define a cooperation strategy to achieve the set goal, makes numerous minor errors.         | Unable to define cooperation strategies.   |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   |   | <b>Master:</b><br>Skills in choosing a cooperation strategy to achieve the set goal.                   |  |  |  |  |
|   |   | Demonstrates skills in choosing a cooperation strategy to achieve the set goal.                        | Demonstrates basic skills in choosing a cooperation strategy to achieve the set goal, makes minor errors.    | Partially demonstrates skills in choosing a cooperation strategy to achieve the set goal, makes numerous minor errors. | Fragmented skills in choosing a cooperation strategy to achieve the set goal, makes major errors.                      |  |
| <b>GPC-2</b><br>Is able to collect, process, and analyze data necessary for solving management tasks using modern tools and intelligent information and analytical systems. | <b>GPC-2.5</b><br>Able to apply methods of analysis, modeling, theoretical and experimental research in solving professional tasks. | <b>Know:</b>   |  |  |  |  |
|   |   | Methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Knows methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Knows methods of analysis, modeling, theoretical and experimental research, makes minor errors when reproducing them.  | Partially knows methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Fragmented knowledge of methods of analysis, modeling, theoretical and experimental research in solving professional problems. |
|   |   | <b>Be able to:</b>   |  |  |  |  |

|  |                               |  |  |   |  |  |
|--|-------------------------------|--|--|---|--|--|
|  |                               | Apply methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Able to apply methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Able to apply methods of analysis, modeling, theoretical and experimental research, makes minor errors. | Partially able to apply methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Unable to apply methods of analysis, modeling, theoretical and experimental research in solving professional problems.       |
| Master:                                |                               |  |  |   |  |  |
|  |                               | Methods of analysis, modeling, theoretical and experimental research in solving professional problems.       | Masters methods of analysis, modeling, theoretical and experimental research in solving professional problems.       | Masters methods of analysis, modeling, theoretical and experimental research, makes minor errors.       | Partially masters methods of analysis, modeling, theoretical and experimental research in solving professional problems.       | Fragmented mastery of methods of analysis, modeling, theoretical and experimental research in solving professional problems. |
| GPC-4<br>Able to identify and evaluate | GPC-4.2<br>Applies methods of | Know:  |  |   |  |  |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| new market opportunities, develop business plans for the creation and development of new areas of activity and organizations. | financial and economic analysis of information contained in financial statements to make management decisions, develop business plans, and develop new areas of activity for organizations. | Methods of financial and economic analysis of information.                                 | Knows methods of financial and economic analysis of information.                                   | Knows methods of financial and economic analysis of information, makes minor errors.                                   | Partially knows methods of financial and economic analysis of information.                                   | Does not know methods of financial and economic analysis of information.   |
|   |   | Be able to:  |  |  |  |  |
|   |   | Apply methods of financial and economic analysis of information.                           | Able to apply methods of financial and economic analysis of information.                           | Able to apply methods of financial and economic analysis of information, makes minor errors.                           | Able to apply methods of financial and economic analysis of information, makes numerous minor errors.        | Unable to apply methods of financial and economic analysis of information.                                       |
|   |   | Master:  |  |  |  |  |
|   |   | Methods of financial and economic analysis of information for making management decisions. | Masters methods of financial and economic analysis of information for making management decisions. | Masters methods of financial and economic analysis of information for making management decisions, makes minor errors. | Partially masters methods of financial and economic analysis of information for making management decisions. | Fragmented mastery of methods of financial and economic analysis of information for making management decisions. |

## 5. Teaching, methodological, and informational support for the discipline

### 5.1. Teaching and methodological support

#### 5.1.1. Basic literature

1. Khamidulin, V.S. Fundamentals of Project Management. — 3rd ed., revised. — St. Petersburg: Lan, 2023. — 144 p. — ISBN 978-5-507-46254-4. — Text: electronic // Lan: electronic library system. — URL: <https://e.lanbook.com/book/303623>. — Access mode: for authorized users.

2. Project Management: textbook / A.V. Mekhrentsev, B.E. Menshikov, V.V. Sergeev [et al.]. — Yekaterinburg: USFTU, 2022. — 108 p. — ISBN 978-5-94984-843-2. — Text: electronic // Lan: electronic library system. — URL: <https://e.lanbook.com/book/329885>. — Access mode: for authorized users.

#### 5.1.2. Supplementary Literature

1. Fundamentals of Project Management: textbook / B.A. Thorikov, N.A. Mamatova, O.A. Gerasimenko [et al.]. — Belgorod: NRU BelSU, 2020. — 222 p. — ISBN 978-5-9571-2860-1. — Text: electronic // Lan: electronic library system. — URL: <https://e.lanbook.com/book/329315>. — Access mode: for authorized users.

2. Gatina, E.A., Project Management in b2b, b2c, b2g. Collection of Case Studies: textbook / E.A. Gatina, E.A. Astrakhantseva, [E.Yu. Elesin](#). — Moscow: Rusains, 2023. — 91 p. — ISBN 978-5-466-03035-8. — URL: <https://book.ru/book/949292>. — Text: electronic

### 5.2. Information support

#### 5.2.1. Electronic and Internet resources

| No. | Name of electronic and Internet resources    | Link  |
|-----|--|---|
| 1   | Electronic Library System "Lan"              | <a href="https://e.lanbook.com/">https://e.lanbook.com/</a>   |
| 2   | Electronic Library System "ibooks.ru"        | <a href="https://ibooks.ru/">https://ibooks.ru/</a>           |
| 3   | Electronic Library System "book.ru"          | <a href="https://www.book.ru/">https://www.book.ru/</a>       |
| 4.  | Encyclopedias, Dictionaries, Reference Books | <a href="http://www.rubricon.com">http://www.rubricon.com</a> |
| 5   | Open Education Portal                        | <a href="http://npoed.ru">http://npoed.ru</a>                 |

#### 5.2.2. Professional databases and reference systems

| No. | Name | Professional databases | Address | Access mode |
|-----|------|------------------------|---------|-------------|
|     |      |                        |         |             |

|   |   |   |   |
|---|---|---|---|
| 1 | Federal educational portal "Economics, Sociology, Management" | <a href="http://ecsocman.hse.ru/">http://ecsocman.hse.ru/</a> | <a href="http://ecsocman.hse.ru/">http://ecsocman.hse.ru/</a> |
| 2 | Ministry of Economic Development of the Russian Federation    | <a href="https://economy.gov.ru/">https://economy.gov.ru/</a> | <a href="https://economy.gov.ru/">https://economy.gov.ru/</a> |
| 3 | SME Business Navigator  | <a href="https://smbn.ru/">https://smbn.ru/</a>               | <a href="https://smbn.ru/">https://smbn.ru/</a>               |

### 5.2.3. Licensed and freely distributed software for the discipline

|   |  |  |  |
|---|--|--|--|
| 1 | 1C: Enterprise 8   | The software is designed for the automation of accounting and management accounting, economic and organizational | IE Valisina No. VZS- 0000641-L 22.05.2013 Non-exclusive law . Indefinite                         |
| 2 | Windows Server Standard 2012R2 Russian OLP NL Academic Edition 2Proc | Server operating system from Microsoft.  | SoftLine Trade SoftLineTrade No. 2014.0310 from 15.11.2014 Non-exclusive right. Indefinite       |
| 3 | Office Professional Plus 2007 Windows32 Russian DiskKit MVL CD       | Software package of software products containing the necessary office programs                                   | SoftLine Trade SoftLineTrade No. 225/10 28.01.2010 Non-exclusive right. Indefinite               |
| 4 | Windows Professional (FSTEC certified)                               | User operating system  | "ZAO ""TaxNet- Service"" No. PO-LIC 0000/2014 Dated May 27, 2014 Non-exclusive right. Indefinite |
| 5 | Chrome browser   | Internet search information in network system  | Free license Non- exclusive right. Perpetual   |
| 6 | OpenOffice   | Office suite   | Free License Non- exclusive right. Perpetual   |
| 7 | Adobe Acrobat  | Office suite for creating for creating and viewing PDF files   | Free license Non- exclusive permission. No time limit  |
| 8 | Moodle LMS   | Software for effective online interaction between teachers and students  | Free license Non-exclusive right. Perpetual  |

|   |                 |  |  |
|---|-----------------|--|--|
| 9 | Alt-Invest Summ | Software for preparation, analysis, and optimization projects in various industries and scales and | LLC Alt-Invest No. 1- 17-125 02.10.2017 Non-exclusive law . Indefinite |
|---|-----------------|--|--|

## 6. Material and technical support for the discipline

| Name of type of educational work | Name of classroom, specialized laboratory   | List of necessary equipment and technical teaching aids  |
|----------------------------------|---|--|
| Lectures                         | Classroom for lecture-type classes  | Specialized teaching furniture, technical teaching aids used to present educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, visual visual aids               |
| Practically classes              | Classroom for conducting seminar- type classes, group and individual consultations, ongoing monitoring and interim assessment                   | Specialized classroom furniture, technical Training equipment (multimedia projector, computer (laptop), screen), etc. Classroom board, portable equipment - multimedia projector (2 pcs.), screen, laptop (3 pcs.)               |
| Coursework                       | Training lecture hall for coursework and individual consultations, ongoing assessment and interim assessment                                    | Classroom board, portable equipment - multimedia projector (2 pcs.), screen, laptop (3 pcs.)   |
| Independent work                 | Computer classroom with Internet access B-600a  | Specialized educational furniture for 30 seats, 30 computers, technical teaching aids (multimedia projector, computer (laptop), screen), video cameras, software Specialized furniture, computer                                 |
|                                  | Library reading room  | Specialized furniture, computer equipment with Internet access and access to the Electronic Information and Education System, screen, multimedia projector, software   |
|                                  | Training auditorium for performance course project (course work) (specify if the presence coursework/course project and such an audience) D 708 | Specialized furniture, computer equipment with Internet access and access to the Electronic Information and Educational System, software Blackboard, portable equipment - multimedia projector (2 pcs.), screen, laptop (3 pcs.) |

## **7. Features of organizing educational activities for persons with limited health capabilities and disabilities**

Persons with disabilities and limited health capabilities have the opportunity to move freely from one educational and laboratory building to another, access all floors of educational and laboratory buildings, and study in educational and other premises, taking into account the characteristics of their psychophysical development and health status.

For the education of persons with disabilities and persons with disabilities who have musculoskeletal disorders, conditions for unimpeded access to all educational premises are provided. Information about the special conditions created for students with disabilities and special needs is available on the university website [www//kgeu.ru](http://www//kgeu.ru). Technical assistance from an assistant is available, as well as the services of sign language interpreters and deaf-blind interpreters.

The following conditions are provided to help students with disabilities and hearing impairments understand the reference and educational materials for the discipline:

- for better orientation in the classroom, signals are used to indicate the beginning and end of the lesson (the word "bell" is written on the board);
- the teacher attracts the attention of a hearing-impaired student with a gesture (a hand is placed on the shoulder; a gentle pat is given);
- When talking to a student, the teacher looks at them, speaks clearly, in short sentences, and ensures that they can read their lips.

Compensation for speech and intellectual development difficulties in hearing-impaired students is achieved by:

- using diagrams, charts, drawings, and computer presentations with hyperlinks that comment on individual components of the image;
- regularly using exercises to graphically highlight the essential features of objects and phenomena;
- providing students with the opportunity to receive targeted advice by email as needed.

In order to adapt the reference, educational, and informational materials provided by the educational program in the selected field of study to the perception of persons with disabilities and persons with visual impairments, the following conditions are provided:

- the official website is adapted to take into account the special needs of visually impaired persons, and large-print reference information on the schedule of classes is provided;
- the teacher, his or her interlocutor (if necessary), and those present at the class are introduced to the students, with the name of the person to whom the teacher is addressing being stated each time;
- The actions, gestures, and movements of the teacher are commented on briefly and clearly.
- Printed information is provided in large print (18 point font) and is read aloud in its entirety.

- The necessary level of lighting in the premises is ensured.
- Students are given the opportunity to use computers during class and the right to record explanations on a dictaphone (at the students' request).

The form of ongoing and interim assessment for students with special educational needs and disabilities is determined by the teaching staff in accordance with the curriculum. If necessary, students with special educational needs and disabilities, taking into account their individual psychophysical characteristics, are given the opportunity to take interim assessments orally, in writing on paper, in writing on a computer, in the form of tests, etc., or are given additional time to prepare their answers.

## **8. Methodological recommendations for teachers on organizing educational work with students.**

Methodological support for the educational process is one of the determining factors of high-quality education. University teachers, demonstrating high professionalism, erudition, a clear civic position, self-discipline, and a creative approach to solving professional tasks, contribute to the formation of a harmonious personality during the educational process.

When teaching a discipline, a teacher can use the following educational methods:

- methods of shaping personal consciousness (conversation, debate, suggestion, instruction, control, explanation, example, self-control, storytelling, advice, persuasion, etc.);
- methods of organizing activities and forming behavioral experience (assignments, public opinion, pedagogical requirements, instructions, training, creating educational situations, training, exercises, etc.);
- methods of motivating activity and behavior (approval, encouragement of social activity, reprimand, creation of situations of success, creation of situations for emotional and moral experiences, competition, etc.)

When teaching the discipline, the teacher should take into account the following areas of educational activity:

### *Civic and patriotic education:*

- forming in students a holistic worldview, Russian identity, respect for their family, society, state, spiritual, moral, and sociocultural values accepted in the family and society, national, cultural, and historical heritage, and forming a desire to preserve and develop it;

- to develop in students an active civic position based on the traditional cultural, spiritual, and moral values of Russian society in order to increase their ability to responsibly exercise their constitutional rights and obligations;

- developing students' legal and political culture, expanding their constructive participation in decision-making that affects their rights and interests, including in various forms of self-organisation, self-government and socially significant activities;

- the formation of motives, moral and meaningful attitudes of the individual that enable them to resist extremism, xenophobia, discrimination on social, religious, racial, and national grounds, interethnic and interfaith intolerance, and other negative social phenomena.

### *Spiritual and moral education:*

- cultivating a sense of dignity, honor, honesty, conscience, and respect for parents, teachers, and older generations;

- the formation of principles of collectivism and solidarity, a spirit of mercy and compassion, and the habit of caring for people in difficult life situations;

- the formation of solidarity and a sense of social responsibility towards people with disabilities, overcoming psychological barriers towards people with disabilities;

- the formation of an emotionally rich and spiritually elevated attitude towards the world, the ability and skill to convey one's

aesthetic experience.

*Cultural and educational upbringing:*

- forming an aesthetic picture of the world;

- developing respect for the cultural values of one's hometown, region, and country;

- increasing the cognitive activity of students.

*Scientific and educational education:*

- forming a scientific worldview in students;

- developing the ability to acquire knowledge;

- developing skills for analyzing and synthesizing information, including in the professional field.

## Changes and approvals for the new academic year

| No. | Section number of changes | Date of changes | Content of changes  | "Approved"<br>Head of the department teaching the discipline | "Approved"<br>Chair of the Academic Council of the institute<br>(faculty) to which the department belongs) |
|-----|---------------------------|-----------------|---|--|--|
| 1   | 2                         | 3               | 4   | 5  | 6  |
| 1   | P.3.3.                    |                 | Changes to the content the discipline, in accordance with the technical specifications for the development of an electronic educational course on the discipline.                 |  |  |
| 2   | P. 3.4.                   |                 | Changes to the thematic practical classes for the discipline, in accordance with the technical assignment for the development of an electronic training course in the discipline. |  |  |

*Appendix to the  
course syllabus*



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**ASSESSMENT MATERIALS  
for the discipline**

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**B1.M.04.04 Fundamentals of project activity**

Kazan, 2026



Grading scale for learning outcomes in the discipline:

| Competency code  | Competency indicator code  | Planned learning outcomes for the discipline   | Level of competence indicator development  |  |   |  |
|--|--|--|--|--|---|--|
|  |  |  | High   | Average  | Below average   | Low  |
|  |  |  | 85 to 100  | 70 to 84   | 55 to 69  | 0 to 54  |
|  |  |  | Grading scale  |  |   |  |
|  |  |  | excellent  | good   | satisfactory  | unsatisfactory   |
|  |  |  | pass   |  |   | Not counted  |
| UC-2<br>Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints. | UC-2.1<br>Formulates a set of tasks within the framework of the project's objective to ensure its achievement. | Know:  |  |  |   |  |
|  |  | The main goal of the project.  | Level of knowledge in the scope corresponding to the training program, without errors              | Level of knowledge in the scope corresponding to the program, has several minor errors                                   | Minimum acceptable level of knowledge, with a few minor errors  | Level of knowledge below minimum requirements, there are serious errors            |
|  |  | be able to:  |  |  |   |  |
|  |  | Formulate a set of necessary tasks within the framework of the project's objectives. | Demonstrated all the main skills, all main tasks with minor non-essential flaws, all tasks in full | Demonstrated all basic skills, all main tasks with minor errors, all tasks completed in full, but some with shortcomings | Demonstrated basic skills, solved typical tasks with minor errors, all tasks completed, but not in full | When solving standard tasks, basic skills are not demonstrated, gross errors occur |

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|---|--|--|--|--|---|--|
|   |  |  |  |  | volume  |  |
|   |  | Master:  |  |  |   |  |
|   |  | Tools to ensure the necessary project goals.           | Demonstrated skills in solving non-standard tasks without errors or shortcomings | Demonstrated basic skills in solving standard tasks with some shortcomings         | Possesses a minimal set of skills for solving standard tasks with some shortcomings                 | When solving standard tasks, basic skills are not demonstrated basic skills, have gross errors     |
| UC-3<br>Able to interact socially and fulfill one's role in a team. | UC-3.1<br>Defines their role in social interaction and teamwork based on a cooperation strategy to achieve the set goal. | Know:  |  |  |   |  |
|   |  | Types of cooperation strategies                        | Knows types of cooperation strategies.   | Knows types of cooperation strategies, makes minor errors when reproducing them.   | Partially knows types of cooperation strategies, makes numerous minor errors when reproducing them. | Fragmented knowledge of types of cooperation strategies, makes major errors when reproducing them. |
|   |  | Be able to:  |  |  |   |  |
|   |  | Define a cooperation strategy to achieve the set goal. | Able to define a cooperation strategy to achieve the set goal.                   | Able to define a cooperation strategy to achieve the set goal, makes minor errors. | Able to define a cooperation strategy to achieve the set goal, makes numerous minor errors.         | Unable to define cooperation strategies.   |

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|  |  | Master:  |  |   |  |  |
|  |  | Skills in choosing a cooperation strategy to achieve the set goal.                                     | Demonstrates skills in choosing a cooperation strategy to achieve the set goal.                              | Demonstrates basic skills in choosing a cooperation strategy to achieve the set goal, makes minor errors.             | Partially demonstrates skills in choosing a cooperation strategy to achieve the set goal, makes numerous minor errors. | Fragmented skills in choosing a cooperation strategy to achieve the set goal, makes major errors.                              |
| GPC-2<br>Is able to collect, process, and analyze data necessary for solving management tasks using modern tools and intelligent information and analytical systems. | GPC-2.5<br>Able to apply methods of analysis, modeling, theoretical and experimental research in solving professional tasks. | Know:  |  |   |  |  |
|  |  | Methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Knows methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Knows methods of analysis, modeling, theoretical and experimental research, makes minor errors when reproducing them. | Partially knows methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Fragmented knowledge of methods of analysis, modeling, theoretical and experimental research in solving professional problems. |
|  |  | Be able to:  |  |   |  |  |

|                               |                               |  |  |   |  |  |
|-------------------------------|-------------------------------|--|--|---|--|--|
|                               |                               | Apply methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Able to apply methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Able to apply methods of analysis, modeling, theoretical and experimental research, makes minor errors. | Partially able to apply methods of analysis, modeling, theoretical and experimental research in solving professional problems. | Unable to apply methods of analysis, modeling, theoretical and experimental research in solving professional problems.       |
| Master:                       |                               |  |  |   |  |  |
|                               |                               | Methods of analysis, modeling, theoretical and experimental research in solving professional problems.       | Masters methods of analysis, modeling, theoretical and experimental research in solving professional problems.       | Masters methods of analysis, modeling, theoretical and experimental research, makes minor errors.       | Partially masters methods of analysis, modeling, theoretical and experimental research in solving professional problems.       | Fragmented mastery of methods of analysis, modeling, theoretical and experimental research in solving professional problems. |
| GPC-4<br>Able to identify and | GPC-4.2<br>Applies methods of | Know:  |  |   |  |  |

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
| evaluate new market opportunities, develop business plans for the creation and development of new areas of activity and organizations. | financial and economic analysis of information contained in financial statements to make management decisions, develop business plans, and develop new areas of activity for organizations. | Methods of financial and economic analysis of information.                                 | Knows methods of financial and economic analysis of information.                                   | Knows methods of financial and economic analysis of information, makes minor errors.                                   | Partially knows methods of financial and economic analysis of information.                                   | Does not know methods of financial and economic analysis of information  |  |
|  |   | Be able to:  |  |  |  |  |  |
|  |   | Apply methods of financial and economic analysis of information.                           | Able to apply methods of financial and economic analysis of information.                           | Able to apply methods of financial and economic analysis of information, makes minor errors.                           | Able to apply methods of financial and economic analysis of information, makes numerous minor errors.        | Unable to apply methods of financial and economic analysis of information.                                       |  |
|  |   | Master:  |  |  |  |  |  |
|  |   | Methods of financial and economic analysis of information for making management decisions. | Masters methods of financial and economic analysis of information for making management decisions. | Masters methods of financial and economic analysis of information for making management decisions, makes minor errors. | Partially masters methods of financial and economic analysis of information for making management decisions. | Fragmented mastery of methods of financial and economic analysis of information for making management decisions. |  |

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|  |  | Proficiency:  |  |   |   |  |
|  | Tools to ensure the necessary project goals. | Demonstrated skills in solving non-standard problems without errors or shortcomings | Demonstrated basic skills in solving standard tasks with some shortcomings | Possesses a minimal set of skills for solving standard tasks with some shortcomings | When solving standard tasks, basic skills, has occur gross errors |  |

**Grade "Excellent"** is awarded for an answer that demonstrates solid knowledge of the main processes of the subject area, distinguished by depth and completeness of topic coverage; mastery of terminology; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, provide reasoned answers, give examples; fluent command of monologic speech, logical and coherent presentation.

**Grade "Good"** is awarded for an answer that demonstrates solid knowledge of the main processes of the subject area, distinguished by depth and completeness of topic coverage; mastery of terminology; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, provide reasoned answers, give examples; fluent command of monologic speech, logical and coherent presentation. However, one or two inaccuracies are allowed in the answer.

**Grade "Satisfactory"** is awarded for an answer that generally demonstrates knowledge of the processes of the subject area, characterized by insufficient depth and completeness of topic coverage; knowledge of basic theoretical issues; poorly developed skills in analyzing phenomena and processes; insufficient ability to provide reasoned answers and give examples; insufficiently fluent command of monologic speech, logical and coherent presentation. Several errors are allowed in the content of the answer.

**Grade "Unsatisfactory"** is awarded for an answer that demonstrates weak and incomplete knowledge of the subject.

### 3. List of assessment tools

Brief description of assessment tools used for ongoing monitoring of student progress and interim assessment in the discipline:

| Name of assessment tool        | Brief description of the assessment tool  | Description of assessment tool                                 |
|--------------------------------|---|--|
| Oral Quiz on Sections (Topics) | Knowledge of basic concepts of the topic/section/discipline.  | List of definitions of basic concepts of the topic/discipline. |
| Test                           | A system of standardized tasks that allows automating the procedure for measuring the level of knowledge and skills of a student. | Set of test tasks.   |

**4. A list of control tasks or other materials necessary for assessing the knowledge, skills, and abilities that characterize the stages of competence formation in the process of mastering a discipline.**

#### Sample Tasks

##### For Ongoing Monitoring IA 1:

**UC-2.1.** Formulates a set of tasks within the framework of the project's objective to ensure its achievement.

**UC-3.1.** Defines their role in social interaction and teamwork based on a cooperation strategy to achieve the set goal .

**GPC-2.5.** Able to apply methods of analysis, modeling, theoretical and experimental research in solving professional tasks.

**GPC-4.2.** Applies methods of financial and economic analysis of information contained in financial statements to make management decisions, develop business plans, and develop new areas of activity for organizations.

#### Sample List of Topics for Oral Quiz

1. What is project management and what are the key differences from operational activities?
2. What are the main stages of project management and their brief characteristics?
3. Basic definitions of the concept of "Project".
4. Why is classification of project types necessary?
5. What are the main criteria for classifying projects?

#### Sample Test Questions

1. Indicate whether the following statement is true or false: "A project is a temporary endeavor aimed at creating a unique or replicating an already obtained product, service, or result of appropriate quality, within a limited timeframe using unlimited resources."  
a) True  
b) + False
2. Select one or more answers:

- a) + We set a goal to complete renovations by a certain date in a certain place (apartment), for example, by the beginning of summer (if it is possible at all to complete the renovations...), plan steps, and monitor their completion.
  - b) We periodically do some finishing work in the apartment, change wallpaper, screw on shelves, change windows.
  - c) We sometimes go for a run in the morning, do exercises to maintain health.
  - d) + We set a goal to run a specific marathon at a specific speed, create a training plan, necessary consultations with specialists, and follow the planned schedule.
3. From the following options, select those that represent a goal:
- a) Obtain a driver's license.
  - b) Purchase a new laptop.
  - c) + Obtain a driver's license authorizing the operation of a category "B" vehicle by December 1, 2019.
  - d) + Purchase a new laptop with at least 8 GB of RAM and a 15" screen by December 25, 2019.
4. Indicate the correct order of project management stages:
- a) Goal setting -> Problematization -> Planning -> Implementation -> Delivery
  - b) Goal setting -> Planning -> Problematization -> Implementation -> Delivery
  - c) + Problematization -> Goal setting -> Planning -> Implementation -> Delivery
  - d) Planning -> Problematization -> Goal setting -> Implementation -> Delivery
5. Indicate what should be in the blank in the following statement: "At the [blank] stage, tasks and methods for their implementation are determined, timelines and available resources are assessed."
- a) Goal setting
  - b) Problematization
  - c) + Planning
  - d) Implementation

### **For Ongoing Monitoring IA 2:**

**UC-2.1.** Formulates a set of tasks within the framework of the project's objective to ensure its achievement.

**UC-3.1.** Defines their role in social interaction and teamwork based on a cooperation strategy to achieve the set goal.

**GPC-2.5.** Able to apply methods of analysis, modeling, theoretical and experimental research in solving professional tasks.

**GPC-4.2.** Applies methods of financial and economic analysis of information contained in financial statements to make management decisions, develop business plans, and develop new areas of activity for organizations.

### **Sample List of Topics for Oral Quiz**

1. How can the concept of "Project Success" be defined?
2. What indicators are used to assess project success?
3. Methods for evaluating the effectiveness of an investment project.
4. Marketing research in justifying the feasibility of implementing an investment project.

### **Sample Test Questions**

1. What portion of resources is expended at the initial stage of project implementation?
  - a) + 9–15%

- b) 15–30%
  - c) up to 45%
2. Which factors most strongly influence project implementation?
    - a) Economic and social
    - b) Economic and organizational
    - c) + E
- conomic and legal
3. Identify the distinctive feature of investment projects:
    - a) Large budget
    - b) + High degree of uncertainty and risk
    - c) The goal is the mandatory generation of profit as a result of project implementation
  4. Project participants are:
    - a) Consumers for whom the implemented project was intended
    - b) Clients, investors, project manager, and their team
    - c) + Individuals and legal entities directly involved in the project or whose interests may be affected during project implementation
  5. What is the time period between the start of implementation and the completion of a project called?
    - a) Project phase
    - b) + Project life cycle
    - c) Project result

**For Interim Assessment:**

In the credit, the student solves case study tasks based on topics covered during the semester in classes and independent work.

**Ticket 1**

Konstantin is an employee of the company "VeloProkat", which provides year-round bicycle rental services.

At one of the recent meetings, Gennady, the company director, identified as one of the key problems the lack of bicycle storage space at several rental points. Due to this problem, the company cannot purchase new bicycles, which are needed to meet growing demand. The marketing team worked hard in previous periods. However, according to forecasts, within three months, the existing bicycles at two rental points will not be able to meet demand, and there is no storage space for new bicycles at these points.

Konstantin, as an employee of the procurement department, has been tasked with figuring out how to double rental capacity at each of the two points within three months. This means that at Point A, it is necessary to accommodate 150 additional bicycles, and at Point B – 70. He can use no more than 300,000 rubles from the company budget to solve the problem (excluding the cost of purchasing new bicycles, for which a separate budget is allocated).

Konstantin has already identified the problem and goal of the project, roughly knows the composition of the team, and now he needs to set up communications. A detailed analysis of previous tasks is presented in Konstantin's Workbook.

Konstantin faced the following problem. Yuri, an employee at one of the bicycle rental points, became very enthusiastic about participating in the project and began to contact Konstantin very often to discuss project issues. For example, yesterday, he wrote him the same question through every communication channel he had: SMS, email, Skype,

Telegram, Whatsapp, Facebook, Vkontakte (which Konstantin uses only for personal purposes, not related to work). Yuri explained that he did not know where it was best to contact Konstantin, and just in case, he wrote everywhere and waited to see where he would get a response faster. At the same time, Elena, an employee at another rental point, recently complained to Konstantin that Yuri constantly calls her during the day and tells her some of his ideas related to solving the problem, which greatly distracts her from work.

What can you advise Konstantin to set up communication with Yuri?

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