



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**

**B2.M.01(E) Educational practice (research work (acquiring basic research skills))**

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      | Candidate of Sociological Sciences, Associate Professor | Akhmetova E.S.      |

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

## 1. Aims, objectives and expected learning outcomes of the work placement

The aim of the placement is to develop basic professional skills and competences, which include: consolidating and deepening the theoretical knowledge acquired during the course of study, and acquiring the necessary practical skills and competences for working in the chosen field of professional training.

The objectives of the placement are:

- a general overview of the organisation's legal form and structure;
- reviewing legislation governing the organisation's activities;
- reviewing regulatory documents relating to management within the organisation;
- collection of data for the analysis of the organisation's activities and operations;
- consolidating and developing theoretical and practical skills relevant to the future career path.

Competencies developed through practical training, planned learning outcomes aligned with indicators of competency attainment:

| Competence code and name  | Indicator code and name   |
|---|---|
| UC-1<br>Able to search for, critically analyze, and synthesize information, apply a systematic approach to solving assigned tasks.  | UC-1.2<br>Uses a systematic approach to solving tasks, masters logical methods of information processing, distinguishes facts from opinions, hypotheses, and interpretations. |
| GPC-1<br>Able to solve professional tasks based on knowledge (at an intermediate level) of economic, organizational, and management theory.   | GPC-1.2<br>Demonstrates the ability to apply knowledge of management and economic theory in solving applied problems.   |
| GPC-5<br>Able to use modern information technologies and software tools, including the management of large data sets and their intelligent analysis, in solving professional tasks. | GPC-5.1<br>Able to apply modern information technologies and software tools in solving professional task.   |

*The wording of the competences and indicators should be taken from the description of the educational programme. The table should not include all the indicators for the relevant competence, but only those to which the learning outcomes (knowledge, skills, proficiency) for this placement relate.*

## 2. The role of work placements in the structure of the educational programme

The teaching placement (research work (acquisition of basic research skills)) forms part of the compulsory component of the curriculum for the 38.03.02 Management degree programme.

### 3. Forms and methods of practical training

Type of placement: inpatient

Format of the work placement *discrete* *on-site, off-site*

*continuous, discrete*

Methods and forms of practice for people with disabilities.

For people with disabilities, the choice of placement locations is determined in accordance with accessibility requirements for this category of students:

- All items in the work area must be securely fastened; where necessary, additional space is provided for a person with a disability (for example, for a wheelchair user);
- where necessary, additional lighting may be provided for the workstation;
- all equipment and furniture used by a person with a disability who uses a wheelchair must be within reach.
- A workstation involving computer work shall, where necessary, be equipped with a special keyboard and a special computer mouse.

The workstation for the placement is organised by the placement centres and must comply with the required health and safety standards

#### Location and time of the placement

The placement takes place in the 2nd year(s) during the 4th semester(s).

Duration of the placement (weeks): 2

The placement(s) takes place at KSPEU

### 3. Scope, structure and content of the placement

#### 3.1. Scope of the practice

*For distributed*

| Type of academic work                  | Total ZE          | Total hours | Semester<br>4 |
|--|-------------------|-------------|---------------|
| <b>TOTAL WORKLOAD OF THE PLACEMENT</b> | 3                 | 108         | 108           |
| STUDENT INDEPENDENT WORK               | 3                 | 108         | 108           |
| Mid-term assessment:                   | Graded assessment |             |               |

### 3.2. Structure and content of the placement

| №<br>п/п | Sections (stages)<br>and content of the practical training   | Competency<br>codes<br>with indicators | Assessment<br>methods<br>and forms<br>of ongoing<br>assessment |
|----------|--|--|--|
| 1        | 2  | 3                                      | 7  |
| <b>1</b> | <b>Preparatory stage</b>   |  |  |
| 1.1      | Induction and paperwork for the work placement   | UC-1.2                                 | Face-to-face individual interview                              |
| <b>2</b> | <b>Working phase *</b>   |  |  |
| 2.1      | Familiarisation with the rules governing the collection of information for the placement.  | UC-1.2                                 | Face-to-face interview   |
| 2.2      | An examination of the organisation's history and general profile, its legal and organisational structure; and the composition of its structural units. | GPC-1.2                                | Face-to-face interview   |
| <b>3</b> | <b>Reporting phase</b>   |  |  |
| 3.1      | Completing the necessary documents relating to the work placement, the final report and the logbook in accordance with the established procedure.      | GPC-5.1                                | Face-to-face interview   |

\* The content of the practical phase is determined according to the nature and type of placement

### 3.3. List of suggested individual practical assignments

1. To examine the structure of the educational institution KSPEU and gather information regarding staff satisfaction with the university's
2. To examine the structure of the educational institution KSPEU and gather information regarding staff assessments of KSPEU's competitive advantages
3. To examine the structure of the educational institution KSPEU and gather information regarding staff assessments of working conditions
4. To examine the structure of the educational organisation KSPEU and gather information regarding the assessment of the quality of educational services
5. To examine the structure of the educational organisation KSPEU and gather information regarding the assessment of changes that have taken place within the educational organisation
6. To examine the structure of the educational organisation KSPEU and gather information regarding staff assessments of working at KSPEU
7. To examine the structure of the educational institution KSPEU and gather information on issues relating to students combining study and work
8. To examine the structure of the educational institution KSPEU and gather information on issues relating to the assessment of the physical education and sports infrastructure of the educational institution

### 4. Assessment of the results of the work placement

The assessment of the results of the work placement is carried out as part of ongoing progress monitoring and interim assessment.

Ongoing progress monitoring takes place throughout the work placement period and includes an individual oral interview.

The interim assessment for the placement takes the form of a graded assessment, which is conducted as a public defence of the placement report. The final assessment for the placement is the mark awarded during the student's interim assessment, taking into account the results of ongoing progress monitoring and the evaluated feedback on the student's performance provided by the placement supervisor from the relevant organisation.

Upon completion of the placement, the student submits a report:

| No p/p | List of reporting documents   |
|--------|---|
| 1      | A copy of the student's work placement agreement *  |
| 2      | A copy of the administrative document appointing the head of the practice from among the staff of the relevant organisation   |
| 3      | An approved individual placement assignment, including a work schedule (plan), agreed with the placement supervisor from the relevant organisation  |
| 4      | Practical training logbook bearing a record of completion of the introductory health and safety briefing and the workplace health and safety briefing, signed by the practical training supervisors from the relevant organisation and KGEU |
| 5      | A reference letter from the placement supervisor at the relevant organisation, certified by the organisation's signature and stamp (to be included in the placement log)  |
| 6      | Student's work placement report, prepared in accordance with the requirements   |

\* Not required for placements within KGEU's departments, at partner departments, or where long-term cooperation agreements are in place regarding the organisation of student placements

Assessment scale for the placement:

| Com petency code            | Competence indicator code                       | Planned learning outcomes for the course   | Level of development of the competency indicator |                          |               |                  |
|-----------------------------|---|--|--|--------------------------|---------------|------------------|
|                             |   |  | Tall   | Average                  | Below average | Low              |
|                             |   |  | from 85 to 100                                   | from 70 to 84            | from 55 to 69 | from 0 to 54     |
|                             |   |  | Grading scale                                    |                          |               |                  |
|                             |   |  | great  | fine                     | satisfactory  | unsatisfactory   |
|                             |   |  | credited   |                          |               | not counted      |
| UC-1<br>Able to search for, | UC-1.2<br>Uses a systematic approach to solving | be familiar with: the main methods for searching for and analysing the necessary information | Level of knowlge                                 | Level of knowledge about | At least      | Level of knowlde |

|  |   |  |   |  |   |  |
|--|---|--|---|--|---|--|
|  | tasks,  |  |   |  |   |  |
| critically analyze, and synthesize information, apply a systematic approach to solving assigned tasks. | masters logical methods of information processing, distinguishes facts from opinions, hypotheses, and interpretations |  | the main methods of searching for and analysing the necessary information, to the extent required by the training programme, without errors | the main methods of searching for and analysing the necessary information, within the scope of the programme, there are a few minor errors   | an acceptable level of knowledge of the basic methods of searching for and analysing the necessary information, but there are many minor errors   | the basic methods of searching for and analysing the necessary information fall below the minimum requirements, and serious errors occur   |
|  |   | be able to: search for the necessary information, and carry out a systematic analysis and interpretation of it |   |  |   |  |
|  |   |  | All key skills relating to searching for the necessary information, systematic analysis and interpretation have been demonstrated in full   | All key skills have been demonstrated: the student has carried out the necessary research, systematic analysis and interpretation with few errors; all tasks have been completed in full, but with some shortcomings | The student has demonstrated the basic skills required to search for the necessary information, carry out a systematic analysis and interpret the results with few errors, all tasks have been completed, but not in full | When tackling standard tasks, the key skills required to search for the necessary information, carry out systematic analysis and interpretation are not demonstrated; there are significant errors |
|  |   | be proficient in: logical methods of information processing  |   |  |   |  |
|  |   | The following skills have been   | The following basic skills  | A basic set of skills is required  | When solving standard problems,   |  |

|   |   |   |  |   |   |   |
|---|---|---|--|---|---|---|
|   |   |   | demonstrated: using logical methods of information processing without errors or shortcomings   | have been demonstrated a grasp of logical methods of information processing, albeit with some shortcomings                                      | a grasp of logical methods of information processing, albeit with some shortcomings                         | not basic skills in the logical processing of information have been demonstrated, but there are some serious errors   |
| GPC-1<br>Able to solve professional tasks based on knowledge (at an intermediate level) of economic, organizational, and management theory. | GPC-1.2<br>Demonstrates the ability to apply knowledge of management and economic theory in solving applied problems. | be familiar with: the fundamentals of economic, organisational and management theory  |  |   |   |   |
|   |   |   | A thorough understanding of economic, organisational and management theory, commensurate with the training programme, without errors | Knowledge of economic, organisational and management theory is at a level commensurate with the curriculum, though there are a few minor errors | A minimal level of knowledge of economic, organisational and management theory; there are many minor errors | When tackling standard tasks, the student has not demonstrated the basic skills required in economic, organisational and management theory to write a placement report and draw conclusions; there are serious errors |
|   |   | be able to: apply the fundamentals of economic, organisational and management theory to draw conclusions based on the results of the work placement |  |   |   |   |
|   |   |   |  |   |   |   |

|  |  |  |   |   |  |  |
|--|--|--|---|---|--|--|
|  |  |  | Demonstrated the ability to apply the fundamentals of economic, organisational and management theory in full when drafting conclusions based on the results of the work placement | Demonstrated the ability to apply the fundamentals of economic, organisational and management theory to draw conclusions based on the results of the placement, with minor errors; all tasks were completed in full, with some shortcomings | Demonstrated apply the basics of economic, organisational and management theory to write up conclusions based on the results of the practical work, with minor errors; all tasks were completed, but not in full | when solving standard problems fail to demonstrate the ability to apply the fundamentals of economic, organisational and management theory in drawing conclusions based on practical experience, and make serious errors |
| be proficient in: methods of analysing the legal form and structure of organisations |  |  |   |   |  |  |
|  |  |  | Demonstrated proficiency in analysing the organisational and legal forms and structures of organisations, without errors or shortcomings  | Basic skills in analysing the legal and organisational forms and structures of organisations have been demonstrated, albeit with some shortcomings  | Possesses a basic set of skills in analysing the organisational and legal form and structure of organisations, albeit with some shortcomings   | When solving standard tasks, they have not demonstrated basic proficiency in methods for analysing the organisational and legal forms and structures of organisat  |

|   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
|   |  |  |   |  |  | ions,<br>they have<br>place<br>serious<br>mistak<br>es   |
| GPC-5<br>Able to use modern information technologies and software tools, including the management of large data sets and their intelligent analysis, in solving professional tasks. | GPC-5.1<br>Able to apply modern information technologies and software tools in solving professional tasks. | Knowledge: the basics of modern information technology   |   |  |  |  |
|   |  |  | A level of knowledge of the fundamentals of modern information technology, commensurate with the training programme, without errors                                   | The level of knowledge of the fundamentals of modern information technology, as set out in the curriculum, contains a few minor errors   | Minimum acceptable level of knowledge of the fundamentals of modern information technology, with a number of minor errors  | Their knowledge of the basics of modern information technology falls short of the minimum requirements, and there are serious errors   |
|   |  | be able to: apply modern information technology and software tools when writing a placement report |   |  |  |  |
|   |  |  | The student has demonstrated the ability to apply modern information technologies and software tools in the preparation of a comprehensive practical placement report | The student has demonstrated the ability to apply modern information technology and software tools in writing the practical placement report, which is free from major errors, and has completed all tasks in full, albeit with some minor | The student demonstrated proficiency in using modern information technology and software tools when writing the practical placement report, which contained few errors; all tasks were completed, though not in full | When solving standard tasks, they have not demonstrated the ability to apply modern information technologies and software tools when writing their practical training report; there are serious errors |

|  |  |   |  |  |   |  |
|--|--|---|--|--|---|--|
|  |  |   |  | shortcomings   |   |  |
|  |  | be proficient in: methods for solving professional problems using modern information technology |  |  |   |  |
|  |  |   | Demonstrated proficiency in applying methods for solving professional problems using modern information technologies, without errors or shortcomings | Basic proficiency in using modern information technology to solve professional problems has been demonstrated, albeit with some shortcomings | Possesses a basic set of skills in applying methods for solving professional tasks using modern information technologies, albeit with some shortcomings | When tackling standard tasks, the student has not demonstrated a basic grasp of the methods used to analyse the organisational and legal forms and structures of organisations; there are serious errors |

A grade of «**Excellent**» is awarded for the completion of calculation assignments during the semester; test exercises; a thorough understanding of the technical methods used to calculate material consumption rates; and comprehensive and substantive answers to the examination questions (theoretical and practical tasks);

A «**Good**» grade is awarded for completing calculation assignments during the semester; test tasks; an understanding of the technical methods for calculating material consumption rates; and answers to the exam questions (theoretical or practical task);

A «**Satisfactory**» grade is awarded for the completion of calculation assignments during the semester and test assignments;

An «**Unsatisfactory**» grade is awarded for poor and incomplete completion of calculation assignments during the semester and test assignments.

## **5. Teaching, methodological and information resources for the course**

### **5.1. Teaching and learning resources**

#### **5.1.1. Key reading**

1. Ефимов, 1. Yefimov, V. V., Quality Management Tools and Methods: A Study Guide / V. V. Yefimov. — Moscow: KnoRus, 2023. — 225 pp. — ISBN 978-5-406-11153-6. — URL: <https://book.ru/book/948755>. — Text: electronic.

2. 2. Corporate Social Responsibility: Textbook / M. A. Eskindarov, I. Yu. Belyaeva, E. Yu. Belyaeva [et al.]; edited by: I. Yu. Belyaeva, M. A. Eskindarov. - Moscow: Knorus, 2018. - 316 p. - URL: <https://www.book.ru/book/927771>. - ISBN 978-5-406-06096-4. - Text: electronic.

3. 3. Management: Textbook / V. G. Antonov, E. M. Korotkov, M. B. Zhernakova [et al.]; edited by: V. G. Antonov [et al.]. - Moscow: Knorus, 2022. - 306 pp. - URL: <https://book.ru/book/943861>. - ISBN 978-5-406-09815-8. - Text: electronic.

4. 4. Puzhaev, A. V., Management Decisions: A Study Guide / A. V. Puzhaev. — Moscow: Knorus, 2021. — 185 pp. — ISBN 978-5-406-08689-6. — URL:

5. <https://book.ru/book/940479>. — Text: electronic

#### **5.1.2. Further reading**

1. Kiselev, A.A., Risk Management: A Textbook / A.A. Kiselev. – Moscow: KnoRus, 2021. – 167 pp. – ISBN 978-5-406-08025-2. — URL: <https://book.ru/book/938675>. — Text: electronic.

2. Sheve, G., Innovation Management in the Digital Economy: A Study Guide / G. Sheve, S. Hyuzing, G.I. Gumerova, E.S. Shaimieva. – Moscow: KnoRus, 2023. – 307 pp. – ISBN 978-5-406-10238-1. — URL: <https://book.ru/book/946240>. — Text: electronic.

3. Tikhonov, A.I., Fundamentals of Organisational Culture and Business Communication: A Study Guide / A.I. Tikhonov, V.G. Konovalova, M.A. Fedorova. – Moscow: Rusains, 2022. – 137 pp. – ISBN 978-5-4365-1182-5. — URL: <https://book.ru/book/943330>. — Text: electronic.

#### **5.2.3. Licensed and freely distributable software for the course**

WinAVR Software package for Windows operating systems  
<https://simple-devices.ru/>

SQL Server Enterprise Edition 2008R2 Russian OpenLicensePack NoLevel Academic Edition Enterprise data management platform. Messaging and collaboration software SoftLineTrade CJSC No. 32081/KZN12 dated 14 March 2011

Windows Server CAL 2008 Russian Open License Pack NoLevel Academic Edition Usr CAL Server operating system from Microsoft.

SoftLineTrade CJSC No. 32081/KZN12 dated 14 March 2011  
 SQL CAL 2008R2 Russian Open License Pack NoLevel Academic Edition  
 Usr CAL Server operating system from Microsoft. SoftLineTrade CJSC No.  
 32081/KZN12 dated 14 March 2011

### 8. Logistical support for the placement

| Title of the academic assignment | Name of the lecture theatre, specialist laboratory  | List of required equipment and teaching aids  |
|----------------------------------|---|---|
| Preparatory                      | A lecture theatre   | Specialised educational furniture, technical teaching aids used to present educational content to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, visual teaching aids |
| Worker                           | A teaching room for seminar-style sessions, group and individual consultations, ongoing assessment and interim examinations | Specialist educational furniture, technical teaching aids (multimedia projector, computer (laptop), screen) and so on.  |
| Report                           | Training laboratory<br>«_____», _____   | Specialised laboratory equipment relevant to the laboratory's field of work:  |
|                                  | Computer room with internet access _____  | Specialist educational furniture, technical teaching aids (multimedia projector, computer (laptop), screen), licensed software  |
|                                  | Computer room with internet access B-600a   | Specialist training furniture for 30 seats, 30 computers, technical teaching aids (multimedia projector, computer (laptop), screen), video cameras, software  |
| Independent study                | Computer room with internet access B-600a   | Specialised classroom furniture for 30 students, 30 computers, technical teaching aids (multimedia projector, laptop, screen), video cameras, software  |

|  |                          |  |
|--|--------------------------|--|
|  | The library reading room | Specialist furniture, computer equipment with internet access and access to the EIOS, a screen, a multimedia projector, software |
|--|--------------------------|--|

## 9. Terms and conditions for work placements for people with disabilities

Work placements for students with special educational needs (SEN) and disabilities are organised taking into account the specific characteristics of their physical and mental development, individual capabilities and state of health.

The choice of placement locations is made taking into account their health status and accessibility requirements. When determining placement locations for students with disabilities and disabled persons, the recommendations of the medical and social assessment, as reflected in the individual rehabilitation programme for the disabled person, regarding recommended conditions and types of work are taken into account. Where necessary, special workstations are created for the placement in accordance with the nature of the impairments, as well as taking into account the professional field of activity and the nature of the work functions performed by the student with a disability.

The types of placements for students with special educational needs and disabilities are:

- work in the library compiling a catalogue of literary sources for studying the topics included in the practical training programme;
- work in laboratories and centres attached to the graduating/base department;
- examination of the topics covered by the practical training programme, comparative analysis of the material studied, and formulation of conclusions and proposals;
- preparing, based on the results of the placement, material for a presentation at a scientific and practical conference and an article for a collection of papers;
- participation in international and Russian conferences;
- consulting with the placement supervisor on matters of interest relating to the placement;
- preparing and defending the placement report.

**Changes and approvals for the new academic year**

| p/p № | № the section on making changes | Date of amendment | Summary of changes | «Approved» Head of the Department responsible for implementation | «Approved» by the Chair of the Academic Council of the institute (faculty) to which the graduating class belongs |
|-------|---------------------------------|-------------------|--------------------|--|--|
| 1     | 2                               | 3                 | 4                  | 5  | 6  |
| 1     |                                 |                   |                    |  |  |
| 2     |                                 |                   |                    |  |  |
| 3     |                                 |                   |                    |  |  |

*Appendix to the work placement  
programme*



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»)**

**ASSESSMENT MATERIALS**

**B2.M.01(E) Educational practice (research work (acquiring basic research skills))**

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*(Title of the academic/work placement in accordance with the curriculum))*

Kazan, 2026

Assessment materials for the *teaching* placement are designed to evaluate learning outcomes against the indicators of competence attainment.

The assessment of learning outcomes for the course is carried out through continuous assessment (CA) and interim assessment, conducted using a marks-and-grades system (MGS).

Continuous assessment of academic progress evaluates the practical training process and takes the form of individual and/or group questioning (oral or written); the defence of project presentations and other tasks completed individually or by a group of students; monitoring of students' independent work, etc. (*select as appropriate or add*).

The purpose of interim assessment is to determine the extent to which the planned learning outcomes for the practical training have been achieved over a specific period, and it is conducted in the form of a graded assessment.

Assessment materials include tasks for ongoing monitoring of student progress and interim assessment, developed in accordance with the work programme (*academic/industrial*) for the practical training.

## 1. Process flow chart

Semester   4  

| Stage name                        | Key performance indicators |                      |                       |                        |           |                     |
|-----------------------------------|----------------------------|----------------------|-----------------------|------------------------|-----------|---------------------|
|                                   | Forms and types of control | I Ongoing monitoring | II ongoing monitoring | III ongoing monitoring | Total     | Mid-term assessment |
| <b>Preparatory</b>                | <b>TK1</b>                 | <b>5</b>             |                       |                        | <b>5</b>  |                     |
| Face-to-face interview            |                            | 5                    |                       |                        |           |                     |
| <b>Worker</b>                     | <b>TK2</b>                 |                      | <b>30</b>             |                        | <b>30</b> |                     |
| Face-to-face interview            |                            |                      | 30                    |                        |           |                     |
| <b>Report</b>                     | <b>TK3</b>                 |                      |                       | <b>20</b>              | <b>20</b> |                     |
| Face-to-face interview            |                            |                      |                       | 20                     |           |                     |
| Mid-term assessment (graded test) | <b>OM</b>                  |                      |                       |                        |           | 0-45                |

## 2. Assessment materials for ongoing monitoring and interim assessment

Grading scale for the course:

| Competency code | Competence indicator code | Planned learning outcomes for the course | Level of development of the competency indicator |               |               |              |
|-----------------|---------------------------|--|--|---------------|---------------|--------------|
|                 |                           |  | Tall   | Average       | Below average | Low          |
|                 |                           |  | from 85 to 100                                   | from 70 to 84 | from 55 to 69 | from 0 to 54 |
|                 |                           |  | Grading scale                                    |               |               |              |

|  |  |  |   |   |   |   |
|--|--|--|---|---|---|---|
|  |  |  | great   | fine  | satisfactory  | Unsatisfactory  |
|  |  |  | credited  |   |   | not counted   |
| UC-1<br>Able to search for, critically analyze, and synthesize information, apply a systematic approach to solving assigned tasks. | UC-1.2<br>Uses a systematic approach to solving tasks, masters logical methods of information processing, distinguishes facts from opinions, hypotheses, and interpretations | know: the main methods for searching for and analysing the necessary information                               |   |   |   |   |
|  |  |  | A good grasp of the basic methods for searching for and analysing the necessary information, to a standard commensurate with the training programme, without errors     | The level of knowledge regarding the basic methods of searching for and analysing the necessary information, as required by the syllabus, is somewhat inadequate  | Minimal acceptable knowledge of basic methods for searching for and analysing the necessary information; there are many minor errors  | Уровень знаний основных методов поиска, анализа информации ниже минимальных требований, имеют место грубые ошибки   |
|  |  | be able to: search for the necessary information, and carry out a systematic analysis and interpretation of it |   |   |   |   |
|  |  |  | All key skills have been demonstrated, including the ability to search for the necessary information, carry out a systematic analysis and interpret the results in full | All key skills have been demonstrated, including the ability to search for the necessary information, carry out a systematic analysis and interpretation with few errors; all tasks have been completed in full, though | The student has demonstrated the key skills required to search for the necessary information, carry out a systematic analysis and interpret the results with few errors; all tasks have been completed, but not in full | When tackling standard tasks, the student has not demonstrated the core skills required to search for the necessary information, carry out systematic analysis and interpretation; there are significant errors |

|  |   |  |   |  |  |  |
|--|---|--|---|--|--|--|
|  |   |  |   | with some shortcomings   |  |  |
|  |   | be proficient in: logical methods of information processing                          |   |  |  |  |
|  |   |  | Demonstrated proficiency in logical methods of information processing, without errors or shortcomings                           | Basic skills in the logical methods of information processing have been demonstrated, albeit with some shortcomings                    | Possesses a basic set of skills in logical methods of information processing, with some shortcomings                     | When solving standard problems, the student fails to demonstrate basic proficiency in logical methods of information processing, and serious errors occur                                |
|  |   | be familiar with: the fundamentals of economic, organisational and management theory |   |  |  |  |
| GPC-1<br>Able to solve professional tasks based on knowledge (at an intermediate level) of economic, | GPC-1.2<br>Demonstrates the ability to apply knowledge of management and economic theory in solving applied problems. |  | Knowledge of economic, organisational and management theory to a level commensurate with the training programme, without errors | Knowledge of economic, organisational and management theory is at a level commensurate with the syllabus; there are a few minor errors | The level of knowledge of economic, organisational and management theory is barely adequate; there are many minor errors | When tackling standard tasks, the student has not demonstrated a basic grasp of economic, organisational and management theory required for writing an internship report and summarising |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| organizational, and management theory. |   |  |  |  | the results contain serious errors   |
|  | be able to: apply the fundamentals of economic, organisational and management theory to draw conclusions based on the results of the work placement |  |  |  |  |
|  |   | They have demonstrated the ability to apply the fundamentals of economic, organisational and management theory in full when drafting conclusions based on the results of their practical placement | All skills in applying the fundamentals of economic, organisational and management theory to draft conclusions based on the results of the practical placement, with minor errors, have been demonstrated; all assignments have been completed in full, with some shortcomings | The student has demonstrated the ability to apply the fundamentals of economic, organisational and management theory to draft conclusions based on the results of the practical placement, with minor errors; all tasks were completed, though not in full | When tackling standard tasks, they have not demonstrated the ability to apply the fundamentals of economic, organisational and management theory to draw conclusions based on practical experience; serious errors are present |
|  | be proficient in: methods of analysing the legal form and structure of organisations  |  |  |  |  |

|  |  |  |   |  |   |  |
|--|--|--|---|--|---|--|
|  |  |  | Demonstrated proficiency in analysing the organisational and legal forms and structures   | Basic skills in analysing organisational and legal forms and structures have been demonstrated   | Possesses a basic set of skills in analysing organisational and legal forms and structures                                | When solving standard problems, the student has not demonstrated a basic grasp of analytical methods                                 |
|  |  |  | organisations without errors or shortcomings  | organisations with certain shortcomings  | organisations with certain shortcomings   | In the organisational and legal forms and structures of organisations, there are serious errors                                      |
| GPC-5<br>Able to use modern information technologies and software tools, including the management of large data sets | GPC-5.1<br>Able to apply modern information technologies and software tools in solving professional tasks. | Knowledge: the basics of modern information technology   |   |  |   |  |
|  |  |  | Knowledge of the fundamentals of modern information technology to a standard commensurate with the training programme, without errors | The level of knowledge of the fundamentals of modern information technology, as set out in the curriculum, contains a few minor errors | A minimum acceptable level of knowledge of the fundamentals of modern information technology; there are many minor errors | Their knowledge of the basics of modern information technology falls short of the minimum requirements, and there are serious errors |
|  |  | be able to: apply modern information technology and software tools when writing a placement report |   |  |   |  |
|  |  |  | All skills in the use of modern information technology and software   | Demonstrated all skills in applying modern information technology and  | The ability to use modern information technology and software tools has   | При solving standard problems, they have not demonstrated the ability to   |

|   |  |  |  |  |   |  |
|---|--|--|--|--|---|--|
| and their intelligent analysis, in solving professional tasks.                                  |  |  | tools have been demonstrated in the preparation of the full practical training report  | software tools when writing a practical training report with minor   | been demonstrated in the writing of the practical training report, which contains minor errors and has been completed                                   | apply modern information technologies and software tools when writing  |
|   |  |  |  | and errors, all tasks were completed in full, with a few shortcomings  | all the tasks, but not in full  | the placement report contains serious errors   |
| be proficient in: methods for solving professional problems using modern information technology |  |  |  |  |   |  |
|   |  |  | Demonstrated proficiency in applying methods for solving professional problems using modern information technologies, without errors or shortcomings | Basic skills in applying methods for solving professional problems using modern information technologies have been demonstrated, albeit with some shortcomings | Possesses a basic set of skills in applying methods for solving professional tasks using modern information technologies, albeit with some shortcomings | When tackling standard tasks, the student fails to demonstrate a basic grasp of the methods used to analyse the organisational and legal forms and structures of organisations; there are serious errors |

*A grade of «Excellent» is awarded for the completion of calculation assignments during the semester; test exercises; a thorough understanding of the*

*technical methods used to calculate material consumption rates; and comprehensive and substantive answers to the examination questions (theoretical and practical tasks);*

*A «**Good**» grade is awarded for completing calculation assignments during the semester; test tasks; an understanding of the technical methods for calculating material consumption rates; and answers to the exam questions (theoretical or practical task);*

*A «**Satisfactory**» grade is awarded for the completion of calculation assignments during the semester and test assignments;*

*An «**Unsatisfactory**» grade is awarded for poor and incomplete completion of calculation assignments during the semester and test assignments.*