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ФИО: Ястребов Олег Александрович
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**Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»
(RUDN University)**

Higher School of Management

(name of the main educational unit-developer of the basic higher education programme)

COURSE SYLLABUS

Antitrust Compliance

(name of discipline/module)

Recommended by the Didactic Council for the Education Field of:

38.04.01 «ECONOMICS»

(code and name of the area of training/specialty)

**The study of the discipline is conducted as part of the professional programme of
higher education:**

«Compliance control in the activities of organizations»

(name (track/specialization) of professional programme of higher education)

1. COURSE GOAL(S)

The goal of studying the discipline “Antitrust Compliance” - to form in students an understanding of the essence of antitrust compliance and the role of the state in organizing competitive relations on the principles of social efficiency and integrity in relations with authorities, competitors and consumers.

The main objectives of studying the discipline are:

- studying the theoretical foundations for identifying the risks of violating antimonopoly legislation;
- studying the basics of risk management for violation of antimonopoly legislation;
- developing skills in identifying problems of competition and antitrust legislation;
- developing skills to assess the effectiveness of antitrust compliance.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline “Antitrust Compliance” is aimed at developing in students the following competencies (parts of competencies):

Table 2.1. The list of competencies acquired by students in the course of the discipline (outcomes of the discipline)

Competence Code	Competence Descriptor	Competence Formation Indicators (within this discipline)
GC-1	Able to search, critically analyze problem situations based on a systematic approach, and develop an action strategy	GC-1.1. Analyzes the task, highlighting its basic components; GC-1.2. Identifies and ranks the information required to solve a given problem; GC-1.3. Searches for information to solve a given problem using various types of requests; GC-1.4. Offers options for solving a problem, analyzes the possible consequences of their use; GC-1.5. Analyzes ways to solve problems of ideological, moral and personal nature based on the use of basic philosophical ideas and categories in their historical development and socio-cultural context.
GC-3	Able to organize and manage the work of a team, developing a team strategy to achieve the goal	GC-3.1. Defines his (her) role in the team based on the strategy of cooperation to achieve the goal; GC-3.2. Formulates and takes into account in its activities the behavioral characteristics of groups of people identified depending on the goal; GC-3.3. Analyzes the possible consequences of personal actions and plans his actions to achieve a given result; GC-3.4. Exchanges information, knowledge and experience with team members; GC-3.5. Argues his point of view regarding the use of ideas of other team members to achieve the goal;

Competence Code	Competence Descriptor	Competence Formation Indicators (within this discipline)
		GC-3.6. Participates in team work to complete assignments.
PC-5	Capable of monitoring and coordinating the activities of internal control systems at all levels of management of an economic entity	PC-5.1 Able to analyze and interpret the norms and requirements of regulatory legal acts on internal control of the organization's activities, regulating issues of independence and principles of ethics

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The discipline “Antitrust Compliance” refers to the compulsory part/part formed by participants in educational relations of block B1 of the basic higher education programme.

Table No. 3.1 shows the previous and subsequent disciplines aimed at developing the competencies of the discipline in accordance with the matrix of competencies of the basic higher education programme (BP HE).

As part of the BP HE, students also master other disciplines and/or practices that contribute to achieving the planned results of mastering the discipline “Antitrust Compliance”.

Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the disciplines results

Competence Code	Competence Descriptor	Previous disciplines/modules, practices*	Subsequent disciplines/modules, practices*
GC-1	Able to search, critically analyze problem situations based on a systematic approach, and develop an action strategy	Microeconomics (advanced course), Internal control, International and Russian standards in the field of internal control and audit, Managing the effectiveness of compliance control of a business entity	Macroeconomics (advanced course), Risk management and compliance, Design of a compliance control system and organization of its implementation in the activities of an economic entity, Legal regulation and methodology of modern compliance control, Foreign practice of applying compliance control in the activities of an economic entity
GC-3	Able to organize and manage the work of a team, developing a team strategy to achieve the goal	Microeconomics (advanced course), Internal control, International and Russian standards in the field of internal control and audit, Managing the effectiveness	Macroeconomics (advanced course), Risk management and compliance, Design of a compliance control system and organization of its implementation in the activities of an economic entity, Legal regulation and methodology of

Competence Code	Competence Descriptor	Previous disciplines/modules, practices*	Subsequent disciplines/modules, practices*
		of compliance control of a business entity	modern compliance control, Foreign practice of applying compliance control in the activities of an economic entity
PC-5	Capable of monitoring and coordinating the activities of internal control systems at all levels of management of an economic entity	Microeconomics (advanced course), Internal control, International and Russian standards in the field of internal control and audit, Managing the effectiveness of compliance control of a business entity	Macroeconomics (advanced course), Risk management and compliance, Design of a compliance control system and organization of its implementation in the activities of an economic entity, Legal regulation and methodology of modern compliance control, Foreign practice of applying compliance control in the activities of an economic entity

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the Antitrust Compliance discipline is 2 credit units.

Table 4.1. Types of educational work by periods of mastering BP HE for **full-time** education

Type of educational work		Total hours	Semesters
			3
1.	<i>Contact work, academic hours</i>	27	27
	Including:		
1.1.	Lectures (L)	9	9
1.2.	Other activities		
	Including:		
1.2.1.	Seminars (S)	18	18
	Practical exercises (PE)		
	Of these in interactive form (IF)		
2.	<i>Independent work of students, academic hours</i>	27	27
	Including:		
2.1.	Calculation and graphic works		
2.2.	Course paper		
	<i>Other types of independent work</i>		
3.	<i>Control (exam/test with assessment), academic hours</i>	18	18
4.	Total workload (academic hours)	72	72
	<i>Total workload (credit units)</i>	2	2

5. COURSE CONTENTS

Table 5.1. The content of the discipline (module) by type of academic work

Name of the sections (subjects) of the discipline	Summary of the sections (subjects) of the discipline:	Type of educational work*
Section 1. Introduction to Antitrust Compliance	Topic 1.1. Violations of antimonopoly legislation: essence and consequences	L, S
	Topic 1.2. Agreements restricting competition (cartels, vertical and others), concerted actions, coordination of economic activities	L, S
	Topic 1.3. Abuse of dominant position	L, S
Section 2. Foreign experience	Topic 2.1. Antitrust compliance of EU countries	L, S
	Topic 2.2. Antitrust compliance of US countries	L, S
Section 3. Identification and assessment of antitrust risks	Topic 3.1. Unfair competition.	L, S
	Topic 3.2. Market Abuses	L, S

L – lectures

S- seminar classes

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Equipment and technology support of the discipline

Classroom Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for mastering the discipline (if necessary)
Lecture Hall	An auditorium for conducting lecture-type classes, equipped with a set of specialized furniture; board (screen) and technical means of multimedia presentations.	21 workstations: system unit P4 C2D/3160 MHz MB/ 320 GB/DVD±RW/ LCD monitor 19"+ 1 projector
Laboratory	An auditorium for conducting laboratory work, individual consultations, ongoing monitoring and intermediate certification, equipped with a set of specialized furniture and equipment.	21 workstations: Celeron system unit /2600 MHz/1280 MB/ 40 GB/DVD ROM/ LCD monitor 17"+ 1 projector + WiFi access point
Colloquium	An auditorium for conducting seminar-type classes, group and individual consultations, ongoing monitoring and intermediate certification, equipped with a set of specialized furniture and technical means for multimedia presentations.	21 workstations: system unit P4 C2D/3160 MHz MB/ 320 GB/DVD±RW/ LCD monitor 19"+ 1 projector

Classroom Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for mastering the discipline (if necessary)
Computer class	Computer class for conducting classes, group and individual consultations, ongoing monitoring and intermediate certification, equipped with personal computers (in the amount of ___ pcs.), a whiteboard (screen) and technical means for multimedia presentations.	21 workstations: Celeron system unit /2600 MHz/1280 MB/ 40 GB/DVD ROM/ LCD monitor 17"+ 1 projector + WiFi access point
Autonomous Work of Students	An auditorium for independent work by students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the electronic information and educational system.	Classroom No. 420

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main Readings:

Global Antitrust Compliance Handbook 1st Edition, Kindle Edition by D. Daniel Sokol (Author, Editor), Daniel Crane (Author, Editor), Ariel Ezrachi (Author, Editor)

Additional Readings:

Perspectives on Antitrust Compliance by Anne Riley (Editor), Andreas Stephan (Editor), Anny Tubbs (Editor)

Resources of the information and telecommunications network "Internet"

1. RUDN Library website – Access mode: <http://lib.rudn.ru/> - from PFUR desktop computers
2. University Library ONLINE – Access mode: <http://www.biblioclub.ru/>
3. LexisNexis. – Access mode: <http://www.lexisnexis.com/hottopics/lnacademic/>
4. Book collections of the SPRINGER publishing house. – Access mode: www.springerlink.com
5. RUDN University Bulletin – Access mode: <http://www.elibrary.ru/defaultx.asp>
6. Columbia International Affairs Online (CIAO) – Access mode: <http://www.ciaonet.org/>
7. Universal Databases East View. - Access mode: <http://online.ebiblioteka.ru/>
8. Full-text collection of Russian scientific journals –eLibrary.ru – Access mode: <http://elibrary.ru/defaultx.asp?>
9. Electronic library of the Grebennikov Publishing House». Grebennikon. – Access mode: <http://grebennikon.ru/>
10. International portal of electronic newspapers on socio-political topics. Library PressDisplay – Access mode: <http://library.pressdisplay.com>

11. Directories - sectoral and regional databases. Polpred.com. – Access mode: <http://www.polpred.com/>
12. On-line access to magazines. Information database on all branches of science and electronic delivery of documents. SwetsWise. – Access mode: <https://www.swetswise.com>
13. University of Chicago Press Journals: American Journal of Education. Comparative Education Review. – Access mode: <http://www.journals.uchicago.edu/action/showJournals?type=byAlphabet>
14. Books from Alpina Publishers. Current business literature. – Access mode: http://www.alpinabook.ru/books/online_biblioteka.php
15. Electronic library of literature on Russian history BIBLIOPHIKA – Access mode: <http://www.bibliophika.ru/>
16. Electronic library of dissertations – Access mode: <http://diss.rsl.ru/>
17. Search engines: Яндекс (yandex.ru), Google (google.ru)

1. Databases and search engines:

- electronic fund of legal and regulatory technical documentation <http://docs.cntd.ru/>
- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>

Addition:

electronic sources:

- www.kommersant.ru – Kommersant website
- www.rbc.ru – RosBusinessConsulting website
- www.vedomosti.ru – Vedomosti website
- www.Int-comp.org/careers/a-career-in-compliance/ – website of the International Compliance Association

*Educational and methodological materials for independent work of students when mastering a discipline/module *:*

1. Course of lectures on the discipline “Antitrust Compliance”.
2. Educational and methodological materials for students’ independent work are posted in accordance with the current procedure on the discipline page in the Telecommunication Educational Information System

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

Evaluation materials and a point-rating system* for assessing the level of development of competencies (parts of competencies) based on the results of mastering the discipline "Antitrust Compliance" are presented in the Appendix to this Work Programme of the discipline.

The implementation of the course includes interactive lectures, practical classes (seminars) using multimedia equipment, preparation of independent creative works and their subsequent presentations, testing, group discussions on the topics of the course, and modern knowledge control technologies.

While studying the discipline, the student must listen to a course of lectures, complete the number of seminars provided for in the work programme, independently study some of the course topics and confirm his knowledge during control events.

The student's job at the lecture is to understand the fundamentals of the discipline, briefly take notes on the material, and clarify issues that cause difficulties. Lecture notes are the basic teaching material along with the textbooks recommended in the main bibliography.

The main part of the lecture material is taught using multimedia, which facilitates the perception and memorization of the material. Presentations are available for downloading from the PFUR website and can be freely used by students for educational purposes.

The student is required to master all the topics provided for in the curriculum of the discipline. Certain topics and training issues are submitted for independent study. The student studies the recommended literature and briefly outlines the material, and clarifies the most complex issues that require clarification during consultations. The same should be done with sections of the course that were skipped due to various circumstances.

For an in-depth study of the issue, the student must familiarize himself with the literature from the additional list and specialized websites on the Internet. It is also recommended that students communicate on professional community forums.

Students independently study educational, scientific and periodical literature. They have the opportunity to discuss what they have read with teachers of the discipline during scheduled consultations, with other students at seminars, as well as at lectures, asking clarifying questions to the lecturer.

The independent work of masters is monitored by the leading teacher. Depending on the teaching methodology, the following forms of ongoing monitoring can be used: a short oral or written survey before the start of classes, written homework, essays, etc.

8.1 List of competencies indicating the stages of their formation

№	<i>List of competencies formed by the discipline</i>	
1.	GC-1; GC-3; PC-5	
2.	<i>Stages of developing competencies</i>	
	<i>Name and content of the stage</i>	<i>Code(s) of competencies generated at the stage</i>
	<u>Stage 1: Formation of a knowledge base</u> - lectures - practical classes on theoretical topics - independent work of students on topics of theoretical content	GC-1, GC-3,

	<u>Stage 2: Formation of skills for the practical use of knowledge-</u> practical tasks on collecting, grouping and summarizing information about the activities of an economic entity - seminars, practical classes - oral surveys - testing	GC-1, GC-3,
	<u>Stage 3: Checking your understanding of the material-</u> анализ и assessment of the correctness of oral answers - analysis of activity at seminars and practical classes - testing current knowledge	PC-5

8.2 Description of indicators and criteria for assessing competencies at various stages of their formation

3.	<i>Competency assessment indicators</i>	
	<u>Stage 1: Formation of a knowledge base</u>	- attending lectures and practical classes - taking lecture notes - completed independent assignments on theoretical issues
	<u>Stage 2: Formation of skills for the practical use of knowledge</u>	- correct and timely implementation of practical tasks for collecting, grouping and summarizing information about the activities of an economic entity
	<u>Stage 3: Checking your understanding of the material</u>	- the degree of activity and effectiveness of student participation based on the results of each practical lesson - successful completion of testing - correctness of oral answers - test
4.	<i>Criteria for evaluation</i>	
	<u>Stage 1: Formation of a knowledge base</u>	- attendance of at least 90% of lectures and practical classes - availability of lecture notes on all topics included in the lecture discussion - active participation in the discussion of theoretical issues during seminars - timely completion of tasks for independent work
	<u>Stage 2: Formation of skills for the practical use of knowledge</u>	- solved problems independently - the student is able to justify the solution presented to him for a practical task - the student is able to justify his point of view, relying on argumentation and logical arguments
	<u>Stage 3: Checking your understanding of the material</u>	- the student correctly selects arguments when answering oral questions - the student is able to justify his point of view, based on the results of the analysis during the seminar - test tasks are solved independently, within the allotted time, the result is above the threshold values

8.3 Description of rating scales

Certification of students in the Antitrust Compliance course is carried out using a point-rating system:

The maximum number of points is 100.

Number of credits – 4.

The maximum number of points for completing each type of work:

1. survey – 20 points
2. fulfillment of homework – 20 points
3. work in class – 20 points
4. report – 10 points

5. intermediate CD – 10 points
6. final CD – 20 points;

An **unsatisfactory** grade is given on the form F(2); FX(2+).

The F(2) grade is given if the student scores less than 30 points, the FX(2+) grade is 31-50 points. The FX(2+) grade provides an opportunity to retake the exam or test.

A **satisfactory** grade is given on Form E(3); D(3+). A grade of E(3) is given if the student scores between 51 and 60 points. Grade D(3+) – subject to 61-68 points.

The grade «**good**» is given in Form C(4) provided that the student scores 69-85 points.

The **excellent** grade is on Form B(5); A(5+). A grade of B(5) is assigned if the student scores 86-94 points and indicates that all required course requirements have been met. Grade A(5+) - 95-100 points is given not only if all requirements are met, but also with the obligatory manifestation of a creative attitude to the subject, the ability to find original answers not contained in textbooks, the ability to work with sources contained in additional literature course, the ability to combine the knowledge gained in this course with knowledge of other disciplines.

Point-rating system	Traditional assessments of the Russian Federation	Ratings ECTS
95 – 100	Excellent – 5	A (5+)
86 – 94		B (5)
69 – 85	Good – 4	C (4)
61 – 68	Satisfactory – 3	D (3+)
51 – 60		E (3)
31 – 50	Unsatisfactory – 2	FX (2+)
0 – 30		F (2)
51 - 100	Passed	Passed

Typical test tasks or other materials necessary for assessing knowledge, abilities, skills and (or) experience that characterize the stages of developing competencies in the process of mastering the educational programme

Sample questions on discipline topics

1. What is antitrust regulation?
2. What is antitrust compliance?
3. In what areas is antimonopoly regulation carried out?
4. What does antitrust law apply to?
5. On what provision of the Constitution of the Russian Federation is antimonopoly legislation based?
6. What are the objectives of the Law on Protection of Competition?
7. What antimonopoly authorities exist in the Russian Federation? Name the functions of antimonopoly authorities.
8. What powers do antimonopoly authorities have?
9. What rights do employees of antimonopoly authorities have when conducting inspections?
10. What are the responsibilities of individuals and legal entities when conducting an inspection by the antimonopoly authority?
11. Does a business entity have the right to submit evidence to the antimonopoly authority that its position cannot be recognized as dominant?
12. What is considered an abuse of dominance?
13. What are the grounds for considering cases of violation of antimonopoly legislation?
14. What are the types of liability for violating antitrust laws?
15. What are the responsibilities of organizations and their leaders?

16. What is the responsibility of government officials?
17. Describe the procedure for executing and appealing decisions (instructions) of the antimonopoly authority.
18. What is the main idea of antitrust compliance?

An approximate version of test tasks for the discipline

1. From the list above, select the compliance risks of the Federal Antimonopoly Service (FAS) of Russia (several answer options)
 - a) Making decisions that violate the uniformity of practice of the FAS of Russia;
 - b) Violation of deadlines for consideration of applications and agreements of business entities submitted for approval;
 - c) Violation of deadlines for making decisions on agreeing on draft maximum selling prices for medicines;
 - d) Coordination of regulatory legal acts of other government bodies, the provisions of which have led or may lead to the prevention, restriction, and elimination of competition in product markets;
 - e) Admission of procedural violations of the rules for considering disagreements and pre-trial disputes, which could lead to the court canceling the final decision;
 - f) Violations in procurement for business needs of the FAS of Russia;

1. Currently, the antimonopoly legislation of the Russian Federation includes:
 - a) Law “On Natural Monopolies”;
 - b) Law “On Competition and Restriction of Monopolistic Activities in Product Markets”;
 - c) Law “On Protection of Competition”;
 - d) Law “On the protection of competition in the financial services market”;
 - e) all together

2. Legislation includes prevention and suppression of competition:
 - a) monopolistic activity;
 - b) unfair competition;
 - c) prevention, restriction, elimination of competition by certain bodies and organizations;
 - d) all together.

4. Monopolistic activities include:
 - a) abuse by an economic entity of its dominant position;
 - b) abuse of a dominant position by a group of persons;
 - c) agreements prohibited by antimonopoly legislation;
 - d) concerted actions prohibited by antimonopoly legislation;
 - e) actions (inaction) recognized as monopolistic activities in accordance with federal laws;
 - f) all together.

5. Abuse of a dominant position is considered:
 - a) establishing and maintaining a monopolistically high price for a product;
 - b) establishing and maintaining a monopolistically low price for goods;
 - c) actions to exercise exclusive rights to the results of intellectual activity;
 - d) violation of the established pricing procedure;
 - e) all together.

6. The purpose of antitrust compliance for companies is _____ the likelihood of an antitrust violation by reducing the risk of arbitrariness of the contractor and, as a consequence, the risk of antitrust sanctions.

7. What are the main goals of antimonopoly legislation?

- a) determination of the organizational and legal basis for preventing, limiting and suppressing monopolistic activities and unfair competition.
- b) ensuring conditions for the creation and effective functioning of markets for goods, services and financial resources.
- c) creation of conditions limiting competition.

8. Anti-monopoly ____ is an internal system of an organization adopted to ensure compliance with the requirements of anti-monopoly legislation.

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- a) control
- b) stimulation

10. Transactions and other actions, the implementation of which has an impact on the development of competition, are:

- a) economic concentration;
- b) preferences;
- c) business contracts;
- d) dominant position.

Approximate topics for reports, presentations, abstracts and essays

1. The need to regulate antitrust compliance
2. Experience in using antimonopoly compliance of OJSC Uralkali
3. Experience in using antimonopoly compliance of MTS PJSC
4. Experience in using antimonopoly compliance of OJSC M-Video
5. Experience in using antimonopoly compliance of OJSC Sibur
6. Experience in using antimonopoly compliance of JSC Avtodor
7. Problems of implementing compliance procedures at large enterprises
8. Problems of implementing compliance procedures in small enterprises
9. Recognition of antimonopoly regulation as a risk that an enterprise needs to take into account
10. Organization and resources of the compliance system

Case measurement

Exercise 1.

A special place in the discussion of the legal status of antitrust compliance is occupied by the issue of its extension to small and medium-sized businesses (SMEs). Explanations and guidelines prepared by foreign antimonopoly authorities most often include special provisions stating that all recommendations also apply to SMEs.

Risks of extending general rules to SMEs may arise in what case? Give reasons for your answer

Exercise 2.

Foreign practice of applying antitrust compliance varies quite significantly. Thus, the European Commission has repeatedly drawn attention to the fact that it recognizes the importance of such corporate policy documents, but in the framework of antitrust proceedings and decisions on imposing a fine, it does not take into account the presence of these documents and compliance with the requirements contained in them³. At the same time, a number of European Union member countries at the national level are considering the possibility of reducing sanctions if the company has antitrust compliance and follows it.

*Give more examples of the application of antimonopoly compliance from foreign practice.
Analyze the Russian practice of applying antitrust compliance*

Exercise 3

In the UK, new guidance on How your business can achieve competition compliance (OFT1341) was introduced in June 2011 to replace the previous guidance (OFT424). It was developed by the UK Office of Fair Trading (OFT) to help companies comply with competition laws.

Review this manual in detail. Give positive examples of its use

Methodological materials that define the procedures for assessing knowledge, abilities, skills and (or) operational experience that characterize the stages of competencies formation)

Assessment of knowledge, skills and abilities in an academic discipline is carried out through the use of the following types of assessment tools:

List of assessment tools

№	Name of the assessment tool	Brief description of the assessment tool	Presentation of the assessment tool in the fund
Classroom work			
1.	Survey	A means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to determine the amount of knowledge of the student in a certain section, topic, problem, etc.	Questions on discipline sections
2.	Test	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student	Database of test tasks
3.	Verification work	A tool for testing the ability to apply acquired knowledge to solve problems of a certain type on a topic or section. This is a written task completed within a given time (in classroom conditions - from 30 minutes to 2 hours).	A set of multi-level tasks and assignments, grouped by options
4.	Business game	The joint activity of a group of students under the guidance of a teacher in order to solve educational and professionally oriented problems through game modeling of a real problem situation. An assessment tool that allows you to evaluate the ability to analyze and solve typical professional problems.	Description of business games by topic
5.	Case measurement	The use of problem-based tasks in which students are asked to comprehend a real, professionally oriented situation that contains the necessary but incomplete information to solve a given problem.	Base of tasks in the form of cases by topic
6.	Exam/Test	A procedure carried out according to established rules to assess the knowledge, skills, competencies of students in the	A set of multi-level questions grouped by ticket options

		Programme in any academic subject, module, etc.	
Independent work			
7.	Doing homework	There are tasks and assignments: a) reproductive level, allowing to evaluate and diagnose knowledge of factual material (basic concepts, algorithms, facts) and the ability to correctly use special terms and concepts, recognition of objects of study within a certain section of the discipline; b) reconstructive level, allowing to evaluate and diagnose the ability to synthesize, analyze, generalize factual and theoretical material with the formulation of specific conclusions, establishing cause-and-effect relationships; c) creative level, allowing to evaluate and diagnose skills, integrate knowledge of various fields, and argue one's own point of view.	A set of multi-level tasks and assignments

Assessment criteria for the discipline

Ticket tasks	Contents of the answer	Points
Question 1/ Question 2	detailed, comprehensive correct answer to the question posed is given. Definitions, examples, graphs, formulas are provided. Comprehensive answers to additional questions regarding the content of the answer are given.	9-10 points/for answer to 1 question
	A concise correct answer to the question is given. Definitions, examples, graphs, formulas are not given in full.	5-8 points/for answering 1 question
	The answer is given at the level of definitions and general reasoning. The economic essence of the categories is not disclosed.	3-4 points/for answer to 1 question
	Definitions are given	1-2 points/for answer to 1 question
Question 3: practical task	The problem was solved correctly (the correct answer was received), a detailed solution was provided	9-10 points
	The problem was solved incorrectly (an error in the calculations, there is no	7-8 points

	correct answer), but the solution is correct	
	The problem was solved correctly (the correct answer was given), but the solution process was incompletely described	4-6 points
	The correct answer is given without describing the solution process	1-3 points

Evaluating the results of oral surveys in practical classes, seminars and exams

The level of knowledge is determined by the grades “*excellent*”, “*good*”, “*satisfactory*”, “*unsatisfactory*”.

“**Excellent**” rating - the student demonstrates complete and deep knowledge of the programme material, logically and reasonably answers the question posed, as well as additional questions, shows a high level of theoretical knowledge.

Rating “**good**” - the student demonstrates deep knowledge of the programme material, presents it competently, answers the question posed and additional questions quite fully, and skillfully formulates conclusions. At the same time, when answering, he allows minor errors.

Rating “**satisfactory**” - the student shows sufficient, but not deep knowledge of the programme material; When answering, he does not make gross mistakes or contradictions, but in formulating the answer there is no proper connection between analysis, argumentation and conclusions. To get the correct answer, clarifying questions are required.

Rating “**unsatisfactory**” - the student shows insufficient knowledge of the programme material, is not able to present it in a reasoned and consistent manner, makes gross mistakes in answers, incorrectly answers the question posed or finds it difficult to answer.

Evaluation of testing results during ongoing monitoring

“**excellent**” - 76-100% correct answers;

“**good**” - 51-75% of correct answers;

“**satisfactory**” - 35-50% of correct answers;

“**unsatisfactory**” - 34% or less correct answers.

Approximate list of questions for testing with assessment

1. The role of competition in a market economy
2. Antimonopoly regulation in the Russian Federation
3. Policy of the European Community (common market) in the field of competition and attitude towards monopolies (foreign experience)
4. Comparative analysis of models of competitive behavior
5. The company's activities under conditions of pure monopoly
6. The company's activities in a monopolistic competition market
7. Problems of implementing compliance procedures at large enterprises
8. Recognition of antimonopoly regulation as a risk that an enterprise needs to take into account
9. Organization and resources of the compliance system
10. The concept of antitrust compliance.
11. Violations of antimonopoly legislation: essence and consequences.
12. Agreements restricting competition (cartels, vertical and others), concerted actions, coordination of economic activities.
13. Abuse of dominant position.
14. Foreign practice of applying antitrust compliance (EU countries)
15. Foreign practice of applying antitrust compliance (using the example of the USA)

16. Unfair competition.
17. Violation of market rules
18. Use of internal information of an organization for the purpose of making a profit (transactions with insider information)
19. Market Abuses
20. Antitrust risks
21. Potential benefits of expanding antitrust compliance practices in Russia
22. Composition of offenses that should be covered by antimonopoly compliance
23. Antitrust compliance for small and medium-sized businesses
24. Opportunities, risks and problems associated with the legal establishment of antitrust compliance

DEVELOPERS:

**Head of the Department of
Compliance and Controlling**



J. Ragulina

Position, educational department

Signature

name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

**Head of the Department of
Compliance and Controlling**



J. Ragulina

Name, educational department

Signature

name and surname

HEAD OF HIGHER EDUCATION PROGRAMME:

**Head of the Department of
Compliance and Controlling**



J. Ragulina

Position, educational department

Signature

name and surname