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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**

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

## **INTERNSHIP SYLLABUS**

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**Pre-Graduation**

(name of internship)

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**Industrial**

(type of internship: educational, production)

**Recommended by the Didactic Council for the Education Field of:**

**38.04.01 «ECONOMICS»**

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

**The practical training of the student is conducted as part of the professional programme of higher education:**

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**«Compliance control in the activities of organizations»**

(name (profile/specialization) of the basic higher education programme)

## 1.

## INTERNSHIP

## GOAL(s)

The main goals of pre-graduation internship are:

- consolidation, expansion and systematization of knowledge obtained in the study of special disciplines, based on the study of the activities of a specific organization;
- acquisition of practical experience in the chosen specialty;
- collection of materials for the final qualifying work.

The objectives of pre-graduation internship are:

- gaining experience in economic, organizational and legal work in positions of economic services of various organizations in order to acquire skills in independent work to solve the problems facing them;
- studying best internships in the chosen specialty;
- mastering the methods of making and implementing economic, managerial decisions based on the theoretical knowledge obtained, as well as monitoring their implementation;
- mastering the methods of analytical and independent research work to study the production and economic activities and economic functioning of organizations operating on the basis of state and other forms of ownership;
- performing scientific research in accordance with the scientific topics of the department
- collecting the necessary materials for the preparation and writing of a qualification (diploma) work.

The main principles of conducting pre-graduation internship of students are: integration of theoretical and professional-practical, educational and research activities of students.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

The conducting of the Pre-graduation Internship envisages building the following competencies (parts of competencies) in students:

*Table 2.1. The list of competencies built by students during the internship (results of training based on the results of internship)*

<b>Competence Code</b>	<b>Competence Descriptor</b>	<b>Competence Formation Indicators (within this discipline)</b>
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

Competence Code	Competence Descriptor	Competence Formation Indicators (within this discipline)
		use of basic philosophical ideas and categories in their historical development and socio-cultural context
GC-2	Able to manage a project at all stages of its life cycle	<p>GC-2.1. Formulates a problem whose solution is directly related to achieving the project goal;</p> <p>GC-2.2. Determines the connections between the assigned tasks and the expected results of their solution;</p> <p>GC-2.3. Within the framework of the assigned tasks, it determines the available resources and limitations, the current legal norms;</p> <p>GC-2.4. Analyzes the project implementation schedule as a whole and selects the optimal way to solve the assigned tasks, based on current legal norms and available resources and limitations;</p> <p>GC-2.5 Monitors the progress of the project, adjusts the schedule in accordance with the control results.</p>
GC-3	Able to organize and manage the work of a team, developing a team strategy to achieve the goal	<p>GC-3.1. Defines his (her) role in the team based on the strategy of cooperation to achieve the goal;</p> <p>GC-3.2. Formulates and takes into account in its activities the behavioral characteristics of groups of people identified depending on the goal;</p> <p>GC-3.3. Analyzes the possible consequences of personal actions and plans his/her actions to achieve a given result;</p> <p>GC-3.4. Exchanges information, knowledge and experience with team members;</p> <p>GC-3.5. Argues his/her point of view regarding the use of ideas of other team members to achieve the goal;</p> <p>GC-3.6. Participates in team work to complete assignments.</p>
GC-4	Able to apply modern communication technologies in the state language of the Russian Federation and a foreign language for academic and professional interaction	<p>GC-4.1. Selects a style of business communication, depending on the language of communication, the purpose and conditions of the partnership;</p> <p>GC-4.2. Adapts speech, communication style and body language to interaction situations;</p> <p>GC-4.3. Searches for the necessary information to solve standard communication problems in Russian and foreign languages;</p> <p>GC-4.4. Conducts business correspondence in Russian and foreign languages, taking into account the stylistic features of official and informal letters and sociocultural differences in the format of correspondence;</p> <p>GC-4.5. Uses dialogue for cooperation in academic communication, taking into account the personality of the interlocutors, their communicative speech strategy and tactics, and the degree of formality of the situation;</p> <p>GC-4.6. Forms and argues his/her own assessment of the main ideas of the participants in the dialogue</p>

Competence Code	Competence Descriptor	Competence Formation Indicators (within this discipline)
		(discussion) in accordance with the needs of joint activities.
GC-5	Able to analyze and consider cultural diversity in the process of intercultural interaction	<p>GC-5.1. Interprets Russian history in the context of world historical development;</p> <p>GC-5.2. Finds and uses information about the cultural characteristics and traditions of various social groups in social and professional communication;</p> <p>GC-5.3. When social and professional communication on a given topic takes into account the historical heritage and sociocultural traditions of various social groups, ethnic groups and faiths, including world religions, philosophical and ethical teachings;</p> <p>GC-5.4. Collects information on a given topic, taking into account the ethnic groups and religions most widely represented at the points where the research is carried out;</p> <p>GC-5.5. Justifies the features of project and team activities with representatives of other ethnic groups and (or) religions;</p> <p>GC-5.6. Adheres to the principles of non-discriminatory interaction in personal and mass communication in order to fulfill professional tasks and strengthen social integration.</p>
GC-6	Able to determine and implement priorities of own activity and ways of its improvement based on self-assessment	<p>GC-6.1 Monitors the amount of time spent on specific activities;</p> <p>GC-6.2 Develops tools and methods for time management when completing specific tasks, projects, and goals;</p> <p>GC-6.3 Analyzes his/her resources and their limits (personal, situational, time, etc.) to successfully complete the assigned task;</p> <p>GC-6.4 Distributes tasks into long-, medium- and short-term ones with justification of relevance and analysis of resources for their implementation.</p>
GC-7	Unified universal competence in the field of information culture for the educational level of master's programmes in all areas of training	<p>GC-7.1 Searches for the necessary sources of information and data, perceives, analyzes, remembers and transmits information using digital means, as well as using algorithms when working with data received from various sources in order to effectively use the information received to solve problems;</p> <p>GC-7.2 Evaluates information, its reliability, builds logical conclusions based on incoming information and data</p>
GPC-1	Able to apply knowledge (at an advanced level) of fundamental economic science in solving practical and/or research problems	<p>GPC-1.1 Has fundamental knowledge in the field of economic science;</p> <p>GPC-1.2 Able to use fundamental knowledge to solve applied and/or research problems</p>

<b>Competence Code</b>	<b>Competence Descriptor</b>	<b>Competence Formation Indicators</b> (within this discipline)
GPC-2	Able to apply advanced instrumental methods of economic analysis in applied and/or basic research	GPC-2.1 Has knowledge of advanced instrumental methods of economic analysis; GPC-2.2 Able to apply knowledge of advanced instrumental methods of economic and financial analysis when conducting applied and/or fundamental research
GPC-3	Able to summarize and critically evaluate scientific research in economics	GPC-3.1 Develops a programme of applied and/or fundamental research in the field of economics based on the evaluation and synthesis of the results of scientific research conducted by other authors; GPC-3.2 Prepares an analytical note based on the results of applied and/or fundamental research in the field of economics; GPC-3.3 Summarizes findings, prepares conclusions and formulates recommendations based on the results of applied and/or fundamental research in the field of economics;
GPC-4	Able to make economically and financially sound organizational and management decisions in professional activities and bear responsibility for them	GPC-4.1 Develops organizational and management decisions in professional activities; GPC-4.2 Possesses the skills of reasoned persuasion in support of proposed financial, economic, organizational and managerial decisions; GPC-4.3 Monitors the results of the implementation of financial, economic, organizational and managerial decisions;
GPC-5	Able to use modern information technologies and software when solving professional problems	GPC-5.1 Knows modern information technologies and software used in solving professional problems; GPC-5.2 Able to choose among modern information technologies and software tools the most effective ones for solving professional problems; GPC-5.3 Fully possesses the skills to solve standard problems of professional activity using information technology and software;
GPC-6	Able to critically evaluate the capabilities of digital technologies to solve professional problems, work with digital data, evaluate their sources and relevance.	GPC-6.1 Able to use modern digital and information technologies in solving professional tasks GPC-6.2 Able to find and use relevant digital data to solve practical problems of professional activity
PC-1	Capable of analyzing and forecasting the financial potential of an economic entity	PC-1.1. Able to plan programmes and deadlines for conducting financial analysis. Develops internal organizational and administrative documents, including those regulating the procedure for conducting work in the budgeting and cash flow management system; PC-1.2. Capable of continuously monitoring the compliance of internal control with the objectives of

Competence Code	Competence Descriptor	Competence Formation Indicators (within this discipline)
		<p>the economic entity, and developing measures to improve it;</p> <p>PC-1.3. Able to justify decisions made by an economic entity during internal control, internal and external audits, revisions, tax and other inspections;</p>
PC-2	Capable of developing a strategy and defining current tasks for the development of an economic entity's internal control system.	<p>PC-2.1. Able to collect and systematize information obtained from various sources. Analyzes the information received and formulates conclusions based on the results of its analysis. Studies and describes the business processes of the organization;</p> <p>PC-2.2. Able to select and prioritize work within limited resources and organize the work of the audit team to meet deadlines. Applies a systematic approach to analyzing results and evaluating the work of audit team members;</p>
PC-3	Able to provide methodological support for the activities of the internal audit service and manage the work of the internal audit service	<p>PC-3.1. Applies laws, regulations and local regulations of the organization in work. Coordinates his/her activities with colleagues, works effectively in a team.</p> <p>PC-3.2. Organizes the work of subordinates, sets tasks and monitors their implementation. Analyzes and evaluates information, identifies cause-and-effect relationships, draws objective conclusions and sets priorities for future plans</p>
PC-4	Able to develop and generate reporting documents on the operation of the internal control system of an economic entity	<p>PC-4.1 Able to assess the possible consequences of changes in the accounting policies of an economic entity, including their impact on its future activities;</p> <p>PC-4.2 Knows methods of checking the quality of compilation of accounting registers, accounting (financial) statements</p> <p>PC-4.3 Able to organize and carry out internal control of the facts of economic life performed by an economic entity</p>
PC-5	Capable of monitoring and coordinating the activities of internal control systems at all levels of management of an economic entity	<p>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</p> <p>PC-5.2 Able to explain the norms and requirements of regulatory legal acts in various areas of activity related to internal control</p>
PC-6	Capable of organizing and conducting general preventive, targeted, and individual activities to counter the spread of terrorist ideology and neo-Nazi ideas	<p>PC-6.1. Determines the content and forms of preventive work to counter the ideology of terrorism and neo-Nazism in accordance with current regulatory legal acts.</p> <p>PC-6.2. Organizes and conducts preventive activities in educational or social settings in accordance with established requirements and regulatory documents.</p>

### 3. INTERNSHIP IN HIGHER EDUCATION PROGRAMME STRUCTURE

Pre-graduation internship represents the basic part of the cycle of the main educational programme B.2. “Internship and research work” and is based on knowledge, skills, and abilities acquired during the study of academic disciplines of the professional cycle of the main educational programme B.1.B:

(“Microeconomics (advanced level)”, “Macroeconomics (advanced level)”, “Econometrics”, “Professional foreign language”) and the optional part B.1.B.: “Internal control”, “International and Russian standards in the field of internal control and audit”, “Methods of comprehensive analysis of the activities of an economic entity”, “Digital technologies in the control system”, “Legal regulation and methodology of modern compliance control”, “Management of the effectiveness of compliance control of an economic entity”.

Pre-graduation internship precedes the preparation and defense of the final qualifying work.

Within the framework of the professional programme of higher education, students also master disciplines and/or other internships that contribute to achieving the planned learning outcomes based on the results of the “pre-graduation internship”.

*Table 3.1. The list of the components of the professional programme of higher education, contributing to the achievement of the planned learning outcomes based on the results of the internship*

<b>Competence Code</b>	<b>Competence Descriptor</b>	<b>Previous disciplines/modules, internships*</b>	<b>Subsequent disciplines/modules, internships*</b>
GC-1	Able to search, critically analyze problem situations based on a systematic approach, and develop an action strategy	Microeconomics (advanced course) Macroeconomics (advanced course) Internal control International and Russian standards in the field of internal control and audit Methods of complex analysis of the activities of an economic entity Digital technologies in the control system Legal regulation and methodology of modern compliance control Managing the effectiveness of compliance control of an economic entity Transformation of cultural changes in a digital company	state examination commission state certification commission

Competence Code	Competence Descriptor	Previous disciplines/modules, internships*	Subsequent disciplines/modules, internships*
		Compliance control system when conducting financial investigations Foreign internship of applying compliance control in the activities of an economic entity Ensuring cybersecurity of an economic entity Combating corporate fraud Regulatory and legal support for compliance control in the activities of an organization Antimonopoly compliance Technique for conducting an internal corporate investigation	
GC-2	Able to manage a project at all stages of its life cycle	Internal control International and Russian standards in the field of internal control and audit Legal regulation and methodology of modern compliance control Managing the effectiveness of compliance control of an economic entity Transformation of cultural changes in a digital company Compliance control system during financial investigations Combating corporate fraud Regulatory and legal support for compliance control in the activities of an organization	state examination commission state certification commission
GC-3	Able to organize and manage the work of a team, developing a team strategy to achieve the goal	Econometrics (advanced course) Compliance in the field of securities market regulation	state examination commission state certification commission

Competence Code	Competence Descriptor	Previous disciplines/modules, internships*	Subsequent disciplines/modules, internships*
		Compliance in the field of tenders and procurement activities Foreign internship of applying compliance control in the activities of an economic entity Ensuring cybersecurity of an economic entity Risk management and compliance Assessment of corruption risks of an economic entity Combating corporate fraud Regulatory and legal support for compliance control in the activities of an organization Compliance control system in the financial and credit sphere Tax compliance Antitrust compliance Techniques for conducting internal corporate investigations	
GC-4	Able to apply modern communication technologies in the state language of the Russian Federation and a foreign language for academic and professional interaction	Professional foreign language Design of a compliance control system and organization of its implementation in the activities of an economic entity Transformation of cultural changes in a digital company Compliance control system during financial investigations Compliance control system in the financial and credit sphere Tax compliance	state examination commission state certification commission
GC-5	Able to analyze and consider cultural diversity	Professional foreign language	state examination commission state certification commission

Competence Code	Competence Descriptor	Previous disciplines/modules, internships*	Subsequent disciplines/modules, internships*
	in the process of intercultural interaction	Methods of complex analysis of the activities of an economic entity Design of a compliance control system and organization of its implementation in the activities of an economic entity Management of the effectiveness of compliance control of an economic entity Compliance control system in the financial and credit sphere Tax compliance Foreign language	
GC-6	Способен определить и реализовать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки	Digital technologies in the control system	state examination commission state certification commission
GC-7	Unified universal competence in the field of information culture for the educational level of master's programmes in all areas of training	Digital technologies in the control system Internal control Risk management and compliance Assessment of corruption risks of an economic entity	state examination commission state certification commission
GPC-1	Able to apply knowledge (at an advanced level) of fundamental economic science in solving practical and/or research problems	Microeconomics (advanced course) Internal control International and Russian standards in the field of internal control and audit Design of a compliance control system and organization of its implementation in the activities of an economic entity	state examination commission state certification commission

Competence Code	Competence Descriptor	Previous disciplines/modules, internships*	Subsequent disciplines/modules, internships*
		Digital technologies in the control system Legal regulation and methodology of modern compliance control Management of the effectiveness of compliance control of an economic entity	
GPC-2	Able to apply advanced instrumental methods of economic analysis in applied and/or basic research	Macroeconomics (advanced course) Econometrics (advanced course) Internal control International and Russian standards in the field of internal control and audit Design of a compliance control system and organization of its implementation in the activities of an economic entity Digital technologies in the control system Legal regulation and methodology of modern compliance control Management of the effectiveness of compliance control of an economic entity	state examination commission state certification commission
GPC-3	Able to summarize and critically evaluate scientific research in economics	Microeconomics (advanced course) Macroeconomics (advanced course) Internal control Digital technologies in the control system	state examination commission state certification commission
GPC-4	Able to make economically and financially sound organizational and management decisions in professional activities and bear responsibility for them	Econometrics (advanced course) Internal control Digital technologies in the control system	state examination commission state certification commission

<b>Competence Code</b>	<b>Competence Descriptor</b>	<b>Previous disciplines/modules, internships*</b>	<b>Subsequent disciplines/modules, internships*</b>
GPC-5	Able to use modern information technologies and software when solving professional problems	Econometrics (advanced course) Internal control Legal regulation and methodology of modern compliance control	state examination commission state certification commission
GPC-6	Able to critically evaluate the capabilities of digital technologies to solve professional problems, work with digital data, evaluate their sources and relevance.	Econometrics (advanced course) Internal control Legal regulation and methodology of modern compliance control	state examination commission state certification commission
PC-1	Capable of analyzing and forecasting the financial potential of an economic entity	International and Russian standards in the field of internal control and audit Legal regulation and methodology of modern compliance control Compliance in the field of regulation of the securities market Compliance in the field of tenders and procurement activities	state examination commission state certification commission
PC-2	Capable of developing a strategy and defining current tasks for the development of an economic entity's internal control system.	International and Russian standards in the field of internal control and audit Methods of complex analysis of the activities of an economic entity Digital technologies in the control system Legal regulation and methodology of modern compliance control Risk management and compliance Assessment of corruption risks of an economic entity	state examination commission state certification commission
PC-3	Able to provide methodological	Internal control	state examination commission

Competence Code	Competence Descriptor	Previous disciplines/modules, internships*	Subsequent disciplines/modules, internships*
	support for the activities of the internal audit service and manage the work of the internal audit service	Design of a compliance control system and organization of its implementation in the activities of an economic entity Management of the effectiveness of compliance control of an economic entity Compliance in the field of regulation of the securities market Compliance in the field of conducting tenders and procurement activities Risk management and compliance Assessment of corruption risks of an economic entity	state certification commission
PC-4	Able to develop and generate reporting documents on the operation of the internal control system of an economic entity	Internal control Transformation of cultural changes in a digital company Compliance control system during financial investigations Foreign internship of applying compliance control in the activities of a business entity Ensuring cybersecurity of a business entity Compliance control system in the financial and credit sphere Tax compliance	state examination commission state certification commission
PC-5	Capable of monitoring and coordinating the activities of internal control systems at all levels of management of an economic entity	Internal control Methods of comprehensive analysis of the activities of an economic entity Digital technologies in the control system Managing the effectiveness of compliance control of an economic entity	state examination commission state certification commission

<b>Competence Code</b>	<b>Competence Descriptor</b>	<b>Previous disciplines/modules, internships*</b>	<b>Subsequent disciplines/modules, internships*</b>
		Foreign internship of applying compliance control in the activities of an economic entity Ensuring cybersecurity of an economic entity Combating corporate fraud Regulatory and legal support for compliance control in the activities of an organization Antimonopoly compliance Technique for conducting an internal corporate investigation	
PC-6	Capable of organizing and conducting general preventive, targeted, and individual activities to counter the spread of terrorist ideology and neo-Nazi ideas		state examination commission state certification commission

\* - filled in accordance with the competency matrix

#### **4. INTERNSHIP WORKLOAD**

The total workload of “pre-graduation internship” is 21 credit units (756 academic hours).

#### **5. INTERNSHIP CONTENT**

*Table 5.1. The Internship Content\**

<b>Name of the internship section</b>	<b>Content of the section (subjects, types of practical work)</b>	<b>Workload, academic hours</b>
<b>Preparatory stage</b>	Briefing on collecting and processing the necessary material, on compiling a report	2
	Safety briefing	2
	Familiarization with the place of internship, for the purpose of	20

<b>Name of the internship section</b>	<b>Content of the section (subjects, types of practical work)</b>	<b>Workload, academic hours</b>
	conducting an analysis, the object of research	
<b>Calculation and analytical stage</b>	Collection, processing and systematization of factual	221
	Completion of individual assignment	321
<b>The final stage</b>	Preparation of the internship report	80
	Presentation of the report	2
<b>TOTAL:</b>		<b>756</b>

\* - the content of the internship by sections and types of practical training is FULLY reflected in the student's report on the internship.

## **6. INTERNSHIP EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS**

- Technological equipment of the enterprise (organization);
- Computer equipment of the specialized department.

## **7. INTERNSHIP LOCATION AND TIMELINE**

Pre-graduation Internship can be conducted both in RUDN structural divisions or in Moscow organizations (stationary), and at bases located outside of Moscow (visiting).

Conducting an internship at an external organization (outside RUDN) is carried out on the basis of a relevant agreement, which specifies the terms, place and conditions of the internship at the base organization. The terms of the internship correspond to the period specified in the academic calendar of the main higher education programme. The terms of the internship can be adjusted upon agreement with the Department of Educational Policy and the Department of Organization of Internships and Employment of Students at RUDN.

## **8. RESOURCES RECOMMENDED FOR INTERNSHIP**

### **Educational, methodological and informational support for industrial internship**

#### *a) Main Readings:*

1. 1. Accounting Principles: A Business Perspective, Financial Accounting A Textbook Equity Open College Textbook originally by Hermanson, Edwards, and Maher License: CC-BY-NC-SA ISBN: 1461088186, 9781461088189 <http://www.saylor.org/site/wp-content/uploads/2011/11/BUS103-TEXTBOOK.pdf>
2. Accounting Principles: A Business Perspective. First Global Text Edition, Volume 1 Financial Accounting Author: James Don Edwards, Roger H. Hermanson, Year of publication: 2012 <http://www.saylor.org/site/wp-content/uploads/2012/10/Accounting-Principles-Vol.-1.pdf>

3. *20th century bookkeeping and accounting: a treatise on the principles of accounting and bookkeeping practice applied by modern bookkeepers and accountants* ID 7645304 *Asmop: James William Baker* ISBN 978-5-8747-0793-4; 2011

**b) Additional Readings:**

4. GOST 15.101-98. Procedure for performing research and development work: interstate standard. – Introduced on 01.07.01 // System for developing and putting products into production. Official Publishing House – Minsk: IPK Publishing House of Standards, 2001. – 6 p.
5. GOST 7.80-2000. Bibliographic entry. Title. General requirements and rules for compilation: interstate standard. – Introduced on 01.07.01 //
6. System of standards for information, librarianship and publishing. Official Publishing House. – Minsk : IPC Publishing House of Standards, 2001. – 8 p.
7. Dictionary of Accounting Terms Author: Joel G. Siegel and Jae K. Shim  
ISBN 978-0-7641-4310-6 Year of publication: 2010  
Link: <http://bookfi.org/book/706874>
8. Sholudchenko, I.E. English language. Accounting and audit : a textbook / I.E. Sholudchenko. - 3rd ed., Stereotype. - Moscow : Flinta Publishing House, 2017. - 393 p. - ISBN 978-5-9765-0809-5 ; Ditto [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=54579>
9. Azarskaya, M.A. Analytical procedures in audit: a tutorial / M.A. Azarskaya, V.L. Pozdeev; Volga State Technological University. - Yoshkar-Ola: PSTU, 2016. - 192 p.: diagram, table. - Bibliography: pp. 165-169 - ISBN 978-5-8158-1784-5; Ditto [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=459464>

**c) Normative Readings:**

1. Civil Code of the Russian Federation, parts 1 and 2.
2. Tax Code of the Russian Federation, parts 1 and 2.
3. Labor Code of the Russian Federation.
4. Federal Law of 06.12.2011 No. 402-FZ "On Accounting".
5. Federal Law of 30.12.2008 No. 307-FZ "On Auditing Activity" Federal Law of 26.10.2002 No. 127-FZ "On Insolvency (Bankruptcy)"
6. Federal Law of 29 October 1998 No. 164-FZ "On Financial Lease (Leasing)"
7. Federal Law of 22 April 1996 No. 39-FZ "On the Securities Market"
8. Federal Law of 26 December 1995 No. 208-FZ "On Joint-Stock Companies"

**Periodicals:**

1. Journal "Economic Analysis: Theory and Internship": <http://www.fin-izdat.ru/journal/analiz/>
2. Weekly "Economics and Life" <http://www.eg-online.ru/>
3. Financial newspaper <http://fingazeta.ru/index>

**Russian-language Internet resources:**

1. Expert Council on Regional Investment Policy. Investment Potential of the Subjects of the Russian Federation. – Ministry of Regional Development of Russia: <http://www.minregion.ru>
2. Website of the State Statistics Committee of Russia <http://www.gks.ru>
3. Website of the Ministry of Economic Development of Russia <http://www.economy.gov.ru>
4. Website of the Ministry of Regional Development of Russia <http://www.minregion.ru>
5. Rating agency "RA-Expert" <http://www.raexpert.ru>
6. Financial Management Magazine – [www.dis.ru/fm/](http://www.dis.ru/fm/)
7. Federal educational portal "Economics, sociology, management" – [ecsocman.edu.ru](http://ecsocman.edu.ru)

8. Financial Director Magazine – [www.fd.ru](http://www.fd.ru)
9. Financial Market News – [www.finam.ru](http://www.finam.ru)
10. Financial analysis – [www.finanaliz.ru](http://www.finanaliz.ru)
11. Finance Magazine – [www.finansmag.ru](http://www.finansmag.ru)
12. Publications on economics and finance – [www.finansy.ru](http://www.finansy.ru)
13. Information agency FinMarket – [www.finmarket.ru](http://www.finmarket.ru)
14. The world of finance – [www.mirfin.ru](http://www.mirfin.ru)
15. Moscow Interbank Currency Exchange – [www.micex.ru](http://www.micex.ru)
16. Ministry of Finance of the Russian Federation – [www.minfin.ru](http://www.minfin.ru)
17. Moscow Stock Exchange – [www.mse.ru](http://www.mse.ru)
18. IFRS magazine – [www.msfo-mag.ru](http://www.msfo-mag.ru)
19. Information agency "Financial House" – [www.pmf.ru/iafd/index.html](http://www.pmf.ru/iafd/index.html)
20. Economic Information Agency – [www.prime-tass.ru](http://www.prime-tass.ru)
21. Russian trading system – [www.rts.ru](http://www.rts.ru)
22. Library of economic and business literature – <http://www.ek-lit.agava.ru>
23. Kommersant newspaper – [www.kommersant.ru](http://www.kommersant.ru)
24. Newspaper "Economy and Life" – [www.akdi.ru](http://www.akdi.ru)

### Databases

1. RUDN University Library website – Access mode: <http://lib.rudn.ru/> - from RUDN University desktop computers
2. RUDN University Bulletin – Access mode: <http://www.elibrary.ru/defaultx.asp>
3. Full-text collection of Russian scientific journals. eLibrary.ru – Access mode: <http://elibrary.ru/defaultx.asp?>
4. [www.consultant.ru](http://www.consultant.ru) (Official website of the Consultant Plus company, legal support).
5. [www.garant.ru](http://www.garant.ru) (Information and legal portal).
6. On-line access to journals. Information database on all branches of science and electronic delivery of documents. SwetsWise. – Access mode: <https://www.swetswise.com>

*Educational and methodological materials for completing an internship, filling out a diary and preparing a report on the internship:*

1. Safety regulations for the pre-graduation internship (initial briefing).
2. General structure and operating principle of technological production equipment used by students during internship; process maps and regulations, etc. (if necessary).
3. Methodological instructions for students filling out a diary and preparing a report on internship.

### **8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL AS INTERNSHIP RESULTS**

The assessment materials and the point-rating system for assessing the level of development of competencies (part of competencies) based on the results of the "pre-graduation internship" are presented in the Appendix to this Internship Programme (module).

In the process of passing/conducting pre-graduation internship, the student, under the supervision of the supervisor of the master's thesis, finally determines and forms the relevance of the scientific research, its novelty, the purpose and objectives of the scientific research, the object and subject of the scientific research, the theoretical and methodological base, determines the structure of the work, its theoretical and practical significance, and testing.

The report on pre-graduation internship is the main document of the student, reflecting the work performed by him/her during the pre-graduation internship, the competencies acquired by him/her.

The report on pre-graduation internship must contain:

- 1. title page (1 page);
- 2. Table of content;
- 3. Introduction;
- 4. main part;
- 5. Conclusion;
- 6. List of references;
- 7. Applications (if necessary).

The report should be 15-20 pages long (excluding appendices) (font - Times New Roman, font size - 12, line spacing - single, all margins - 1.5 cm, indent - 1 cm, alignment - by width, formatting of tables and figures in accordance with the rules for writing a Master's thesis.

The number of appendices is not limited and is not included in the specified volume.

In general, the introduction, main part and conclusion should reflect the main provisions of the Master's thesis / Graduation Thesis.

The introduction should reflect: the purpose, objectives, relevance of the research. Report management may largely coincide with the management of the Master's thesis / Graduation Thesis, with the only exception that special attention is paid to the volume and structure of the report. The sequence of the proposed stages of pre-graduation internship is also described (the stages are described in the Intern's Diary).

The main part of the report contains the main provisions and conclusions of the Three Chapters Master's Thesis/Graduation Thesis.

The conclusion as a whole may correspond to the Conclusion of the Master's Thesis/Graduation Thesis. The list of references is formed in accordance with the requirements for writing the Master's Thesis/Graduation Thesis.

The following documents are also attached to the report:

- Intern's diary;
- Review of the supervisor on the Master's thesis/Graduation thesis.

The report on pre-graduation internship, certified by the supervisor of internship, must be submitted to the supervisor of internship from the department. The quality of the Report on research/pre-graduation internship also depends on the results of the defense of the Master's thesis/Graduation thesis. Based on the results of the defense of the Master's thesis/Graduation thesis, the supervisor of internship gives a grade for the submitted Report.

One of the key provisions of pre-graduation internship is the writing of scientific articles, including those included in the list of the Higher Attestation Commission, as well as presentation at scientific and practical conferences (in-person and correspondence).

The result of the internship is the preparation and defense of the report within the established time frame - the last day of the internship in accordance with the schedule of the educational process. Based on the results of the report defense, the student is given a pass with a grade.

The report must include all the materials obtained in accordance with the assignment for internship in the main areas of research, analysis of the data obtained, identification of problems and development prospects of the research object.

When preparing the report, it is necessary to use the information and knowledge obtained as a result of the survey and analysis of various departments (services) of the enterprise (organization). In addition, it is necessary to use data and information from scientific and technical, reference and educational literature.

The internship report is the main document characterizing the student's work during the internship. The report is compiled in accordance with the actual completed internship programme and must correspond to the individual assignment.

It is recommended to compile the report throughout the internship as the material accumulates.

Based on the results of the internship, the student submits a report on the internship to the Department of Compliance and Controlling.

Students defend the report before the commission. The commission includes the head of the department, the internship supervisor from the department, the student's scientific supervisor for the master's thesis, and the curator of the direction.

During the defense, the student must briefly outline the main results of the work done, answer questions about the internship programme.

The internship report must include:

- a internship diary filled in for all sections, signed by the internship supervisor from the enterprise.
- a review from the internship supervisor from the enterprise with an assessment of the student's work during the pre-graduation internship;
- text material with the necessary diagrams, drawings, explanations, calculations of at least 30 typewritten pages.

The report and diary must be certified and signed by the internship supervisor from the enterprise.

**The final score is max100 points.**

The rating scale is carried out in accordance with Table 1.

*Table 1.*

**Grading system of knowledge assessment**

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

*Table 2*

**Criteria for evaluating internship**

<p>The internship report is properly completed, the internship assignment is fully completed. The internship supervisor from the enterprise assessed the internship as "excellent". A full, detailed answer to the question is given, the ability to identify essential and non-essential features, cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, and presented using scientific terms. In the case of individual internship, the individual assignment issued by the department corresponds to the trainee's tasks issued by the enterprise. The reporting documentation clearly indicates the results of solving the tasks set by the department in the Individual Assignment. All necessary documents (incoming and reporting) are submitted and registered at the department no later than the deadlines approved by the department. Minor errors or shortcomings were made, corrected by the student with the help of the teacher's "leading" questions.</p>	96 - 100	A(5+)
<p>The deadlines for submitting incoming documents were violated by no more than 2 days.</p>	86 - 94	B(5)

<p>The internship report is properly completed, the internship assignment is fully completed. The internship supervisor from the enterprise assessed the internship as "excellent" or "good". A complete but insufficiently consistent answer to the question was given, but at the same time the ability to identify essential and non-essential features and cause-and-effect relationships was demonstrated. The answer is logical and presented in scientific terms. There may be 1-2 errors in defining basic concepts that the student finds difficult to correct independently.</p> <p>All necessary reporting documents were submitted and registered with the department no later than the deadlines approved by the department.</p> <p>The deadlines for submitting incoming documents were violated by no more than 2 days.</p>	69 - 85	C(4)
<p>The internship report is properly completed, the internship assignment has been completed in full. The company's Internship Supervisor gave a positive assessment of the internship</p> <p>The answer is not complete or detailed enough. The logic and sequence of presentation are violated. Errors were made in the disclosure of concepts and the use of terms. The student is unable to independently identify essential and non-essential features and cause-and-effect relationships. The student can concretize the generalized knowledge, proving its main provisions with examples only with the help of the teacher. Speech design requires amendments, correction.</p> <p>The results of the individual assignment issued at the department are recognized as not fully completed. The deadlines for submitting incoming documents for a period of no more than 5 days were violated. All reporting documents were submitted and registered with the department no later than the deadlines approved by the department.</p>	61 – 68	D(3+)

<p>The internship report is properly completed, the internship assignment is not fully completed. The supervisor of the internship from the enterprise assessed the internship with a positive assessment.</p> <p>An incomplete answer was given, the logic and sequence of presentation have significant violations. Gross errors were made in determining the essence of the concepts, theories, phenomena being disclosed, due to the student's misunderstanding of their essential and inessential features and connections. The answer does not contain conclusions. The ability to disclose specific manifestations of generalized knowledge is not demonstrated. Speech design requires amendments, correction.</p> <p>The results of the individual assignment issued at the department are recognized as not fully completed.</p> <p>The deadlines for submitting incoming documents for a period of no more than 5 days were violated. All reporting documents were submitted and registered with the department no later than the deadlines approved by the department.</p>	51 – 60	E(3)
<p>The internship report is properly completed, the internship assignment is not fully completed. The internship supervisor from the enterprise assessed the internship as "satisfactory" or "unsatisfactory". An incomplete answer was given, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentation and illogicality of presentation. The student does not understand the connection between this concept, theory, phenomenon and other objects. There are no conclusions, specification and evidence of presentation. Speech is illiterate.</p> <p>Additional and clarifying questions from the teacher do not lead to the correction of the student's answer not only to the question posed, but also to other questions on the completed internship assignment.</p> <p>The deadlines for submitting incoming documents for a period of no more than 5 days were violated. An incomplete package of documents was provided.</p>	31 – 50	FX(2+)
<p>The internship report is not properly completed, the internship assignment is not fully completed.</p> <p>The internship supervisor from the enterprise assessed the internship as "good" or "satisfactory". No answers were received to the basic questions of the discipline.</p> <p>The deadlines for submitting incoming documents for a period of no more than 5 days were violated. An incomplete set of documents was provided.</p> <p>Documents were not submitted.</p>	0 – 30	F(2)

The criteria for evaluating the internship are given in table 3.

*Table 3*

**The main criteria for evaluating the internship**

Main criteria	Points
---------------	--------

Submission deadline and completeness of “incoming” documents	10
Completion of individual assignment issued at the department	25
Proper preparation of the report and diary	10
Report defense	40
Characteristic from the head of the enterprise	15

## **Annex A**

### **The toolkit for the midterm assessment of students in the Pre-graduation Internship**

The toolkit for the midterm assessment of students in the Pre-graduation Internship includes:

- a list of competencies indicating the stages of their formation in the process of mastering the educational programme;
- description of indicators and criteria for assessing competencies at various stages of their formation, description of assessment scales;
- Standard control tasks or other materials necessary for the assessment of knowledge, skills, and (or) experience of activities that characterize the stages of competence formation in the process of mastering the educational programme;
- Methodological materials defining the procedures for assessing knowledge, skills, and (or) experience of activities that characterize the stages of competence formation;

Intermediate certification for pre-graduate internship is carried out in the form of a differentiated credit (credit with an assessment). To receive a credit, the student submits a report that is carried out based on the results of the internship, considering the results of the work done, and the feedback of the head of the internship.

The code of the controlled competence or its part	Controlled section of the discipline	Controlled topic of the discipline	Assessment Toolkit (forms of control of mastering the professional programme)			Defense of the internship report	Topic points	Section Points
			Classroom work		Independent work			
			Working with consultants	Carrying out tasks of consultants				
GC-1; GC-2; GC-3; GC-4; GC-5; GC-6; GPC-1; GPC-2; GPC-3;	Section 1. Safety briefing, introductory briefing	Check of knowledge	1				1	1
GC-1; GC-2; GC-3; GC-4; GC-5; GC-6; GPC-1; GPC-2; GPC-3; GPC-4; GPC-5; GPC-6; PC-1; PC-2; PC-3	Section 2. Industrial briefing Getting to know the profile of the organization. Studying the legal framework governing the activities of the organization-base for the internship.	Characteristics of the modeling object. Selection of data for model building	1	3	5		9	9

	Studying the scientific and methodological foundations and mechanisms for organizing project activities in the organization-base for the internship						
GC-1; GC-2; GC-3; GC-4; GC-5; GC-6; GC-7; GPC-1; GPC-2; GPC-3; GPC-4; GPC-5; GPC-6; PC-1; PC-2; PC-3; PC-4; PC-5	Section 3. Fulfillment of production tasks; Participation in solving specific professional problems; Collection, processing, systematization, analysis of factual material obtained during pre-graduation internship. Analysis of documents	Project development	2	4	8	20	14
		Methods of analysis of the obtained results	2	4	8		14
GC-1; GC-2; GC-3; GC-4; GC-5; GC-6; GC-7; GPC-1; GPC-2; GPC-3; PC-1; PC-2; PC-3; PC-4; PC-5	Section 4. Building models/projects, analysis of the obtained results	Building models/projects	2	2	8	20	12
		Systematization of primary sources	1	3	3		7
		Methods of processing collected data	1	3	4		8
GC-1; GC-2; GC-3; GC-4; GC-5; GC-6; GPC-1;	Section 5. Preparation of the internship report	Summing up the results of industrial internship,	1	2	5		8
							28
							27
							8

GPC-2; GPC-3; PC-1; PC-2; PC-3		developing recommendations						
GC-1; GC-2; GC-3; GC-4; GC-5; GC-6; GPC-1; GPC-2; GPC-3; PC-1; PC-2; PC-3	Section 6. Defense of the report to the internship supervisor from the enterprise/institution and from the University	Preparing materials for the report defense			7			7
<b>Total</b>						20	80	100

**Compliance and Controlling**  
**(name of department)**

APPROVED  
AT THE DEPARTMENT MEETING  
«\_\_»\_\_\_\_\_20\_\_ , protocol №\_\_\_\_  
Head of Department  
\_\_\_\_\_  
( signature ) J. Ragulina

**ASSESSMENT TOOLS FUND FOR PRE-DIPLOMA INTERNSHIP**

Undergraduate internship  
(name of the discipline)

Direction "Economics" (38.04.01)  
(code and name of the training area)

Compliance control in the activities of organizations  
(name of training profile)

Master  
Qualification (degree) of the graduate

**Discipline Pre-graduation internship**  
(name of the discipline)

***EXAM QUESTIONS***

1. Specify the purpose and objectives of your scientific research?
2. What is the novelty of your research?
3. What is the relevance of your research?
4. Explain the logic of the structure of your research plan?
5. What is your personal contribution to the research?
6. What conclusions can you draw from the results of the research?
7. What sources did you use in your research?
8. What recommendations did you develop in your research?
9. What statistical and analytical sources did you use in your research?

## Annex D

(recommended)

### Approximate list of assessment tools

No.	Name of the assessment tool	Brief description of the assessment tool	Presentation of the valuation tool in the fund
<i>Classroom work</i>			
	Internship report	A form of written work that allows a student to summarize his/her knowledge, skills and abilities acquired during pre-graduation internship	
	Presentation (defense) of a project/report/abstract/message/report	A means of monitoring the ability of students to present the results of their work to an audience	
<i>Independent work</i>			
	Abstract/report	A product of independent work of a student, which is a written presentation of the obtained results of theoretical analysis of a certain scientific (educational and research) topic, where the author reveals the essence of the problem under study, gives various points of view, as well as his/her own views on it	

## Description of indicators, criteria and scales for assessing competencies

Monitoring and assessment of the development of certain competencies in the student based on the results of pre-graduation internship is carried out on the basis of the student's individual assignment (indicating specific types of work, their volume, quality of performance in accordance with the technology and (or) requirements of the educational institution), the supervisor's review (characteristics from the enterprise) and the internship report.

### Indicators and criteria for assessing competencies at various stages of their formation during pre-graduation internship by students, assessment scales

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
GC-1	<p><b>Knowledge:</b> methods of abstract thinking in establishing the truth, methods of scientific research through mental dissection of an object (analysis) and through studying an object in its entirety, the unity of its parts (synthesis)</p>	<p>The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in the basic concepts and definitions, makes significant mistakes and inaccuracies when answering. The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.</p>	<p><b>below threshold level</b> (unsatisfactory)</p>
		<p>The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in</p>	<p><b>threshold level</b> (satisfactory)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		<p>the basic concepts and definitions, makes significant mistakes and inaccuracies when answering. The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material</p>	
		<p>The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), and allows minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, has no difficulty in answering when setting a production task.</p>	<p><b>advanced level</b> (good)</p>
		<p>The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract</p>	<p><b>high level</b> (excellent)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		<p>thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), and allows minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, has no difficulty in answering when setting a production task.</p>	
	<p><i>Skills:</i> using methods of abstract thinking, analysis and synthesis, analyze alternative options for solving research problems and evaluate the economic efficiency of implementing these options</p>	<p>The student is unable to analyze alternative solutions to research problems and evaluate the economic efficiency of implementing these options using abstract thinking, analysis, and synthesis methods; makes significant mistakes when answering questions; performs independent work with uncertainty and great difficulty; individual practical assignments are not completed.</p>	<p><b>below threshold</b> (unsatisfactory)</p>
		<p>The student demonstrates generally successful, but not systematic, ability to analyze alternative solutions to research problems and evaluate the economic efficiency of implementing these options using abstract thinking, analysis, and synthesis methods.</p>	<p><b>threshold level</b> (satisfactory)</p>
		<p>The student demonstrates generally successful ability to</p>	<p><b>advanced level</b> (good)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		<p>analyze alternative solutions to research problems and evaluate the economic efficiency of implementing these options using methods of abstract thinking, analysis and synthesis. When answering questions, allows minor inaccuracies in the presentation of the material. The student demonstrates developed ability to analyze alternative solutions to research problems and evaluate the economic efficiency of implementing these options using methods of abstract thinking, analysis and synthesis</p>	
		<p>The student demonstrates generally successful ability to analyze alternative solutions to research problems and evaluate the economic efficiency of implementing these options using methods of abstract thinking, analysis and synthesis. When answering questions, allows minor inaccuracies in the presentation of the material. The student demonstrates developed ability to analyze alternative solutions to research problems and evaluate the economic efficiency of implementing these options using methods of abstract thinking, analysis and synthesis</p>	<p><b>high level</b> (excellent)</p>
	<p><i>Skills:</i> using abstract thinking to solve problems that arise when doing research work, skills to defend one's point of view</p>	<p>The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, or the skills to defend his or her point of view, and makes significant mistakes when answering questions. The student demonstrates generally successful, but not systematic, skills in using abstract thinking when solving problems that arise</p>	<p><b>below threshold</b> (unsatisfactory)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		when doing research work, or the skills to defend his or her point of view.	
		The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, or the skills to defend his or her point of view, and makes significant mistakes when answering questions. The student demonstrates generally successful, but not systematic, skills in using abstract thinking when solving problems that arise when doing research work, or the skills to defend his or her point of view.	<b>threshold level</b> (satisfactory)
		The student demonstrates overall successful, but with some gaps or accompanied by some errors, mastery of the skills of using abstract thinking in solving problems that arise when performing research work, and the skills of defending one's point of view. The student demonstrates successful and systematic mastery of the skills of using abstract thinking in solving problems that arise when performing research work, and the skills of defending one's point of view.	<b>advanced level</b> (good)
		The student demonstrates overall successful, but with some gaps or accompanied by some errors, mastery of the skills of using abstract thinking in solving problems that arise when performing research work, and the skills of defending one's point of view. The student demonstrates successful and systematic mastery of the skills of using abstract thinking in solving problems that arise when performing research work, and	<b>high level</b> (excellent)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		the skills of defending one's point of view.	
GC-3	<p><b>Knowledge:</b> the content of the process of forming goals of professional and personal development, methods of its implementation in solving professional problems, approaches and limitations in using creative potential</p>	<p>The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in the basic concepts and definitions, makes significant mistakes and inaccuracies when answering. The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.</p> <p>The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in the basic concepts and definitions, makes significant mistakes and inaccuracies when answering. The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object</p>	<p><b>below threshold level</b> (unsatisfactory)</p> <p><b>threshold level</b> (satisfactory)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		(analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.	
		The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), and allows minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, has no difficulty in answering when setting a production task.	<b>advanced level</b> (good)
		The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), and allows minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of the	<b>high level</b> (excellent)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		<p>methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, has no difficulty in answering when setting a production task.</p>	
	<p><i>Skills:</i> formulate goals of personal and professional development and conditions for their self-realization, taking into account individual and personal characteristics and opportunities for using creative potential</p>	<p>The student does not know how to analyze alternative solutions to research problems and evaluate the economic efficiency of implementing these options using methods of abstract thinking, analysis and synthesis; when answering questions, he makes significant mistakes; he performs independent work with great difficulty and is uncertain; the individual assignment for internship is not completed.</p>	<p><b>below threshold</b> (unsatisfactory)</p>
		<p>The student demonstrates generally successful, but not systematic, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis, and synthesis methods.</p>	<p><b>threshold level</b> (satisfactory)</p>
		<p>The student demonstrates generally successful ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis, and synthesis methods. When answering questions, allows for minor inaccuracies in the presentation of the material.</p>	<p><b>advanced level</b> (good)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
	<p><i>Skills:</i> techniques and technologies for forming goals of self-development and their self-realization, critical assessment of the results of activities in solving professional problems and using creative potential</p>	The student demonstrates the developed ability to analyze alternative solutions to research problems and evaluate the economic efficiency of implementing these options using methods of abstract thinking, analysis and synthesis	<b>high level</b> (excellent)
		The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, and makes significant mistakes when answering questions.	<b>below threshold</b> (unsatisfactory)
		The student demonstrates generally successful, but not systematic, mastery of the skills to use abstract thinking when solving problems that arise when doing research work, and the skills to defend his/her point of view.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful, but containing individual gaps or accompanied by individual mistakes, mastery of the skills to use abstract thinking when solving problems that arise when doing research work, and the skills to defend his/her point of view.	<b>advanced level</b> (good)
		The student demonstrates successful and systematic mastery of the skills of using abstract thinking in solving problems that arise during research work, and the skills of defending one's point of view.	<b>high level</b> (excellent)
GPC-1	<i>Knowledge:</i> norms of oral and written speech in Russian and foreign languages; the basics of constructing logically correct reasoning, rules for preparing and	The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis)	<b>below threshold level</b> (unsatisfactory)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
	<p>delivering public speeches, principles of conducting discussions and polemics; rules of business etiquette; intonation of different types of statements; grammar rules and models that allow you to understand fairly complex texts and correctly construct your own speech in a variety of tense forms and in different modalities</p>	<p>and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in the basic concepts and definitions, makes significant errors and inaccuracies when answering.</p> <p>The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.</p> <p>The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes minor inaccuracies when answering questions.</p> <p>The student demonstrates deep knowledge of the material of abstract thinking methods in establishing the truth, methods of scientific research through mental dissection of an object (analysis) and through studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, and has no difficulty in</p>	<p></p> <p><b>threshold level</b> (satisfactory)</p> <p><b>advanced level</b> (good)</p> <p><b>high level</b> (excellent)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		answering when setting a production task.	
		The student does not know how to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods, makes significant mistakes when answering questions, performs independent work uncertainly and with great difficulty, and the individual practical assignment has not been completed.	<b>below threshold</b> (unsatisfactory)
	<p><i>Skills:</i> compose a text of a public speech and deliver it, conduct a polemic in a reasoned and convincing manner; use the possibilities of the official business style in the process of drafting and editing regulatory legal documents in professional activities; write annotations and abstracts in a foreign language</p>	The student demonstrates generally successful, but not systematic, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods. When answering questions, makes minor inaccuracies in the presentation of the material.	<b>advanced level</b> (good)
		The student demonstrates a developed ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>high level</b> (excellent)
		The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of	<b>below threshold</b> (unsatisfactory)
	<i>Skills:</i> competent written and oral speech in Russian and foreign languages; effective speech communication		

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
	techniques; skills in using and drafting regulatory documents in their professional activities, taking into account the requirements of business etiquette; techniques and methods for translating texts in the specialty; skills in abstracting and annotating texts in a foreign language; skills in conducting a conversation in a foreign language on general cultural and general scientific topics	view, and makes significant mistakes when answering questions.	
		The student demonstrates generally successful, but not systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, but with some gaps or accompanied by some mistakes.	<b>advanced level</b> (good)
		The student demonstrates successful and systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>high level</b> (excellent)
GPC-3	<i>Knowledge:</i> the essence of a scientific problem and scientific task; regulatory legal documents in their professional activities; methods of analyzing scientific information, studying domestic and foreign experience on the topic of research; features of their future profession	The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in basic concepts and definitions, makes significant errors and inaccuracies when answering.	<b>below threshold level</b> (unsatisfactory)
		The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes	<b>threshold level</b> (satisfactory)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		inaccuracies in the wording, violates the logical sequence in the presentation of the material.	
		The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of abstract thinking methods in establishing the truth, methods of scientific research through mental dissection of an object (analysis) and through studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, and has no difficulty in answering when setting a production task.	<b>advanced level</b> (good)
		The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in basic concepts and definitions, makes significant errors and inaccuracies when answering.	<b>high level</b> (excellent)
	<i>Skills:</i> select and analyze scientific information; set tasks for scientific research based on the	The student does not know how to analyze alternative solutions to research problems and evaluate the cost-effectiveness	<b>below threshold</b> (unsatisfactory)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
	analysis of scientific literature; present the obtained results of scientific research in a meaningful and concise manner, and correctly format them	of implementing these options using abstract thinking, analysis and synthesis methods, makes significant mistakes when answering questions, performs independent work uncertainly and with great difficulty, and the individual practical assignment has not been completed.	
		The student demonstrates generally successful, but not systematic, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods. When answering questions, makes minor inaccuracies in the presentation of the material.	<b>advanced level</b> (good)
		The student demonstrates a developed ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>high level</b> (excellent)
		<i>Skills:</i> conducting specific scientific research within the framework of work on scientific topics; skills in competently presenting the results of one's own scientific research (reports, abstracts, papers, etc.); the ability to reasonably defend and substantiate	The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, and makes significant mistakes when answering questions.
	The student demonstrates generally successful, but not systematic mastery of the skills	<b>threshold level</b> (satisfactory)	

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
	the obtained research results	to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	
		The student demonstrates generally successful mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, but with some gaps or accompanied by some mistakes.	<b>advanced level</b> (good)
		The student demonstrates successful and systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>high level</b> (excellent)
UC-2	<i>Knowledge:</i> methods of decision-making in non-standard situations, conceptual apparatus in terms of social and ethical responsibility	The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in basic concepts and definitions, makes significant errors and inaccuracies when answering.	<b>below threshold level</b> (unsatisfactory)
		The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.	<b>threshold level</b> (satisfactory)
		The student demonstrates knowledge of the basic theoretical and practical material	<b>advanced level</b> (good)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		<p>of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of abstract thinking methods in establishing the truth, methods of scientific research through mental dissection of an object (analysis) and through studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, and has no difficulty in answering when setting a production task.</p>	
		<p>The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in basic concepts and definitions, makes significant errors and inaccuracies when answering.</p>	<p><b>high level</b> (excellent)</p>
	<p><i>Skills:</i> analyze information sources; plan actions in non-standard situations; find the necessary data to compile an analytical report</p>	<p>The student does not know how to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods, makes significant mistakes when answering questions, performs independent work uncertainly</p>	<p><b>below threshold</b> (unsatisfactory)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		and with great difficulty, and the individual practical assignment has not been completed.	
		The student demonstrates generally successful, but not systematic, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods. When answering questions, makes minor inaccuracies in the presentation of the material.	<b>advanced level</b> (good)
		The student demonstrates a developed ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>high level</b> (excellent)
	<i>Skills:</i> use decision-making tools in non-standard situations	The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, and makes significant mistakes when answering questions.	<b>below threshold</b> (unsatisfactory)
		The student demonstrates generally successful, but not systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful mastery of	<b>advanced level</b> (good)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, but with some gaps or accompanied by some mistakes.	
		The student demonstrates successful and systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>high level</b> (excellent)
GPC-2	<b>Knowledge:</b> organizational management structures, principles of tolerance in professional activities	The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in the basic concepts and definitions, makes significant mistakes and inaccuracies when answering. The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.	<b>below threshold level</b> (unsatisfactory)
		The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts	<b>threshold level</b> (satisfactory)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		<p>(synthesis), is poorly oriented in the basic concepts and definitions, makes significant mistakes and inaccuracies when answering. The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.</p>	
		<p>The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), and allows minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, has no difficulty in answering when setting a production task.</p>	<p><b>advanced level</b> (good)</p>
		<p>The student demonstrates knowledge of the basic theoretical and practical material</p>	<p><b>high level</b> (excellent)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		<p>of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), and allows minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of the methods of abstract thinking in establishing the truth, methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, has no difficulty in answering when setting a production task.</p>	
	<p><i>Skills:</i> forming a team to solve problems in their professional activities, managing a team</p>	<p>The student does not know how to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods, makes significant mistakes when answering questions, performs independent work uncertainly and with great difficulty, and the individual practical assignment has not been completed.</p>	<p><b>below threshold</b> (unsatisfactory)</p>
		<p>The student demonstrates generally successful, but not systematic, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.</p>	<p><b>threshold level</b> (satisfactory)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		The student demonstrates generally successful, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods. When answering questions, makes minor inaccuracies in the presentation of the material.	<b>advanced level</b> (good)
		The student demonstrates a developed ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>high level</b> (excellent)
	<i>Skills:</i> the ability to argue and justify the obtained research results	The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, and makes significant mistakes when answering questions.	<b>below threshold</b> (unsatisfactory)
		The student demonstrates generally successful, but not systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, but with some gaps or accompanied by some mistakes.	<b>advanced level</b> (good)
		The student demonstrates successful and systematic mastery of the skills to use abstract thinking when solving problems that arise when doing	<b>high level</b> (excellent)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		research work, the skills to defend his/her point of view.	
PC-1	<p><b>Knowledge:</b> features of organizational management structures of enterprises and organizations of various forms of ownership, as well as the structure of functional and organizational management in state and municipal authorities, features of office work and document flow in economic services and divisions at enterprises and organizations of various forms of ownership, in state and municipal authorities.</p>	<p>The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in basic concepts and definitions, makes significant errors and inaccuracies when answering.</p>	<p><b>below threshold level</b> (unsatisfactory)</p>
		<p>The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.</p>	<p><b>threshold level</b> (satisfactory)</p>
		<p>The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of abstract thinking methods in establishing the truth, methods of scientific research through mental dissection of an object (analysis) and through studying the subject in its entirety, the unity of its parts</p>	<p><b>advanced level</b> (good)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		(synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, and has no difficulty in answering when setting a production task.	
		The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in basic concepts and definitions, makes significant errors and inaccuracies when answering.	<b>high level</b> (excellent)
	<i>Skills:</i> create an effective management system for economic services and departments at enterprises and organizations of various forms of ownership, in state and municipal authorities	The student does not know how to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods, makes significant mistakes when answering questions, performs independent work uncertainly and with great difficulty, and the individual practical assignment has not been completed.	<b>below threshold level</b> (unsatisfactory)
		The student demonstrates generally successful, but not systematic, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of	<b>advanced level</b> (good)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
	<p><i>Skills:</i> organization and coordination, as well as skills of control and evaluation of the effectiveness of the management process of economic services and departments</p>	implementing these options using abstract thinking, analysis and synthesis methods. When answering questions, makes minor inaccuracies in the presentation of the material.	
		The student demonstrates a developed ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>high level</b> (excellent)
		The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, and makes significant mistakes when answering questions.	<b>below threshold level</b> (unsatisfactory)
		The student demonstrates generally successful, but not systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, but with some gaps or accompanied by some mistakes.	<b>advanced level</b> (good)
		The student demonstrates successful and systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>high level</b> (excellent)
PC-10	<i>Knowledge: research methods; basic elements of the process of developing forecasts of</i>	The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing	<b>below threshold level</b> (unsatisfactory)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
	<i>socio-economic indicators using</i>	<p>the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in basic concepts and definitions, makes significant errors and inaccuracies when answering.</p>	
		<p>The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.</p>	<p><b>threshold level</b> (satisfactory)</p>
		<p>The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of abstract thinking methods in establishing the truth, methods of scientific research through mental dissection of an object (analysis) and through studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, and has no</p>	<p><b>advanced level</b> (good)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		difficulty in answering when setting a production task.	
		The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in basic concepts and definitions, makes significant errors and inaccuracies when answering.	<b>high level</b> (excellent)
		The student does not know how to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods, makes significant mistakes when answering questions, performs independent work uncertainly and with great difficulty, and the individual practical assignment has not been completed.	<b>below threshold level</b> (unsatisfactory)
	<i>Ability: develop and evaluate plans, projects; evaluate decisions taken from the point of view of their impact on the results of the activities of a global economic entity at the micro and macro levels; evaluate possible risks; work with management documents; make forecasts</i>	The student demonstrates generally successful, but not systematic, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods. When answering questions, makes minor inaccuracies in the presentation of the material.	<b>advanced level</b> (good)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
	<p><i>Skills: methodology and techniques for conducting scientific research; independent scientific and research work; quantitative and qualitative analysis for making management decisions</i></p>	The student demonstrates a developed ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>high level</b> (excellent)
		The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, and makes significant mistakes when answering questions.	<b>below threshold level</b> (unsatisfactory)
		The student demonstrates generally successful, but not systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, but with some gaps or accompanied by some mistakes.	<b>advanced level</b> (good)
		The student demonstrates successful and systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>high level</b> (excellent)
PC-2	<b>Knowledge:</b> methods of analyzing the economic performance indicators of an organization, methods and techniques for developing economic justification for measures for their further improvement.	The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in	<b>below threshold level</b> (unsatisfactory)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		<p>basic concepts and definitions, makes significant errors and inaccuracies when answering.</p>	
		<p>The student demonstrates knowledge of only the basic theoretical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes inaccuracies in the wording, violates the logical sequence in the presentation of the material.</p>	<p><b>threshold level</b> (satisfactory)</p>
		<p>The student demonstrates knowledge of the basic theoretical and practical material of the methods of abstract thinking in establishing the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), makes minor inaccuracies when answering questions. The student demonstrates deep knowledge of the material of abstract thinking methods in establishing the truth, methods of scientific research through mental dissection of an object (analysis) and through studying the subject in its entirety, the unity of its parts (synthesis), the internship of applying theoretical material in real production conditions, presents the material exhaustively and consistently, clearly and logically, and has no difficulty in answering when setting a production task.</p>	<p><b>advanced level</b> (good)</p>
		<p>The student does not know a significant part of the theoretical material of the methods of abstract thinking in establishing</p>	<p><b>high level</b> (excellent)</p>

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		the truth, the methods of scientific research by mentally dissecting an object (analysis) and by studying the subject in its entirety, the unity of its parts (synthesis), is poorly oriented in basic concepts and definitions, makes significant errors and inaccuracies when answering.	
		The student does not know how to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods, makes significant mistakes when answering questions, performs independent work uncertainly and with great difficulty, and the individual practical assignment has not been completed.	<b>below threshold level</b> (unsatisfactory)
	<i>Skills:</i> apply methods of analyzing the economic performance indicators of an organization, develop a system of criteria for socio-economic efficiency and economic justification of measures to improve them in internship.	The student demonstrates generally successful, but not systematic, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful, ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract thinking, analysis and synthesis methods. When answering questions, makes minor inaccuracies in the presentation of the material.	<b>advanced level</b> (good)
		The student demonstrates a developed ability to analyze alternative solutions to research problems and evaluate the cost-effectiveness of implementing these options using abstract	<b>high level</b> (excellent)

Competence code	Competency assessment indicators	Criteria for assessing the level of competence development	Competence development level assessment scale
1	2	3	4
		thinking, analysis and synthesis methods.	
	<p><i>Abilities:</i> analysis of economic indicators of the organization's activities, using criteria for their effectiveness, development of economic justification for measures to improve them when developing management decisions.</p>	The student does not have the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, and makes significant mistakes when answering questions.	<b>below threshold level</b> (unsatisfactory)
		The student demonstrates generally successful, but not systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>threshold level</b> (satisfactory)
		The student demonstrates generally successful mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view, but with some gaps or accompanied by some mistakes.	<b>advanced level</b> (good)
		The student demonstrates successful and systematic mastery of the skills to use abstract thinking when solving problems that arise when doing research work, the skills to defend his/her point of view.	<b>high level</b> (excellent)

During the pre-graduation internship, the internship supervisor monitors the development of relevant competencies in students.

### **Assessment criteria for the defense of the internship report**

<b>Grading scale, % of max. points allocated for credit</b>	<b>Evaluation criteria</b>
100-80	The content of the report fully corresponds to the assignment. The report has a logical, consistent presentation of the material with the corresponding conclusions and substantiated provisions. During the defense, the student correctly and confidently answers the commission's questions, demonstrates a deep knowledge of the theoretical material, and is able to substantiate his/her own statements and conclusions.
79-60	The content of the report fully corresponds to the assignment. The report has a competently presented theoretical part. Most of the conclusions and proposals are substantiated. There are one or two minor errors in the use of terms, in the constructed diagrams, charts, etc. During the defense, the student correctly and confidently answers most of the commission's questions, demonstrates a good knowledge of the theoretical material, but is not always able to substantiate his/her own statements and conclusions. When asked leading questions, the student corrects errors in the answer.
59-10	The content of the report partially does not correspond to the assignment. It contains a theoretical part, is based on practical material, but has a superficial analysis, it shows an inconsistency in the presentation of the material, and presents insufficiently substantiated provisions. During the defense, the student shows uncertainty, shows a weak knowledge of the issues of the topic, does not always give comprehensive, substantiated answers to the questions asked. The content of the report does not correspond to the task. The report does not contain an analysis, does not meet the requirements set out in the methodological recommendations for its design. The report does not contain conclusions or they are declarative. During the defense, the student demonstrates a poor understanding of the material presented, has difficulty answering the questions posed, and makes significant mistakes.
0	The content of the report fully corresponds to the assignment. The report has a logical, consistent presentation of the material with the corresponding conclusions and substantiated provisions. During the defense, the student correctly and confidently answers the commission's questions, demonstrates a deep knowledge of the theoretical material, and is able to substantiate his/her own statements and conclusions.

### **Assessment criteria for pre-graduation internship**

The result of the internship is the preparation and defense of the report within the established time frame - the last day of the internship in accordance with the schedule of the educational process. Based on the results of the report defense, the student is given a credit with a grade.

The report must provide all the materials obtained in accordance with the assignment for the internship in the main areas of research, analysis of the data obtained, identification of problems and prospects for the development of the research object.

When preparing the report, it is necessary to use the information and knowledge gained as a result of the survey and analysis of various departments (services) of the enterprise (organization). In addition, it is necessary to use data and information from scientific, technical, reference and educational literature.

The internship report is the main document characterizing the student's work during the internship. The report is drawn up in accordance with the actual completed internship programme and must correspond to the individual assignment.

It is recommended to draw up the report throughout the internship as the material accumulates.  
Recommended report structure:

- Title page.
- Table of contents.
- Assignment for internship.
- Contents (in accordance with the assignment for internship).
- Conclusion.
- Bibliography

The assignment for internship specifies the goals and objectives of the internship, and also provides an individual assignment for the master's degree in internship.

The substantive part of the report should cover all the issues of the individual assignment.

The conclusion should note the main results of the internship, it is also advisable to provide some recommendations for improving the areas and processes studied.

The report must be signed by the student and the internship supervisor from the department and from the enterprise.

The report must be written technically competently, concisely and accompanied by the necessary calculations, statistics, digital data, formulas, tables, sketches, graphs.

Report size: 20 - 30 pages.

The finalized report is checked by the internship supervisor from the organization, who gives a written review of the student's work with an assessment according to the credit-module system.

The assessment of the results of the internship is carried out by the internship supervisor based on the analysis of the practitioner's diary, the student's report, the characteristics of the supervisor from the internship base and an interview with the student.

When assessing the report, the following are taken into account:

- completeness and detail of the completed sections;
- quality of the individual assignment;
- independence of the research;
- quality of the conclusions and proposals made and their assessment by the organization's representative.

### **Point-rating system of assessment**

#### **Distribution of points according to the criteria of assessment of internship**

<b>Main criteria</b>	<b>Points</b>
Submission deadline and completeness of "incoming" documents	8
Completion of individual assignment issued by the department	27
Proper preparation of the report and diary	15
Report defense	40
Characteristic from the head of the enterprise	10
<b>TOTAL</b>	<b>100</b>

#### **Correspondence between scores and grades**

<b>Point-rating system</b>	<b>Traditional assessments of the Russian Federation</b>	<b>Ratings ECTS</b>
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		FX (2+)
0 – 30	Unsatisfactory – 2	F (2)



<p>The internship report is properly completed, the internship assignment is not fully completed. The internship supervisor from the enterprise gave a positive assessment of the internship</p> <p>An incomplete answer is given, the logic and sequence of presentation have significant violations. Gross errors were made in determining the essence of the concepts, theories, phenomena being disclosed, due to the student's misunderstanding of their essential and non-essential features and connections. The answer does not contain conclusions. The ability to disclose specific manifestations of generalized knowledge is not demonstrated. Speech design requires amendments, correction.</p> <p>The results of the individual assignment issued at the department are recognized as not fully completed.</p> <p>The deadlines for submitting incoming documents for a period of no more than 5 days were violated. All reporting documents were submitted and registered with the department no later than the deadlines approved by the department.</p>	<p><b>51-60%</b></p>	<p><b>3</b></p>
<p>The internship report is properly completed, the internship assignment is not fully completed. The internship supervisor from the enterprise assessed the internship as "satisfactory" or "unsatisfactory"</p> <p>An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentation and illogicality of presentation. The student does not understand the connection between this concept, theory, phenomenon and other objects. There are no conclusions, specification and evidence of presentation. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to the correction of the student's answer not only to the question posed, but also to other questions on the completed internship assignment.</p> <p>The deadlines for submitting incoming documents for a period of no more than 5 days have been violated. An incomplete package of documents has been provided.</p>	<p><b>Fx</b> <b>41-50%</b></p>	<p><b>2+</b></p>
<p>The internship report is not properly completed, the internship assignment is not fully completed. No answers were received to the basic questions of the discipline.</p> <p>The deadlines for submitting incoming documents for a period of no more than 5 days were violated. An incomplete set of documents was provided.</p> <p>Documents were not submitted.</p>	<p><b>F</b> <b>35-40%</b></p>	<p><b>2</b></p>

**Design of a set of tasks for certification/test work**

Department of Compliance and Controlling  
(name of the department)

**Set of tasks for certification work**  
in the discipline Pre-graduation internship \_  
(name of the discipline)

**Option 1.**

1. Specify the purpose and objectives of your scientific research?
2. What is the novelty of your research?
3. What is the relevance of your research?
4. Explain the logic of the structure of your research plan?
5. What is your personal contribution to the research?
6. What conclusions can you draw from the results of the research?
7. What sources did you use in your research?
8. What recommendations did you develop in your research?
9. What statistical and analytical sources did you use in your research?

**Design of group and/or individual creative tasks/projects**

Department of Compliance and Controlling  
(name of the department)

**Topics of group and/or individual creative tasks/projects\*\*<sup>1</sup>**  
in the discipline Pre-graduation internship \_  
(name of the discipline)

**Individual creative tasks (projects):**

As part of the Pre-graduation Internship, students are faced with the following types of independent work:

1. Defining the topic/direction of scientific research
2. Forming a plan and final formulation of the topic
3. Defining the subject and object of the research
4. Defining the goal and objectives of the research
5. Defining sources for conducting the research
6. Defining the research problems and its main stages
7. Selecting research methods
8. Conducting scientific research within the framework of the set topic, goals and objectives, and the selected method
9. Forming conclusions and recommendations
10. Searching for and working with reviewers (experts)
11. Defending the final qualifying work (preparing a presentation and accompanying materials)

**Design of essay topics (abstracts, reports, messages)**

Department of Compliance and Controlling  
(name of the department)

**Essay Topics**

**(Abstracts, Reports, Messages)**

in the discipline Pre-graduation internship \_  
(name of the discipline)

1. Improving the compliance control system in order to increase business capitalization
2. Improving the compliance system in order to increase the efficiency of corporate governance in the company
3. Improving compliance tools using digital technologies
4. Development and implementation of an anti-corruption compliance policy system: main problems and solutions
5. Improving the compliance control system as a tool for economic security of an enterprise (using the example of )
6. Improving approaches to regulating transactions subject to mandatory control in a credit institution
7. The internship of implementing anti-corruption compliance in the civil service
8. The state and methods of improving anti-corruption compliance (using the example of )
9. Improving the methodology for ensuring examination and assessment of deliberate bankruptcy of industrial enterprises (using the example of )
10. Improving tools for counteracting illegal financial transactions
11. Improving the system for combating fraud in the procurement process (using the example of )
12. Features of the shadow economy in modern Russia
13. Improving tax administration as an important aspect of identifying and preventing tax evasion and money laundering methods
14. Modern techniques and methods for investigating counterparties as an integral part of financial investigations in an organization
15. Improving the tools and methods of conducting competitive intelligence in the economic security system
16. Developing a mechanism for primary financial monitoring of professional participants in the securities market for AML/CFT purposes
17. Improving the tools for assessing and monitoring the effectiveness of AML/CFT compliance in government agencies
18. Improving the risk management system in order to improve the efficiency of an economic entity (using the example of )

19. Improving the mechanism for interaction between organizations and structures for control and supervision of anti-corruption
20. Improving the efficiency of mechanisms for commercialization and protection of intellectual property of an economic entity
21. Improving the methodology for corporate investigation of offenses to ensure economic security
22. Developing a methodological basis for the implementation of financial investigation tools in an organization
23. Improving the methodology for working with counterparties in order to ensure economic security of the organization
24. Improving the risk management system of the organization in the context of the development of the digital economy
25. Improving the mechanism of external quality control of work (using the example of )
26. Improving the efficiency of the compliance control system in a modern organization
27. Improving the methods of diagnosing the financial insolvency of the organization
28. Improving the economic security system of the organization in the context of crisis and international sanctions
29. Designing a competitive intelligence system of an economic entity
30. Risk analysis during the audit of the company's financial statements
31. Threats to the economic security of an economic entity: classification, analysis and development of measures to neutralize
32. Improving the management of personnel risks as an element of ensuring economic security (using the example of )
33. Proposing methods to minimize key investment risks (using the example of )
34. Improving the financial risk management system of an economic entity (using the example of )
35. Improving the activities of the economic security service in order to ensure sustainable development of the organization
36. Improving the management of corporate fraud risks using the example of an economic entity
37. Ensuring financial security of an enterprise when implementing investment projects (using the example of )
38. Improving the efficiency of the process of checking the reliability of counterparties (using the example of )
39. Improving the mechanism for combating insurance fraud (using the example of )
40. Financial stability as an element of economic security of an enterprise and mechanisms for ensuring it (using the example of )
41. Economic and legal methods for improving the activities of law enforcement agencies to combat economic crimes
42. Improving the efficiency of the compliance control system in the banking sector
43. Formation of a system of indicators of economic security of an economic entity (using the example of )
44. Improving the methodology for predicting risks using machine learning methods
45. Improving the efficiency of the internal control service of an economic entity
46. Improving the compliance function as a tool for managing the company's operational risks (using the example of )
47. Digital banking as an element of the economic security system of a credit institution

48. Improving information support for the economic security of an organization in the context of the development of the digital economy
49. Corporate compliance control as a tool for economic security.
50. Compliance control in international business.
51. Anti-corruption compliance control in Russian companies
52. Improving the methodology for auditing internal control in a commercial bank.
53. Analysis of the financial and economic activities of the organization based on financial statements
54. Express analysis of the financial and economic activities of the organization
55. Audit of the financial results of the organization
56. Audit of settlement and credit transactions in the organization
57. Audit of settlements with debtors and creditors in the organization
58. Internal control of costs in the organization
59. The system of internal control of the formation and management of the company's assets
60. Financial accounting and internal control: organization and interaction
61. Audit of settlements with personnel on wages
62. Audit of settlements with accountable persons
63. Audit quality control in audit organizations
64. Assessment of audit risks associated with the specifics of the audited organization
65. Internal control system in corporate management
66. Compliance control in government organizations
67. Compliance control in municipal organizations
68. Compliance control in banks
69. Compliance control in investment companies
70. Compliance control in construction companies
71. Compliance control in commercial companies
72. Compliance control in holdings
73. Compliance control in foreign companies
74. Audit of sales revenue in a trading organization
75. Audit of other income and expenses of an organization
76. Formation of an internal control system at an enterprise
77. Internal reporting and performance evaluation of the enterprise's responsibility centers.
78. Accounting and analytical information as a basis for making decisions on optimizing the structure of the product range.
79. Management accounting in making short-term decisions.
80. Economic analysis in developing and substantiating management decisions of an organization.
81. Formation of internal management reporting in an organization

The topics of the abstracts correlate with the topics of the final qualifying work.  
Above is an example of Essay Topics and the final qualifying work.

The programme is designed in accordance with the requirements of educational standards of higher education at PFUR.

#### **DEVELOPERS:**

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

**J. Ragulina.**

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Position, educational department

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Signature

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Name and surname

**HEAD OF EDUCATIONAL DEPARTMENT:**

**Head of the Department of**

**Compliance and Controlling»**

**J. Ragulina.**

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Name, educational department

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Signature

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Name and surname

**HEAD OF HIGHER EDUCATION PROGRAMME:**

**Head of the Department of**

**Compliance and Controlling»**

**J. Ragulina**

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Position, educational department

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Signature

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Name and surname