

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
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«SAINT-PETERSBURG STATE UNIVERSITY OF ECONOMICS» (UNECON)



APPROVED:
Vice-rector for study and methodical work
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Производственная практика (технологическая (проектно-технологическая) практика) / Technological practice

Internship syllabus

Specialty	38.03.02 Management
Specialization	Business management and digital innovations
Level of higher education	Bachelor
Form of training	Full-time
Year of enrolment	2022

Authored by:
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Total number of hours	216	Form of final attestation: <i>Graded test</i> <i>Semester 6</i>
Total credits	6	
incl:		
Self-study (practical training)	216	

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1. INTERSHIP OBJECTIVES

Objective:	To consolidate the knowledge gained by students during their studies by studying the work of the organisations in which they are interning, as well as learning production (functional) skills and modern management techniques.
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2. THE PLACE OF THE INTERSHIP IN THE STRUCTURE OF THE EDUCATIONAL PROGRAMME, INTERSHIP TYPE AND THE INTERSHIP FORM

As a component of the study programme, practical training takes the form of direct performance of certain activities related to the future professional activity of the student.

Intership type: Industrial internship (technological (design-technological) practice).

Intership form: discrete by type of practice - by allocating an uninterrupted period of study time for each practice in the timetable.

3. EXPECTED LEARNING OUTCOMES

Code and name of graduate competence	Code and name of the competence achievement indicator	Expected learning outcomes
PC-1 - Able to shape possible solutions based on the targets developed for them	PC-1.3 - Identifies relationships and dependencies between elements of business intelligence	To be able: identify the main indicators of business analysis to solve management problems To master: skills in identifying links between indicators in business analysis
PC-4 - Developing a business development strategy	PC-4.2 - Determination of expenditure rates and revenues of the product series, preparation and approval of funding proposals with investors and sponsors, control of expenditure and revenues of the product series	To be able: determine product norms and prepare funding proposals To master: skills in determining the necessary amounts of product types and financing to develop a business strategy
PC-7 - Defining strategy and policy for developing and maintaining a digital business management system	PC-7.1 - Demonstrates the ability to solve design and economic problems in professional activity, including the use of information-analytical systems	To be able: solve project and economic problems in their professional life To master: skills in solving design and economic problems using information-analytical systems
PC-8 - Justification based on financial	PC-8.2- Able to identify ways of	To be able: identify ways to further develop the business

and economic risk analysis for business transformation	further business development on the basis of analytical data	To master: skills in using analytical data to determine business transformation
UC-10 - Is able to make sound economic decisions in different areas of life	UC-10.2 - Applies economic and financial planning methods to achieve current and long-term financial goals, uses financial tools to manage finances in different areas of life, controls economic and financial risks	To be able: apply methods and tools to achieve financial goals, taking into account economic and financial risks To master: economic and financial planning and financial and risk management techniques
UK-11 - Able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities	UC-11.2 - Follows basic ethical values by demonstrating a zero tolerance attitude towards corrupt behaviour	To be able: countering corrupt behavior To master: ethical and anti-corruption skills
UC-4 - Able to communicate orally and in writing in the official language of the Russian Federation and foreign language(s)	UC-4.2 - Uses dialogue for social and professional cooperation	To be able: carry out business communication in order to cooperate To master: business communication skills for social and professional cooperation
UC-6 - Able to manage his/her time, build and implement a self-development trajectory based on the principles of lifelong learning	UC-6.2 - Appreciates time resources and constraints adequately and uses these resources effectively for personal/professional development	To be able: set objectives and organise self-development To master: time management and self-education skills

4. INTERSHIP STRUCTURE AND CONTENT

№	Internship structure	Internship content
1	Preparatory stage	Drawing up an individual practical assignment, filling in a personal sheet, drawing up documents. Instruction on safety and housekeeping rules.
2	Main stage	Completion of the internship assignment. Process and analyse the information obtained and prepare a report.
3	Final stage	Preparation for defence, defence of the practice report.

5. INDIVIDUAL TASK

The list of tasks for a student undergoing practical training is determined by the Head of Practical Training of the department. In case of internship in the specialised organisation, the list of tasks shall be agreed with the Head of Internship from the specialised organisation. The

choice of particular tasks depends on the specific activity of the organisation - the base of practice.

6. RESOURCE SUPPORT

Teaching and learning support

Bibliographic description of the publication (author, title, type, place and year of publication, number of pages)	Digital resources
Marketing : textbook / [O.U. Yuldasheva, I.A. Arenkov, A.A. Belostotskaya et al] ; edited by O.U. Yuldasheva ; Ministry of Science and Higher Education of Russian Federation. Federation, St.-Petersburg State University of Economics and Finance, Marketing Department. St.-Petersburg : Publishing house of St.-Petersburg State University of Economics and Finance, 2020	http://opac.unecon.ru/elibrary ... D1%88%D0%B5%D0%B2%D0%B0_20.pdf
Marketing and digital communications : textbook / [O.U. Yuldasheva et al] ; ed. by O.U. Yuldasheva ; Ministry of Science and Higher Education of Russian Federation. The textbook / [O.U. Yuldasheva et al] ; ed. by O.U. Yuldasheva ; Ministry of Science and Higher Education of the Russian Federation, S.-Peterburg State University of Economics, Department of Marketing .- St. Petersburg : Publishing house of SPbSEU, 2019 .- 231 p. : Information is also available on the Internet	http://opac.unecon.ru/elibrary ... BA%D0%B0%D1%86%D0%B8%D0%B8.pdf
Skorobogatykh I.I., eds. and Efimov D.M., eds. Marketing Research and Situation Analysis. Moscow : Knorus, 2019. 568.	https://book.ru/book/930727
Kurochkina A.Y. Service quality management : textbook and workshop for academic baccalaureate / A. Kurochkina. - 2-th ed. amended and supplemented - Moscow : Yurite, 2019. - 172 c.	https://urait.ru/viewer/upravlenie-kachestvom-uslug-434105

List of software (including national production)

- 7-Zip
- LibreOffice
- OS Alt education 10

List of reference systems and modern professional databases

№	Name of reference systems and professional databases
1.	Digital library Grebennikon.ru – www.grebennikon.ru
2.	Science Digital Library eLIBRARY – www.elibrary.ru
3.	Science Digital Library КиберЛеника – www.cyberleninka.ru
4.	Database ПОЛПРЕД Справочники – www.polpred.com
5.	Database OECD Books, Papers & Statistics on the platform OECD iLibrary
6.	Legal reference system КонсультантПлюс (installed resource UNECON or www.consultant.ru)
7.	Legal reference system «ГАРАНТ» (installed resource UNECON or www.garant.ru)
8.	Information and referral system «Кодекс» (installed resource UNECON or www.kodeks.ru)

9.	Digital library system BOOK.ru - www.book.ru
10.	Digital library system ЭБС ЮРАЙТ – www.urait.ru
11.	Digital library system ЗНАНИУМ (ZNANIUM) – www.znanium.com
12.	Digital library UNECON – opac.unecon.ru

7. TECHNICAL FACILITIES

There are special rooms for group and individual consultations, current monitoring and interim assessment, as well as rooms for independent work.

List of classrooms for training sessions with equipment and technical facilities

Name of classroom, list of equipment	Classroom location
Classroom 401 Laboratory of department of banks, financial markets and insurance. Specialized furniture and equipment: Educational furniture for 25 seats; Intel Core I5-7400/DDR4 8GB/1Tb/Dell 23 E2318H computer - 20 pcs., HP 250 G6 1WY58EA laptop - 5 pcs. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	196084, St. Petersburg, Moskovskiyi prospect, 103, lit. A, r.1N, 2N
Classroom 407 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialized furniture and equipment: Training furniture for 72 seats; Chalk board - 1 pc.; Pedestal - 1 pc.; Computer Intel i3 2100 3.1/2Gb/500Gb/LG L 1942 - 1 pc, Epson EB-X02 Multimedia projector - 1 pc, Jedia TA-1120 Mixer amplifier complete - 1 pc, Hi-Fi PRO MASK6T-W sound system - 2 pcs., Draper Baronet 183x240 cm213/84 motorised screen - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	196084, St. Petersburg, Moskovskiyi prospect, 103, lit. A, r.1N, 2N
Classroom 408 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialized furniture and equipment: Educational furniture for 100 seats; chalk board - 1 pc.; bedside table - 1 pc.; Computer Intel Core 2 Duo E8400 3.0/2Gb/250Gb/Philips - 1 pc., Multimedia projector Optoma EX-632 - 1 pc., Screen with electric drive DRAPER 120 185x244 - 1 pc., Sound mixer amplifier JDM TA-1120 - 1 pc., Sound speakers JBL 25 - 2 pcs. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	196084, St. Petersburg, Moskovskiyi prospect, 103, lit. A, r.1N, 2N

During the practical training at a relevant organisation, students are given the opportunity to use the premises of the relevant organisation as agreed in the practical training agreement, as well as the equipment and technical facilities in the premises necessary for the successful performance of certain activities related to the future professional activity.

8. SPECIFICATIONS FOR DISABLED

When organising internships for disabled people, the supervisor should take into account the specifics of how students with different disabilities perceive and learn.

When organising internships for students with visual impairments, provision is made for:

- enabling practice assignments to be completed with little or no visual supervision;
- provision of educational content in a text-based electronic format that allows for the translation of flat-printed information into auditory form;

- the ability to use individual devices and tools to adapt materials, receive and transmit information taking into account the individual characteristics and health status of the student;
- use of clear and oversized fonts, and graphic objects in the materials provided;
- the voicing of visual information presented by the student during the practice;
- captions and descriptions of drawings and other graphic objects to enable the translation of written text into auditory text;
- minimising external noise and ensuring a calm atmosphere in the classroom;
- possibility of recording information by students in a convenient form (auditory, audio-visual, marking in a prepared text);
- application of a step-by-step control system, more frequent control over the completion of assignments.

For students with mobility impairments, provision is made for:

- providing the opportunity for pre-course familiarisation with the content of training practices by posting information in the Moodle;
- providing unobstructed access to the premises as well as to the rooms;
- the possibility of using individual devices and tools to ensure the implementation of ergonomic principles and a comfortable stay in the place during the entire period of study (supports, special cushions, etc.).
- dividing the material into small logical units;
- increasing the proportion of concrete material and adhering to the principle from simple to complex when explaining the material;
- use of remote forms of practice;
- availability of a clear system and algorithm for organising independent work and checking assignments with obligatory correction and comments;
- use of additional means to activate the processes of memorisation and repetition;
- provision of the opportunity to use individual devices and means that allow adapting materials, receiving and transmitting information taking into account their individual characteristics.

Students with hearing difficulties (hearing impaired, late speech impaired) need the following conditions:

- provision of educational content in a text-based electronic format that allows for the translation of the auditory form of a lecture into flat-printed information;
- availability of the possibility of using individual audio-amplifying devices and sign language aids to enable the reception and transmission of information; mutual translation of text and audio files (speech input notebook), as well as recording and reproduction of visual information;
- availability of a system of tasks ensuring systematisation of verbal material, its schematisation, translation into tables, diagrams, reference texts, glossary;
- availability of visual support of the studied material (structural-logical schemes, tables, graphs, concentrating and summarising information, supporting notes, handouts);
- availability of a clear system and algorithm for organising independent work and checking assignments with obligatory correction and comments;
- ensuring the practice of advanced reading, when students get acquainted with the material in advance and highlight unfamiliar and incomprehensible words and fragments;
- a special speech mode (avoiding long phrases and complex sentences, good articulation; clear presentation, no redundant words; repeating phrases without changing the order of words; ensuring eye contact while speaking and a slightly

slower

- pace of speech, using natural gestures and facial expressions);
- clear adherence to the lesson algorithm and tasks for independent work (naming the

- topic, setting the goal, communicating and writing the plan, highlighting the main concepts and methods of their study, indicating types of student activities and ways to
- check the learning of the material, vocabulary work);
 - adherence to the textual requirements (dividing the text into parts; highlighting points of emphasis; using visual aids);
 - minimising external noise;
 - allowing the correlation between verbal and graphic material; integrated use of written and oral communication in group work;
 - combining all speech activities in the classroom (speaking, listening, reading, writing, visual perception from the speaker's face).

9. ASSESSMENT RESOURCES

Assessment of knowledge, skills and (or) experience, characterizing the stages of competence formation is carried out by the procedures of current control and intermediate attestation in accordance with this FES, the programme of practice and the LP of the University.

9.1 Control tasks:

List of individual practical assignments:

The assignment for practical training is formed for each student individually, agreed with the supervisor and approved by the academic supervisor. It is possible for a student to participate in a group project, in which case each participant will also have an individual assignment.

Examples of work experience assignments:

- conducting a marketing feasibility study of a project proposed by a company (with empirical research);
- marketing research on a specific market (using quantitative or qualitative data collection methods);
- marketing research of consumers of a particular product (using quantitative or qualitative data collection methods).

The ongoing monitoring takes place during the internship period.

Assessment tools for current monitoring:

- implementation of the practice plan

9.2 Assignments for interim attestation

The results of the internship are evaluated through intermediate certification by defending the completed internship reports in the form of credit (differential) with grades "excellent", "good", "satisfactory", "unsatisfactory" with the results recorded in the credit record sheet and the student's record book.

The procedure for interim attestation is regulated by the Regulation on practical training of students studying basic professional educational programmes of higher education, the Regulation on the current control of progress and intermediate attestation of students in higher education programmes.

9.3 Grading scale

Grading scales and procedures for evaluating the results of the practice learning outcomes are regulated by the Regulation on the current control of progress and interim assessment of students in higher education programmes.

For a positive conclusion on the results of the evaluation procedure on practice, a threshold value of the indicator is established, at which a positive decision is taken, ascertaining the results of mastering the discipline.

Grading scale:

Grading	Points
Min 54 points, max 100 points	
When defending the report, the student demonstrated profound and systematic knowledge acquired during the internship, freely used the research data and made well-reasoned suggestions. The student answered the questions correctly and competently. The student received a positive feedback from the supervisor.	5 (points 85-100)
When defending the report, the student showed profound knowledge obtained during the internship, freely used the research data. There were some mistakes in the report, but they were of minor nature. The student answered the questions, but made some mistakes, which were corrected by the leading questions. The student received positive feedback from the supervisor.	4 (points 70-84)
The report has a superficial analysis of the collected material, the sequence of the presentation of the material is not clear. The student did not give complete and well-reasoned answers to the questions during the defence of the internship report. The supervisor's feedback contains significant remarks.	3 (points 55-69)
The report does not have a detailed analysis of the material collected and does not meet the requirements. The student has difficulties in answering the questions posed or makes fundamental errors in the answers. The supervisor's feedback the supervisor has significant criticism.	2 (points 54)

If necessary, assessment tools adapted for students with disabilities are used for the interim assessment of students' internship.