

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«SAINT-PETERSBURG STATE UNIVERSITY OF ECONOMICS» (UNECON)



APPROVED:
Vice-rector for study and methodical work
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20.02.

***Учебная практика (ознакомительная практика) / Studying
practice***

Internship syllabus

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

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Total number of hours	108	Form of final attestation: <i>Graded test</i> <i>Semester 4</i>
Total credits	3	
incl: Self-study (practical training)	108	

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2022

CONTENTS

1. INTERSHIP OBJECTIVES	3
2. THE PLACE OF THE INTERSHIP IN THE STRUCTURE OF THE EDUCATIONAL PROGRAMME, INTERSHIP TYPE AND THE INTERSHIP FORM	3
3. EXPECTED LEARNING OUTCOMES	3
4. INTERSHIP STRUCTURE AND CONTENT	5
5. INDIVIDUAL TASK	5
6. RESOURCE SUPPORT	5
7. TECHNICAL FACILITIES	6
8. SPECIFICATIONS FOR DISABLED	7
9. ASSESSMENT RESOURCES	8
9.1. Control tasks:	8
9.2 Assignments for interim attestation	9
9.3 Grading scale.....	9

1. INTERSHIP OBJECTIVES

Objective:	To acquire and systematise initial introductory skills in the area of optimising the activities of the management entity; to develop students' skills in the collection, processing and analysis of marketing data on the basis of desk and field research.
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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: Study 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
GPC-1 – Is able to solve professional problems on the basis of knowledge (at an intermediate level) of economic, organisational and managerial theory	GPC-1.3 – Applies economic and mathematical modelling tools for setting and solving typical problems of identifying cause-effect relationships and optimising the performance of the management entity	To be able: choose economic and mathematical modelling tools to solve the problem To master: skills in using economic and mathematical modelling tools to solve a given problem
GPC-2 – Is able to collect, process and analyse data necessary for the solution of management tasks, using modern tools and intelligent information-analytical systems	GPC-2.2 - Applies methods for collecting, processing and analysing data necessary for the solution of management tasks, using modern digital technology, perceives, analyses, remembers and communicates information using digital tools and algorithms when dealing with data obtained from various sources	To be able: select digital tools and algorithms for data collection, processing and analysis for the task at hand To master: skills in collecting, processing and analysing data using numerical tools and algorithms to solve a given problem
GPC-3 – Able to develop sound	GPC-3.3 – Assists in the implementation	To be able: assess the social relevance of organisational and

organisational and managerial decisions, taking into account their social relevance, to facilitate their implementation in a complex and dynamic environment and to assess their consequences	of organisational and management decisions, taking into account their social relevance and in the context of a complex and dynamic environment	management decisions in a complex and dynamic environment To master: skills to assess the positive and negative consequences of organisational and management decisions in a complex and dynamic environment
GPC-4 – Able to identify and assess new market opportunities, develop business plans for the creation and development of new businesses and organisations	GPC-4.3 - Evaluates the economic efficiency of management decisions based on knowledge of financial and investment analysis methods	To be able: choose financial and investment analysis methods to assess the economic efficiency of management decisions To master: skills in assessing the economic efficiency of management decisions
GPC-5 – Is able to use modern information technology and software in solving professional problems, including the management and intelligent analysis of large data sets	GPC-5.2 – Understands the characteristics of 4th industrial revolution technologies and how they can be used in the design of business models for organisations	To be able: use the capabilities of modern information technology of the 4th industrial revolution in the design of business models To master: skills in designing the business model elements of organisations
GPC-6 – Is able to understand the principles of modern information technology and use it to solve professional problems	GPC-6.2 – Uses methods and software tools for data collection, processing and analysis	To be able: select software methods for collecting, processing and analysing data for the tasks at hand To master: skills in using software tools to collect, process and analyse data to solve assigned tasks
UC- 5 - Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts	UC-5.2 - Understands and takes into account the intercultural diversity of society in socio-historical, ethical and philosophical contexts	To be able: use information about the cultural characteristics and traditions of different social groups in their interactions with society To master: the ability to interact constructively with people, taking into account their socio-cultural backgrounds, in order to successfully carry out professional tasks
UC- 7 - Able to maintain an adequate level of physical fitness to ensure meaningful social and occupational activities	UC-7.2 - Selects and uses health-promoting physical education techniques to strengthen the body for the purpose of fulfilling professional and other activities	To be able: use health-promoting physical exercise techniques to enable you to carry out your professional activities To master: the skills to maintain physical fitness to perform full professional and other activities
UC- 8 - Is able to	UC-8.2 - Applies	To be able:

create and maintain safe living conditions in everyday life and in professional activities to preserve the natural environment, ensure the sustainable development of society, including in emergencies and military conflicts	theoretical and practical knowledge and skills to create and maintain safe living conditions in the domestic and professional spheres	identify and remedy problems related to safety violations in the workplace and in the event of emergencies and military conflicts To master: skills to prevent emergencies (natural and man-made) and/or their consequences in the workplace
UC- 9 - Able to use basic defectological knowledge in social and professional spheres	UC-9.2 - Promotes successful professional and social integration of persons with disabilities	To be able: use basic knowledge to ensure the professional and social inclusion of persons with disabilities To master: skills for successful professional and social interaction with persons with disabilities

4. INTERSHIP STRUCTURE AND CONTENT

№	Internship structure	Internship content
1	Preparatory stage	Drawing up and agreeing on an individual practical assignment. To have a safety briefing. Getting to know the normative documents regulating the activities of the organization.
2	Main stage	Completion of practical assignments, processing and analysis of the information obtained, report preparation and preparation.
3	Final stage	Preparing for the defence, collecting the necessary documents for the report, defending 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 and digital communications : textbook / [O.U. Yuldasheva et al] ; ed. by O.U. Yuldasheva ; Ministry of Science and Higher Education of Russian Federation. Federation, S.-Peterb. State Econ. Univ. Marketing.- St. Petersburg : Publishing house of SPbSEU, 2019.- 231 p. - Information is also available online: opac.unecon.ru.	http://opac.unecon.ru/elibrary...BA%D0%B0%D1%86%D0%B8%D0%B8.pdf
Business analytics : textbook / I.L. Andreevsky, H.I. Aminov. - SPb. : Publishing house of SPbSEU, 2019. - 73 c.	http://opac.unecon.ru/elibrary...·Ð½Ð¼Ñ-Ð°Ð½Ð½Ð½Ð½Ð½Ð½Ð½.pdf

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 313 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 96 seats; chalk board - 1 pc.; pedestal - 1 pc.; Computer Intel i3 2120 3.3/4Gb/500Gb/Acer V193 - 1 pc, Multimedia projector Epson EB-X02 - 1 pc, Mixer amplifier Jedia TA-1120 complete - 1 pc, Hi-Fi PRO MASK6T-W speakers (2 pcs.) - 1 pc, Power-driven screen 175x234 Matte White 4:3 - 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 402 Training classroom (for lecture- and seminar-type	196084, St. Petersburg,

classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialized furniture and equipment: Educational furniture for 48 seats; 1 chalk board; bedside table; Intel i5 X4 4460 3.2Gh/8Gb/1Tb computer - 1 pc., Acer X1240 digital projector - 1 pc., Ra 9312 power amplifier - 1 pc., Soundcraft Notepad 124 general purpose mixer - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	Moskovskiyi prospect, 103, lit. A, r.1N, 2N
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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:

1. If there is a separate marketing service in the organisation:

- Study and evaluation of the organisational structure of the marketing service, its functions and tasks;
- Study and evaluation of the role of the marketing service on the basis of field research (company employees);
- Description of the system of communications of the marketing service with other departments of the organisation, as well as external relations for exchange of experience in the implementation of projects aimed at the development of the organisation.

2. In the absence of a separate marketing service in the organisation, on the basis of a study of the regulations of the structural subdivisions of the organisation or personal observation of the performance of management and production functions:

- Study of the marketing-related functions performed by the organisation's subdivisions;
- Carrying out of a field study (of employees of the company) for the purpose of revealing of necessity of creation of marketing service, its priority tasks
- Formulation of the main administrative decisions, stages of their realization, ways of control of their performance and conditions of correction within the limits of creation of marketing service in the analyzed organization.

A current control is carried out during the internship period.

Assessment tools of the current control:

- 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	2 (points 54)

feedback the supervisor has significant criticism.	
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If necessary, assessment tools adapted for students with disabilities are used for the interim assessment of students' internship.