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APPROVED

Vice-rector for educational activities

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*Производственная практика (преддипломная практика) /  
Internship (pre-diploma 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	2023

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Total number of hours	396	Form of final attestation:  Graded test Semester 8
Total credits	11	
incl:		
Self-study (practical training)	396	

Saint-Petersburg  
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## 1. INTERNSHIP OBJECTIVES

<b>Objective:</b>	To consolidate the learner's knowledge, skills and practical competences acquired during the training, to acquire production (functional) skills and modern management techniques.
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## 2. THE PLACE OF THE INTERNSHIP IN THE STRUCTURE OF THE EDUCATIONAL PROGRAMME, INTERNSHIP TYPE AND THE INTERNSHIP 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.

**Internship type:** Internship (pre-diploma practice).

**Internship 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 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-2 - Planning, organising the execution of work, completing the project in accordance with the assignment received	PC-2.2 - Able to perform operational project management on the basis of input data analysis	To be able: analyse input data for project management  To master: operational project management skills
PC-3 - Identification and analysis of risks in IT projects in accordance with the assignment received	PC-3.2 - Is able, on the basis of a qualitative risk analysis of IT projects, to plan risk management according to the assignment received	To be able: conduct a qualitative risk analysis of IT projects  To master: risk planning skills
PC-4 - Developing a business development strategy	PC-4.3 - Able to initiate patent applications for new technologies created within products, research existing technologies, products and organisations on the	To be able: generate patent applications, analyse the business performance of assets  To master: skills in researching existing technologies, making proposals for acquisitions

	market as potential assets for acquisition, formulate proposals for acquisitions of third-party assets attractive to the organisation's objectives and interests, analyse the business efficiency of the organisation's existing assets	
PC-5 - Organisational support for the digital transformation of documented areas of the organisation	PC-5.2 - Definition of requirements for information systems for documented areas of work on preservation and protection of the organisation's digital content	To be able: define requirements for preservation and protection of digital content  To master: skills to support documented areas of activity as required
PC-6 - Structuring of data and metadata of documented areas of the organisation	PC-6.2 - Ensuring that the digital transformation of the company's documented business areas is efficient and correct	To be able: structure data efficiently and correctly  To master: skills to ensure that the digital transformation of documented business areas is efficient and correct
PC-7 - Defining strategy and policy for developing and maintaining a digital business management system	PC-7.2 - Able to apply the fundamentals of machine learning methods in the construction of intelligent corporate decision support systems	To be able: build smart systems  To master: skills in applying machine learning methods
PC-8 - Justification based on financial and economic risk analysis for business transformation	PC-8.3 - Able to apply modern methods of information analysis to identify strategic corporate governance objectives	To be able: use up-to-date methods for analysing information  To master: skills in identifying strategic management objectives
UC-1 - Is able to search for, critically analyse and synthesise information, and apply a systematic approach to solve problems	UC-1.3 - Selects the best solution to the problem, arguing his/her choice	To be able: apply a systematic approach to choosing the best solution to a problem  To master: skills in selecting and arguing the best solution to a problem
UC-2 - Is able to identify the range of tasks within a given objective and choose the best way to	UC-2.2 - Selects the best ways of solving problems, based on the applicable legal provisions, available	To be able: o set objectives and choose the best ways to achieve them under current norms and resource constraints  To master:

achieve them, taking into account the applicable legal provisions, available resources and constraints	resources and constraints	skills in choosing the best way to solve problems within the relevant resource constraints and legal norms
UC-3 - Able to interact socially and fulfil their role in a team	UC-3.2 - Applies teamwork techniques	To be able: carry out intragroup communications  To master: teamwork skills in a group
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-5. Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts	UC-5.3. Shows in his/her behavior a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical development of Russia in the context of world history and cultural traditions of the world	Be able to: use information about the cultural characteristics and traditions of various social groups to build interaction with society  Possess: the ability to constructively interact with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks
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
UC-7. Able to maintain the proper level of physical fitness to ensure full-fledged social and professional activity	UC-7.2. Selects and uses health-preserving physical culture techniques to strengthen the body in order to carry out full-fledged professional and other activities	Be able to: use physical culture techniques to preserve health, allowing full-fledged professional activity  Possess: the skills to maintain physical fitness to carry out full-fledged professional and other activities
UC-8. Able to create and maintain safe living conditions in everyday life and professional activities to preserve the natural	UC-8.2. Applies theoretical and practical knowledge and skills to create and maintain safe living conditions in everyday and	Be able to: identify and eliminate problems associated with violations of safety regulations in the workplace, as well as in the event of a threat or occurrence of emergency situations and military conflicts  Be able to:

environment, ensure sustainable development of society, including in the event of a threat or occurrence of emergency situations and military conflicts	professional spheres	identify and eliminate problems associated with violations of safety regulations in the workplace, as well as in the event of a threat or occurrence of emergency situations and military conflicts
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

#### 4. INTERNSHIP STRUCTURE AND CONTENT

№	Internship structure	Internship content
1	Preparatory stage	Inaugural organisational meeting; compilation of individual practical assignment, completion of personal sheet, completion of paperwork; safety and housekeeping briefing
2	Main stage	Completion of practical tasks: collection, systematisation of information; processing and analysis of factual material, report preparation
3	Final stage	Editing and finalising the report, the individual worksheet and the individual assignment, defending the 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.	<a href="https://opac.unecon.ru/elibrar ...">https://opac.unecon.ru/elibrar ...</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, Marketing Department - Saint-Petersburg : Izd. Marketing - Saint-Petersburg : Publishing house of SPbSEU, 2020 - Dedicated to the 90th anniversary of SPbSEU (FINEC-UNECON) and 30th anniversary of Marketing Department : Information is also available on the Internet	<a href="#">D1%88%D0%B5%D0%B2%D0%B0_20.pdf</a>
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	<a href="#">http://opac.unecon.ru/elibrary ... BA%D0%B0%D1%86%D0%B8%D0%B8.pdf</a>
Skorobogatykh I.I., eds. and Efimov D.M., eds. Marketing Research and Situation Analysis. Moscow : Knorus, 2019. 568.	<a href="https://book.ru/book/930727">https://book.ru/book/930727</a>
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.	<a href="https://urait.ru/viewer/upravlenie-kachestvom-uslug-434105">https://urait.ru/viewer/upravlenie-kachestvom-uslug-434105</a>
Oyner, Olga K. Marketing performance management : textbook and practical work / Oyner O. K. 2nd edition, rev. and supplement.elektron. dann.moscow : Urayt, 2018-350 p.	<a href="https://urait.ru/bcode/488789">https://urait.ru/bcode/488789</a>
Domnin V. N. Branding: textbook and practical work for universities. / Ser.: Higher education. / Grif UMA VO. / Recommended by the Guild of Marketers. - 2nd ed. amended and supplemented. - Moscow : Publishing House copyright, 2020. - 493 c. - 40,0 p. 1. ISBN 978-5-534-13539-8	<a href="https://urait.ru/viewer/branding-466112">https://urait.ru/viewer/branding-466112</a>

#### 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 КиберЛенинка – 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

<b>Name of classroom, list of equipment</b>	<b>Classroom location</b>
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 404 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 36 seats; 1 chalk board; bedside table; Computer Athlon 64 x2 4400 2.3/4Gb./150Gb - 1 pc., Multimedia projector Optoma EX-632 - 1 pc., Screen with electric drive, DRAPER 120 185x244 - 1 pc., Speakers Hi-Fi PRO MASK6T-W (2pcs) - 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 410 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: Furniture for 20 seats; whiteboard - 1 pc, LCD TV Akira LCT-42CH41ST - 1 pc. Portable multimedia kit: HP 250 G6 1WY58EA laptop, LG PF1500G multimedia projector. 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:

Typical individual task for practical training: During the industrial pre-diploma practice it is necessary for students to collect and analyse data on activity of the enterprise (organisation), its internal and external marketing environment. The structure of data and materials required for the analysis depends on the topic of the student's final qualification work and is determined in consultation with the supervisor of practice (who is usually the supervisor of the final qualification work). The structure of data and materials is reflected in the student's individual pre-degree internship assignment. However, irrespective of the topic of the final qualification work, the following aspects must be reflected by the student at the end of the internship:

1. - General information on the object of the practice, its place in the market.
- 2.- Analysis of the main results of activity (depending on the topic of the graduate qualification work).
- 3.- Directions for improvement of activities.
- 4.- Review the methods by which the problem issues are solved.
- 5.- Identify contradictions in the theoretical and practical solution of certain issues.
- 6.- Other issues at the discretion of the Head of Practice.

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:**

<b>Grading</b>	<b>Points</b>
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.