

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 educational activities
Veronika.G. Shubaeva
«24» _____ 2023.

***Производственная практика (научно-исследовательская
работа) / Internship (research work)***

Internship syllabus

Specialty *38.04.02 Management*
Specialization *Risk management and controlling*
Level of higher education *Master's Degree*
Form of training *Full-time*
Year of enrolment *2023*

Authored by:
Associate Professor, PhD, Marina V.Utevskaia

| | | |
|---------------------------------|------------|--|
| Total number of hours | 216 | Form of final attestation: <i>Graded test</i> <i>Semester 4</i> |
| Total credits | 6 | |
| incl: | | |
| Self-study (practical training) | 216 | |

Saint-Petersburg
2023

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1. INTERNSHIP OBJECTIVES

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|-------------------|---|
| Objective: | Preparing a master's student for independent research activities, developing the ability to draw independent theoretical and practical scientific conclusions, the skills of objective assessment of the information obtained, and the application of scientific knowledge in further activities. |
|-------------------|---|

2. THE PLACE OF THE INTERNSHIP 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.

Internship type: Internship (research work).

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 provide financial advice on a wide range of services | PC-1.2 - Applies modern models to analyse a company's financial architecture, financial mechanisms for organising budgeting, builds a forecasting model of the company | To be able: build a forward-looking company model To master: the ability to set requirements for the financial architecture of the company, the financial arrangements for corporate control and corporate governance |
| PC-2 - Able to design, implement and operate an integrated risk management system | PC-2.2 - Is able to manage the risks of an investment project and its efficiency | To be able: assess the risks and investment efficiency of the investment project To master: the ability to establish and justify the performance requirements for investment projects |
| PC-3 - Coordinates the organisation and implementation of internal control activities | PC-3.2 - Able to develop regulations and procedures for internal control and budget execution | To be able: to adapt regulations and procedures of internal control to the operating environment of the organization To master: the ability to build a system of internal control and budgeting in an enterprise |
| PC-4 - Able to develop a financial plan for a client and a targeted investment portfolio | PC-4.2 - Provides consultancy services in market and market environment analysis, investment portfolios and corporate activities, as well as tax and | To be able: organise and carry out procedures to analyse the market and market environment, business plans and activities of organisations, as well as analyses of partner and competitor firms To master: methods for obtaining information on market and market |

| | | |
|--|---|---|
| | taxation issues for international companies | environment analysis, business plans and activities of organisations, as well as analysis of partner and competitor firms |
| PC-5 - Is able to analyse and evaluate information, identify cause-effect relationships, draw objective conclusions and prioritise for internal audit purposes | PC-5.2 - The internal auditor has a clear understanding of the principles of the internal audit function and the basic principles of how to formulate audit methodologies. He/she is able to co-operate with the external and internal auditors in interaction with teams and individual employees within the company | <p>To be able: set objectives for investment and information market analysis and research and analyse their results for internal audit purposes</p> <p>To master: the ability to analyse and research changes in the investment and information markets for internal audit purposes</p> |
| PC-6 - Is able to apply a set of techniques and algorithms for tactical business behaviour in building productive relationships with public authorities | PC-6.2 - Knows the principles of interaction between commercial structures and public authorities to protect Russia's interests in the international arena | <p>To be able: apply management models to interact in a professional environment, including with public authorities</p> <p>To master: the ability to manage teams and projects in interaction with public authorities</p> |
| UC-1 - Is able to critically analyse problematic situations with a systematic approach, to develop a strategy of action | UC-1.3 - Identifies and assesses the practical implications of possible solutions to the problem, develops and proposes different strategic solutions to the problem, assessing their advantages and disadvantages | <p>To be able: work with the information base needed to address problem situations and design processes to address them</p> <p>To master: analysis tools to address strategic challenges using systems and interdisciplinary approaches</p> |
| UC-2 - Able to manage a project through all stages of its life cycle | UC-2.2 - Designs the implementation of specific tasks by identifying the best ways of doing things and choosing the resources to achieve the objective | <p>To be able: plan the resources needed to implement the project</p> <p>To master: Information technology at all stages of the project life cycle</p> |
| UC-3 - Able to organize and lead a team, developing a team strategy to achieve the goal | UC-3.2 - Understands the specifics of organisational culture and communication with management, and is able to motivate individual | <p>To be able: plan and adjust team work to the interests and behaviour of team members</p> <p>To master: plan and adjust team work to the interests and behaviour of team members</p> |

| | | |
|---|---|---|
| | employees and the team as a whole | |
| UC-4 - Able to use modern communication technologies, including in foreign language(s), for academic and professional interaction | UC-4.2 - Freely perceives, analyses and critically evaluates oral and written business information in the national and/or foreign language(s), including the use of information technology | <p>To be able: practice oral and written business communication in a foreign language</p> <p>To master: the ability to deliver academic and professional results in a foreign language</p> |
| UC-5 - Able to analyse and take into account the diversity of cultures in intercultural interaction | UC-5.2 - Interacts constructively with people in a socio-culturally appropriate way to successfully perform professional tasks and enhance social inclusion | <p>To be able: lead the way in preventing disagreements and conflicts in intercultural communication</p> <p>To master: skills in constructing social and professional interactions, taking into account the characteristics of basic business and general culture</p> |
| UC-6 - Is able to identify and implement priorities for his/her own work and how to improve it on the basis of self-assessment | UC-6.2 - realises the intended objectives of the activity, taking into account conditions, means, personal abilities, a temporary perspective of activity development and labour market requirements; shows an interest in self-development and uses the opportunities provided to acquire new knowledge and skills | <p>To be able: Identify priorities for professional development and ways to improve their own performance</p> <p>To master: the ability to build a flexible professional trajectory in the light of accumulated professional experience</p> |

4. INTERNSHIP STRUCTURE AND CONTENT

| № | Internship structure | Internship content |
|---|----------------------|--|
| 1 | Preparatory stage | Introduction to Research Seminar: aims, objectives, research results. Methodology of scientific research and organisation of Master's student research work. Design of Master's thesis. |
| 2 | Main stage | The research directions are defined. An analysis is made of the theoretical approaches existing in the field of study, the problem field of the study and the main approaches to problem-solving in the current scientific literature. Data collection and processing are carried out. The rules and methods of writing a scientific article are studied. Preparation of scientific reports and articles for participation in conferences. |
| 3 | Report | The results of the work are documented and the work is defended. Preparation of the report and presentation of research results. Reviewing in Russian science. Preparation of scientific reports and articles for participation in the Master's Conference. |

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 |
|---|---|
| Teplova T. V. Effective financial director : textbook for undergraduate and graduate studies / Teplova T. V. - 2-th ed. revised and extended - Moscow : Publishing house Yurite, 2019. - 507 c. - (Author's textbook).— ISBN 978-5-534-02763-1. | https://urait.ru/bcode/431134 |
| Vyatkin, V. N. Financial decisions in business management : a textbook for universities / V. N. Vyatkin, V. A. Gamza, D. D. Hampton. - 4-th edition, revised. and supplement. - Moscow : Publishing University, 2022. - 325 c. - (Higher education).— ISBN 978-5-534-02299-5. | https://urait.ru/bcode/491156 |
| Korotkov E. M. Anticrisis management : textbook for high schools / E. M. Korotkov. - Moscow : Publishing house Yurait, 2022. - 406 c. - (Higher education).— ISBN 978-5-534-01066-4. | https://urait.ru/bcode/488675 |

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 www.oecd-ilibrary.org |
| 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 114 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialised furniture and equipment: Educational furniture for 42 seats, teacher's workplace, lecturer's stand -1pc., multimedia pedestal - 1 pc, blackboard -1pc., document cabinet - 1 pc. Monoblock Acer Aspire Z1811 Intel Core i5-2400S@2.50GHz/4Gb/1Tb - 1 pc, Multimedia projector NEC ME401X - 1 pc, Screen Projecta Compact 153x200 cm with el/drive. - 1 pc., All-weather loudspeaker 90W - 2 pcs., Mixer-amplifier 120W/100V JPA-1120A - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids. | 192007, St. Petersburg, Prilykская str.3, lit. A |
| Classroom 502 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 64 seats, teacher's workplace, whiteboard - 1 pc, multimedia pedestal - 1 pc, classroom stand - 1 pc. Monoblock Acer Aspire Z1811 Intel Core i5-2400S@2.50GHz/4Gb/1Tb - 1 pc, Optoma EX-632 multimedia projector - 1 pc, Draper Baronet electric projection screen 153x200 cm 213/84 - 1 pc, Hi-Fi PRO MASK6T-W sound system - 2 pcs., Jedia TA-1120 mixer amplifier complete - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids. | 192007, St. Petersburg, Prilykская str.3, lit. A |

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. The Master's student chooses a topic together with the supervisor and draws up an individual practical assignment. There is an introduction to the scientific seminar: aims, objectives, learning outcomes. The methodology of scientific research and organisation of research work is studied. The design of the Master's thesis is formed. The rules of work with library collections and LDB of UNECON are discussed.
2. The research directions are defined. An analysis is made of the theoretical approaches existing in the field of study, the problem field of the study and the main approaches to problem-solving in the current scientific literature. Data collection and processing are carried out. The rules and methods of writing a scientific article are studied. Preparation of scientific reports and articles for participation in conferences.
3. The results of the work are documented and the work is defended. Preparation of the report and presentation of research results. Reviewing in the Russian science. Preparation of scientific reports and articles for participation in the Master's Conference. The report presents the main results obtained during the 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:

| 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.