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**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION**

Federal State Autonomous Educational Institution of Higher Education

**"Moscow Polytechnic University"**

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"27" февраля 2025

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"27" февраля 2025

# WORKING PROGRAM OF THE DISCIPLINE

## "Sales and Customer Relationship Management"

Field of study
**38.03.02 Management**

Educational program (profile)
**"Business Process Management"**

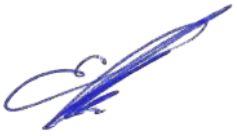
Qualification (degree)
**Bachelor**

Form of study
**Part-time**

Moscow 2025

**Developer(s):**

Associate Professor, Ph.D.  /S.V.Bolotnikov/

**Agreed:**
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## 1. Goals, objectives and planned learning outcomes in the discipline.

The discipline “Sales and Customer Relationship Management” is aimed at students receiving higher education, aimed at obtaining the competence necessary to perform a new type of professional activity in the field of effective functioning of the sales management system of the organization as a whole and for its structural divisions, acquiring the “Manager” qualification.

**Course objectives:**

- to generate knowledge in the field of technologies for assessing the economic and social conditions of entrepreneurial activity, identifying new opportunities and forming new business models.
- developing skills for coordinating business activities in order to ensure consistency in the implementation of the business plan by all participants.

**Course objectives:**

- to develop in students the ability to analyze the relationships between functional strategies of companies in order to prepare balanced management decisions.
- to develop the ability to analyze organizational and economic problems in order to stimulate production and increase sales volumes, improve the quality and competitiveness of manufactured goods and services, economical and efficient use of material, financial and labor resources.

**A list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the professional training program.**

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes must be achieved as a stage in the formation of relevant competencies:

| Code and name of competencies | Indicators of Competency Achievement |
|---|---|
| **PK-3 -**Able to identify and engage with stakeholders | **IPK-3.1.**Knows stakeholder theory; theory of interpersonal and group communication in business interaction; conflict theory; visual modeling languages; risk management theory; systems theory; subject area and specifics of the organization’s activities in a volume sufficient to solve business analysis problems;<br><br>methods of planning the organization's activities.<br>**IPK-3.2.** Can use technology identifying interested parties; plan, organize and conduct meetings And discussions With interested |

| | |
|---|---|
| | parties; use effective communication techniques; identify, register, analyze and classify risks and develop a set of measures to minimize them; collect, classify, systematize and ensure storage and updating of business analysis information; formalize the results of business analysis in accordance with the selected approaches; identify connections and dependencies between elements of business analysis information; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder participation; analyze the quality of business analysis information in terms of selected criteria; analyze the subject area; perform functional breakdown of work; model the scope and boundaries of work; present business analysis information in a variety of ways and formats for discussion with stakeholders; explain the need for business analysis work.<br>**IPK-3.3.**Knows methods of analyzing context, organizational structure, business processes in order to identify stakeholders; collecting and recording information about stakeholders; organizing the storage of information about stakeholders and keeping it up to date; analysis and classification of stakeholders; developing strategies for stakeholder engagement and collaboration; developing stakeholder engagement plans; preparing stakeholders for cooperation (explanation, training); stakeholder engagement and stakeholder monitoring; managing risks arising from interactions with stakeholders. |

## 2. Place of discipline in the structure of the educational program

The discipline "Sales and Customer Relationship Management" is one of the disciplines of the part formed by participants in educational relations (B.1.2.) of the undergraduate educational program.

The discipline "Sales and Customer Relationship Management" is logically, substantively and methodologically interconnected with the following EP disciplines:

- "Control business processes";
- "Basics financial literacy";
- "Entrepreneurship";
- "Strategic management".

## 3. Structure and content of the discipline.

The total labor intensity of the discipline is _3_ credit(s) units (108 hours).

### 3.1. Types of educational work and labor intensity

(according to forms of study)

3.1.1. Part-time education

| No. p/p | Type of educational work | Number of hours | Semesters | |
|---|---|---|---|---|
| | | | 7 | - |
| **1** | **Auditory lessons** | **36** | **36** | - |
| | Including: | | | - |

| | | | | |
|---|---|---|---|---|
| 1.1 | Lectures | 18 | 18 | - |
| 1.2 | Seminars/practical sessions | 18 | 18 | - |
| 1.3 | Laboratory exercises | - | - | - |
| **2** | **Independent work** | **72** | **72** | - |
| **3** | **Interim certification** | **-** | **-** | - |
| | Test/differential test/exam | **test** | **test** | - |
| | **Total** | **108** | **108** | |

## 3.2. Thematic plan for studying the discipline
(according to forms of study)

3.2.1. Part-time education

| No. | Sections/topics of the discipline | Labor intensity, hour | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Classroom work | | | | Independentlytha t's the job |
| | | | Lecture | Seminars/practicals classes | Laboratory exercises | Practical training | |
| **1** | **Topic 1. Sales management. Definition, classification, subjects and objects of sales.** | 12 | 2 | 2 | - | - | 8 |
| **2** | **Topic 2. Questioning as a tool for collecting primary data.** | 14 | 2 | 2 | - | - | 10 |
| **3** | **Subject 3. CRM systemssales and relationship management with clients.** | 14 | 2 | 2 | - | - | 8 |
| **4** | **Topic 4. Information sources for collecting primary information about the consumer market.** | 12 | 2 | 2 | - | - | 10 |
| **5** | **Topic 5. Methods for collecting primary data in buyer market research: observation, interview, survey, analysis document, content analysis, focus group.** | 12 | 2 | 2 | - | - | 8 |
| **6** | **Topic 6. Construction of a questionnaire based on open and closed questions.** | 14 | 2 | 2 | - | - | 10 |
| **7** | **Topic 7. Construction of a research program market consumers.** | 18 | 4 | 4 | - | - | 8 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **8** | **Topic 8. Pricing. The procedure for calculating prices and decisions on establishing the final product prices.** | 12 | 2 | 2 | - | - | 10 |
| | **Total** | 108 | 18 | 18 | | | 72 |

### 3.3. Contents of the discipline

**Topic 1. Sales management. Definition, classification, subjects and objects of sales.**
The concept of "sales management". Sales categories. Subjects and objects of sales management: contact audiences, types, audiences, ways of working with them; sales channels, types of sales channels, ways of working with them; consumer markets: segmentation, ways of dividing consumer markets. Identification of consumer groups using the VALS system. Identification of consumer groups according to the perception of innovation. Identification of consumer groups based on needs orientation. Sales funnel. Types of sales funnel. The main stages of the sales funnel.

**Topic 2. Questioning as a tool for collecting primary data.**
Methods of consumer market research. Ways to connect with the audience. Questionnaire surveys are a typical method of consumer market research. Advantages and disadvantages survey. Survey objects. Types of questionnaires. The main methods of conducting a questionnaire survey. Ways to increase the effectiveness of questionnaire survey. The questionnaire is the main survey tool. Using a questionnaire to obtain information about the consumer market. Ways to increase the return rate of a questionnaire.

**Topic 3. CRM systems for managing sales and customer relationships.**
Description of the CRM system. Concept, purpose and tasks of CRM. Choosing a CRM system. Prerequisites for choice. The main factors influencing the choice of a specific CRM system. SAAS systems. Standalone systems Budget CRM. Functionality of a CRM system in a medium (large) organization. The main blocks of a CRM system: communication, calendar plan, financial control, task planning, generation of documents and reports, automation of business processes - purpose of the block, functionality of the block, structure of the block, correspondence of the block with other components of the system. Schematic diagram of a CRM system.

**Topic 4. Information sources for collecting primary information about the consumer market.**
Typology of information sources in consumer market research. Primary information. Secondary information. Main sources of secondary data: Periodicals - business-oriented magazines and newspapers. Specialized Internet resources for marketing. Search engine data. Yellow Pages server datahttp://yellowpages.rin.ru. Internet databases created for commercial purposes by consulting and publishing firms. Directories of companies. Statistical yearbooks. Annual reports on the activities of companies. Messages from chambers of commerce and industry, unions of entrepreneurs. Advantages and disadvantages of secondary data. Advantages and disadvantages of primary data. Rosstat

statistical register as a source of information for consumer market research.

**Topic 5. Methods of collecting primary data in buyer market research: observation, interview, survey, document analysis, content analysis, focus group.**Primary data collection process. Sample of study persons. Random and non-random sampling. Cluster sampling. Confidence sample. Primary data collection method: survey – definition, forms, advantages, disadvantages. Method of collecting primary data: observation - definition, forms, advantages, disadvantages. Primary data collection method: panel – definition, forms, advantages and disadvantages. Method of collecting primary data: experiment - definition, forms, advantages, disadvantages.

**Topic 6. Construction of a questionnaire based on open and closed questions.**Main types of questionnaires. Requirements for constructing a questionnaire. Algorithm for preparing a questionnaire. Structureprofiles: introduction, introductory questions, questions. Bycontent of the topic, final part (passport). There are two types of questions in the questionnaire: closed questions, open questions. The main types of closed questions: alternative questions, questions with answer options, questions with a significance scale, questions with a Likert scale, questions with a rating scale, semantic differential. The main types of open questions: unstructured questions, selection of word associations, story completion, thematic text for perception.

**Topic 7. Building a consumer market research program.**
Requirements for conducting consumer market research. Types of consumer market research: descriptive research, exploratory research, panel research, profile research, cause-and-effect research. Five stages of conducting consumer market research. Stage 1. Definition of the problem, goals, development of research hypotheses. Stage 2. Development of a research plan, which includes: determining the research method; determining the type of information required and methods for collecting the necessary data; development of forms for data collection; selection of research objects. Stage 3. Data collection. Stage 4. Data analysis. Conclusions and practical suggestions, preparation and presentation of the report.

**Topic 8. Pricing. The procedure for calculating prices and decisions on setting the final price for a product.**
The price of the product and its functions. Categories and types of prices. Price policy. Choosing a pricing policy for the organization. Main stages of pricing. Stage 1. Selecting a pricing goal. Stage 2. Determining demand. Stage 3. Cost analysis. Stage
4. Analysis of competitors' prices. Stage 5. Selecting pricing methods. Stage 6. Setting the final price. Basic methods for calculating the price of a product.
“Average costs plus profit” (cost method, price list method). Method of calculating price based on break-even analysis and ensuring target profit. Calculation of price based on the “perceived value” of the product. Calculation of product prices for various organizations.

### 3.4. Topics of seminars/practical and laboratory classes

3.4.1. Seminars / Practical classes.

| | | |
|---|---|---|
| ***Subject 1.*** *Control sales. Definition, classification, subjects and objects of sales.*<br>***Subject 2.*** *Questionnaire How tool collectionprimary data.*<br>***Subject 3.*** *CRM systems management sales find relationships with clients.*<br>***Topic 4.****Information sources for collecting primary information about the consumer market.*<br>***Topic 5.****Methods for collecting primary data in buyer market research: observation, interview, survey, document analysis, content analysis, focus group.*<br>***Topic 6.****Construction of a questionnaire based on open and closed questions.*<br>***Topic 7.****Construction of a consumer market research program.*<br>***Topic 8.****Pricing. The procedure for calculating prices and decisions on setting the final price for a product.* | Questions for lecture 2<br>Questions for lecture 3<br>Questions for lecture 4<br>Practical lesson 1<br>Practical lesson 2<br>Practical Lesson 3<br>Practical Lesson 4<br>Practical lesson 5 | Test tasks 1-5<br>Test tasks 6-9<br>Test tasks 14-20<br>Test tasks 10-13<br>Test tasks 21-30<br>Test tasks 6-9<br>Test tasks 12-19<br>Test tasks 22-30 |

## 4. Educational, methodological and information support

### 4.1. Main literature:


1. Golova, A. G. Sales management: textbook / A. G. Golova. – 3rd ed., erased. – Moscow: Dashkov and K°, 2020. – 279 p. : ill., table, diagrams. – Access mode: by subscription. – URL:https://biblioclub.ru/index.php?page=book&id=621640– Bibliography in the book – ISBN 978-5-394-03902-7. – Text: electronic.
2. Sinyaeva, I. M. Marketing in trade: textbook / I. M. Sinyaeva, S. V. Zemlyak, V. V. Sinyaev; edited by L. P. Dashkova. – 8th ed. – Moscow: Dashkov and K°, 2024. – 394 p. : table, diagrams. – (Educational publications for bachelors). – Access mode: by subscription. – URL:https://biblioclub.ru/index.php?page=book&id=711145– Bibliography in the book – ISBN 978-5-394-05667-3. – Text: electronic.


### 4.2. Additional literature:


1. Bazhenov, Yu. K. Commercial activities: textbook / Yu. K. Bazhenov, A. Yu. Bazhenov; edited by L. P. Dashkova. – 3rd ed. – Moscow: Dashkov and K°, 2023. – 286 p. : diagrams, table. – Access mode: by subscription. – URL:https://biblioclub.ru/index.php?page=book&id=696966– Bibliography in the book – ISBN 978-5-394-05388-7. – Text: electronic.
2. Dashkov, L. P. Commerce and trade technology: textbook / L. P. Dashkov, V. K. Pambukhchiyants, O. V. Pambukhchiyants. – 13th ed. – Moscow: Dashkov and K°, 2022. – 348 p. : schemes. – (Educational publications for bachelors). – Access mode: by subscription. – URL:https://biblioclub.ru/index.php?page=book&id=696973– Bibliography in the book – ISBN 978-5-394-04947-7. – Text: electronic.


### 4.3 Electronic educational resources:

An electronic educational resource on the discipline is under development.

**4.4. Licensed and freely distributed software.**Office applications, Microsoft Office

2013 (or lower) – Microsoft Open License. License No. 61984042

### 4.5. Modern professional databases and information reference systems

1. http://www.gov.ru Server organs state authorities Russian Federation.
2. http://www.mos.ru Official server of the Moscow Government.
3. http://www.minfin.ru Ministry of Finance of the Russian Federation.
4. http://www.garant.ru GARANT Legislation with comments.
5. http://www.gks.ru Federal State Statistics Service.
6. http://www.rg.ru Russian newspaper.
7. http://www.prime-tass.ru PRIME-TASS Agency economic information.
8. http://www.rbc.ru RBC (RosBusinessConsulting).
9. http://www.businesspress.ru Business press.
10. http://www.ereport.ru World economy.
11. http://uisrussia.msu.ru University information system of Russia.
12. http://www.forecast.ru TsMAKP (Center for Macroeconomic Analysis and Short-Term Forecasting).
13. http://www.cfin.ru Corporate management.
14. http://www.fin-izdat.ru Publishing house "Finance and Credit"
15. http://economist.com.ru The Economist magazine.
16. http://www.vopreco.ru Journal "Economic Issues".
17. http://www.mevriz.ru Magazine "Management in Russia and Abroad"
18. http://systems-analysis.ru/ Laboratory of Systems Analysis
19. https://gtmarket.ru/concepts/7111 System analysis
20. http://minpromtorg.gov.ru/ Ministry of Industry and Trade of the Russian Federation.
21. http://www.rg.ru Russian newspaper.

## 5. Material and technical support of discipline.

Auditoriums for lectures and seminars of the general fund: educational tables with benches, a blackboard, a portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

## 6. Guidelines

### 6.1. Methodological recommendations for teachers on organizing training.

Current control (carried out by the lecturer and teacher): correctness of answers to questions on the topics covered; assessment of existing opinions and approaches to solving specific problems; essay preparation; intermediate testing in individual sections of the discipline.

When performing routine monitoring, it is possible to use test material. Samples of control questions and tasks for conducting ongoing monitoring are given in the appendix.

When implementing a bachelor's degree program, an organization has the right to use e-learning and distance learning educational technologies. All materials are posted in the Moscow Polytechnic Library.

When training people with disabilities, e-learning and distance educational technologies must provide for the possibility of receiving and transmitting information in forms accessible to them.

**6.2. Guidelines for students on mastering the discipline.**

A lecture is a systematic, consistent, monologue presentation by a teacher of educational material, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the work program of the discipline. During lectures, it is recommended to take notes, which will allow you to later recall the studied educational material and supplement the content when working independently with literature.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave margins in your working notes in which to make notes from the recommended literature, supplementing the material of the lecture you listened to, as well as emphasizing the special importance of certain theoretical positions.

Conclusions from the lecture summarize the teacher’s thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask questions to the teacher about the topic of the lecture. When delivering lectures on the discipline, electronic multimedia presentations can be used.

**Methodological instructions for students when working at the seminar.**

Seminars are implemented in accordance with the working curriculum with sequential study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, familiarize himself with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the recommendations of the teacher and the requirements of the curriculum. It is also recommended to finalize your lecture notes by making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. Abstracts should be prepared for presentations on all educational issues brought up for the seminar.

Since the student’s activity in seminar classes is the subject of monitoring his progress in mastering the course, preparation for seminar classes requires a responsible attitude. During interactive classes, students must be active.

**Guidelines for students on organizing independent work.**

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. When working independently, the student interacts with recommended materials with the participation of the teacher in the form of consultations. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

If there are students with disabilities, they will be provided with printed and (or) electronic educational resources in forms adapted to their health limitations.

**Guidelines for making presentations.**

A presentation (from the English word - presentation) is a set of color pictures-slides on a specific topic, which is stored in a special format file with the PP extension. The term “presentation” (sometimes called “slide film”) is associated primarily with the information and advertising functions of pictures, which are designed for a certain category of viewers (users).

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- the most modern software interface technologies;
- interactive contact between the speaker and the demonstration material;
- mobility and compactness of information media and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for designing computer presentations General design rules

Many designers claim that there are no laws or rules in design. There are tips, tricks, tricks. Design, like any kind of creativity, art, like any way of some people communicating with others, like a language, like a thought, will bypass any rules and laws.

However, there are certain guidelines that should be followed, at least for novice designers, until they feel the strength and confidence to create their own rules and guidelines.

Font design rules:

– Serif fonts are easier to read than sans serif fonts;
– It is not recommended to use capital letters for body text.
– Font contrast can be created through: font size, font weight, style, shape, direction and color.
– Rules for choosing colors.
– The color scheme should consist of no more than two or three colors.
– There are incompatible color combinations.
– Black color has a negative (gloomy) connotation.
– White text on a black background is hard to read (inversion is hard to read).

Presentation Design Guidelines

In order for the presentation to be well received by the audience and not cause negative emotions (subconscious or fully conscious), it is necessary to follow the rules of its design.

A presentation involves a combination of information of various types: text, graphics, music and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining pieces of information of different types. In addition, the design and display of each of the listed types of information is also subject to certain rules. So, for example, the choice of font is important for textual information, brightness and color saturation are important for graphic information, and optimal relative position on the slide is necessary for the best possible perception of them together.

Let's consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

– font size: 24–54 points (heading), 18–36 points (plain text);
– the font color and the background color should contrast (the text should be easy to

read), but not hurt the eyes;

– font type: for the main text a smooth sans-serif font (Arial, Tahoma, Verdana), for the title you can use a decorative font if it is easy to read;

– Italics, underlining, bold font, and capital letters are recommended to be used only for semantic highlighting of a text fragment.

- Design of graphic information:

– drawings,photographs, diagrams are designed to supplement textual information or convey it in a more visual form;

– It is advisable to avoid drawings in the presentation that do not carry a semantic load, if they are not part of the style;

– the color of the graphic images should not sharply contrast with the overall style of the slide;

– illustrations are recommended to be accompanied by explanatory text;

– if a graphic image is used as a background, then the text on this background should be clearly readable.

- Contents and arrangement of information blocks on the slide:

– there should not be too many information blocks (3-6);

– the recommended size of one information block is no more than 1/2 the size of the slide;

– It is desirable to have blocks with different types of information on the page (text, graphs, diagrams, tables, pictures) that complement each other;

– Key words in the information block must be highlighted;

– It is better to place information blocks horizontally, blocks related in meaning - from left to right;

– the most important information should be placed in the center of the slide;

– the logic of presenting information on slides and in a presentation must correspond to the logic of its presentation.

In addition to the correct arrangement of text blocks, we must not forget about their content - the text. Under no circumstances should it contain spelling errors. You should also take into account the general rules of text formatting.

After creating a presentation and its design, you need to rehearse its presentation and your speech, check how the presentation as a whole will look (on a computer screen or projection screen), how quickly and adequately it is perceived from different places in the audience, under different lighting, noise, in an environment as close as possible to real performance conditions.

## 7. Appraisal Fund

### 7.1. Methods for monitoring and assessing learning outcomes

In the process of mastering this discipline, the student develops and demonstrates the following competencies:

| COMPETENCIES | List of components | Technology for | Form of | Degrees |
|---|---|---|---|---|

| INDEX | FORMULAS-ROVKA | | developing competencies | assessment tool** | of mastery levels competencies |
|---|---|---|---|---|---|
| **PK-3** | Able to identify interestedother parties and interact with them | **IPK-3.1.**Knows stakeholder theory; theory of interpersonal and group communication in business interaction; conflict theory; visual modeling languages; risk management theory; systems theory; subject area and specifics of the organization's activities to the extent sufficient to solve business analysis problems; methods of planning the organization's activities.<br><br>**IPK-3.2.**Knows how to use stakeholder identification techniques; plan, organize and conduct meetings and discussions with stakeholders; use effective communication techniques; identify, register, analyze and classify risks and develop a set of measures to minimize them; collect, classify, systematize and ensure storage and updating of business analysis information; formalize the results of business analysis in accordance with the selected approaches; identify connections and dependencies between elements of business analysis information; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder participation; analyze the quality of business analysis information in terms of selected criteria; analyze the subject area; fulfill functional work breakdown; model the scope and boundaries of work; provide information business analysis in a variety of ways and formats for discussion with stakeholders; explain necessity carrying out business analysis work.<br><br>**IPK-3.3.**Knows methods of context analysis, organizational structures, business processes in order to identify stakeholders; collection and registration of information about interested sides; organizing the storage of information about stakeholders and keeping it up to date; analysis and classification of stakeholders parties; developing strategies for stakeholder engagement and collaboration; developing plans interaction with interested parties; preparing stakeholders for cooperation | lecture, seminars | DS, T, Z | **A basic level of:** sales management technologies; Ways sales; sales channel and sales audience.<br><br>**Elevated1st level:** has the skills to develop a business sales plan for an organization |

| | | | | | |
|---|---|---|---|---|---|
| | | (explanation, training); stakeholder engagement and monitoring interested parties; managing risks arising from interactions with stakeholders. | | | |

## 7.2. Scale and criteria for assessing learning outcomes

In the process of mastering the educational program, competencies, including their individual components, are formed step by step as students master disciplines (modules) and practices in accordance with the curriculum and calendar schedule of the educational process.

An indicator for assessing competencies at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

| **PK-3 - Able to identify stakeholders and interact with them** | | | | |
|---|---|---|---|---|
| **Index** | **Evaluation criteria** | | | |
| | **2** | **3** | **4** | **5** |
| **IPK-3.1.**Knows theory interested parties; theory interpersonal and group communications in business interaction; conflicts; languages | student demonstrates complete absence or insufficient correspondence the following knowledge: theory interested Interpersonal and group | student demonstrates incomplete correspondence the following knowledge: theory interested parties; theory interpersonal and Group and group | student demonstrates partial correspondence the following knowledge: theory interested parties; theory Interpersonal and group | student demonstrates complete correspondence the following knowledge: theory interested parties; theory interpersonal and group |
| modeling; theory management risks; theory systems; subject region and specifics activities organizations in volume, sufficient for problem solving business analysis; | Communications business interaction; theory conflicts; languages visual modeling; management theory risks; theory systems; subject Region and specifics activities | interaction; theory conflicts; languages visual modeling; theory management risks; theory systems; subject region and specifics activities organizations in | business interaction; theory conflicts; languages visual modeling; management theory risks; theory systems; subject Region and specifics activities Organizations | business interaction; theory conflicts; languages visual modeling; theory management risks; theory systems; subject region and specifics activities |

| | | | | |
|---|---|---|---|---|
| methods planning activities organizations. | Organizations volume, Sufficient For Solutions tasks business analysis; methods planning activities organizations. | volume, sufficient for problem solving business analysis; methods planning activities organizations. Allowed significant mistakes, manifests itself failure knowledge, according to a number of indicators, student experiences significant difficulties with operating knowledge with their transfer to new situations. | volume, Sufficient For Solutions tasks business analysis; methods planning activities organizations, But allowed minor mistakes, inaccuracies, Difficulties at Analytical operations. | organizations in volume, sufficient for problem solving business analysis; methods planning activities organizations. Free operates acquired knowledge. |
| **IPK-3.2.**Can use detection techniques interested parties; to plan, organize and hold meetings and discussions with interested and the parties; use technology effective communications; identify register, analyze and | The student is not can or in insufficient degree able use detection techniques interested parties; to plan, organize and hold meetings and discussions with interested and the parties; use technology effective communications; | student demonstrates incomplete correspondence the following skills: use detection techniques interested parties; to plan, organize and hold meetings and discussions with interested and the parties; use technology | student demonstrates partial correspondence the following skills: use detection techniques interested parties; to plan, organize and hold meetings and discussions with interested and the parties; use technology | student demonstrates complete correspondence the following skills: use detection techniques interested parties; to plan, organize and hold meetings and discussions with interested and the parties; use technology |
| classify risks and develop complex activities for their minimization; gather, classify, systematize and provide storage and updating | identify register, analyze and classify risks and develop complex activities for their minimization; gather, classify, systematize | effective communications; identify register, analyze and classify risks and develop complex activities for their minimization; gather, | effective communications; identify register, analyze and classify risks and develop complex activities for their minimization; gather, | effective communications; identify register, analyze and classify risks and develop complex activities for their minimization; gather, |

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| information<br>business analysis;<br>draw up<br>business results<br>analysis in<br>According to<br>selected<br>approaches;<br>identify connections<br>and<br>dependencies<br>between elements<br>information<br><br>business analysis;<br>apply<br><br>informational<br>technology in<br>volume,<br>necessary for<br>business goals<br>analysis;<br>analyze<br>internal<br>(external)<br>factors and<br>conditions,<br>influencing<br>activity<br>organizations;<br>analyze<br>degree of<br>participation<br>interested<br>parties;<br>analyze<br><br>quality<br>information<br><br>business analysis<br>with<br>points of view<br>selected<br>criteria;<br><br>carry out analysis<br>subject<br><br>regions;<br>fulfill<br>functional | and provide<br>storage and<br>updating<br>information<br>business analysis;<br>draw up<br>business results<br>analysis in<br>According to<br><br>selected<br>approaches;<br>identify connections<br>and<br>dependencies<br>between elements<br><br>information<br>business analysis;<br>apply<br>informational<br>technology in<br>volume,<br>necessary for<br>business goals<br>analysis;<br>analyze<br>internal<br>(external)<br>factors and<br>conditions,<br>influencing<br>activity<br><br>organizations;<br>analyze<br>degree of<br>participation<br>interested<br>parties;<br><br>analyze<br><br>quality<br>information<br>business analysis<br>with<br>points of view<br>selected<br><br>criteria;<br>carry out analysis<br>subject | classify,<br>systematize<br>and provide<br>storage and<br>updating<br>information<br>business analysis;<br>draw up<br>business results<br><br>analysis in<br>According to<br>selected<br><br>approaches;<br>identify connections<br>and<br>dependencies<br>between elements<br>information<br>business analysis;<br>apply<br>informational<br>technology in<br>volume,<br>necessary for<br>business goals<br>analysis;<br>analyze<br>internal<br>(external)<br>factors and<br>conditions,<br><br>influencing<br>activity<br>organizations;<br><br>analyze<br>degree of<br>participation<br>interested<br><br>parties;<br>analyze<br>quality<br><br>information<br>business analysis<br>with<br>points of view<br>selected<br>criteria; | classify,<br>systematize<br>and provide<br>storage and<br>updating<br>information<br>business analysis;<br>draw up<br>business results<br><br>analysis in<br>According to<br>selected<br><br>approaches;<br>identify connections<br>and<br>dependencies<br>between elements<br>information<br>business analysis;<br>apply<br>informational<br>technology in<br>volume,<br>necessary for<br>business goals<br>analysis;<br>analyze<br>internal<br>(external)<br>factors and<br>conditions,<br><br>influencing<br>activity<br>organizations;<br><br>analyze<br>degree of<br>participation<br>interested<br><br>parties;<br>analyze<br>quality<br><br>information<br>business analysis<br>with<br>points of view<br>selected<br>criteria; | classify,<br>systematize<br>and provide<br>storage and<br>updating<br>information<br>business analysis;<br>draw up<br>business results<br><br>analysis in<br>According to<br>selected<br><br>approaches;<br>identify connections<br>and<br>dependencies<br>between elements<br>information<br>business analysis;<br>apply<br>informational<br>technology in<br>volume,<br>necessary for<br>business goals<br>analysis;<br>analyze<br>internal<br>(external)<br>factors and<br>conditions,<br><br>influencing<br>activity<br>organizations;<br><br>analyze<br>degree of<br>participation<br>interested<br><br>parties;<br>analyze<br>quality<br><br>information<br>business analysis<br>with<br>points of view<br>selected<br>criteria; |
| decomposition<br>works;<br>simulate<br>volume and<br>boundaries | regions;<br>fulfill<br>functional<br>decomposition | carry out analysis<br>subject<br>regions;<br>fulfill | carry out analysis<br>subject<br>regions;<br>fulfill | carry out analysis<br>subject<br>regions;<br>fulfill |

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| works;<br>introduce<br>information<br><br>business analysis<br>various<br><br>ways and in<br>various<br>formats for<br>discussions with<br>interested<br>and the parties;<br>explain<br>necessity<br>carrying out work<br>in business analysis. | works;<br>simulate<br>volume and<br>boundaries<br>works;<br>introduce<br><br>information<br>business analysis<br>various<br>ways and in<br>various<br>formats for<br>discussions with<br>interested<br>and the parties;<br>explain<br>necessity<br>carrying out work<br>in business analysis. | functional<br>decomposition<br>works;<br><br>simulate<br>volume and<br>boundaries<br>works;<br>introduce<br>information<br>business analysis<br>various<br>ways and in<br>various<br>formats for<br>discussions with<br>interested<br>and the parties;<br>explain<br>necessity<br>carrying out work<br>in business analysis. | functional<br>decomposition<br>works;<br><br>simulate<br>volume and<br>boundaries<br>works;<br>introduce<br>information<br>business analysis<br>various<br>ways and in<br>various<br>formats for<br>discussions with<br>interested<br>and the parties;<br>explain<br>necessity<br>carrying out work<br>in business analysis. | functional<br>decomposition<br>works;<br><br>simulate<br>volume and<br>boundaries<br>works;<br>introduce<br>information<br>business analysis<br>various<br>ways and in<br>various<br>formats for<br>discussions with<br>interested<br>and the parties;<br>explain<br>necessity<br>carrying out work<br>in business analysis.<br>Free<br>operates<br>acquired<br>skills,<br>applies them in<br>situations<br>increased<br>difficulties. |
| **IPK-3.3.**Owns<br>analysis methods<br>context,<br>organizational<br>structures, business<br>processes for the<br>purpose<br>identifying<br><br>interested<br>parties; collection<br>and<br>registration<br><br>information about<br>interested<br><br>sides;<br>organizations<br>storage<br>information about<br>interested<br>parties and<br>keeping it in<br>relevant<br>condition; analysis<br>and classifications | The student is not<br>owns or in<br>insufficient<br>has a degree<br>analysis methods<br>context,<br><br>organizational<br><br>structures, business<br>processes for the<br>purpose<br>identifying<br><br>interested<br>parties; collection<br>and<br>registration<br>information about<br>interested<br>sides;<br>organizations<br>storage<br>information about<br>interested<br>parties and<br>keeping it in | student<br>owns<br>analysis methods<br>context,<br>organizational<br>structures, business<br><br>processes for the<br>purpose<br>identifying<br>interested<br><br>parties; collection<br>and<br>registration<br>information about<br><br>interested<br>sides;<br>organizations<br>storage<br>information about<br>interested<br>parties and<br>keeping it in<br>relevant<br>condition; analysis | student<br>partially owns<br>analysis methods<br>context,<br>organizational<br>structures, business<br><br>processes for the<br>purpose<br>identifying<br>interested<br><br>parties; collection<br>and<br>registration<br>information about<br><br>interested<br>sides;<br>organizations<br>storage<br>information about<br>interested<br>parties and<br>keeping it in<br>relevant<br>condition; analysis | Studying at<br>in full<br>masters methods<br>context analysis,<br>organizational<br>structures, business<br><br>processes for the<br>purpose<br>identifying<br>interested<br><br>parties; collection<br>and<br>registration<br>information about<br><br>interested<br>sides;<br>organizations<br>storage<br>information about<br>interested<br>parties and<br>keeping it in<br>relevant<br>condition; analysis |

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| interested | relevant | and classifications | and classifications | and classifications |
| arties; developing strategies for stakeholder engagement and collaboration; developing plans for interaction with stakeholders and parties; preparing stakeholders for cooperation (explanation, training); stakeholder engagement and stakeholder monitoring; managing risks arising from interactions with stakeholders and parties. | condition; analysis and classification of stakeholders; developing strategies for stakeholder engagement and collaboration; developing plans for interaction with stakeholders and parties; preparing stakeholders for cooperation (explanation, training); stakeholder engagement and stakeholder monitoring; managing risks arising from interactions with stakeholders and parties. | interestedparties; developing strategies for stakeholder engagement and collaboration; developing plans for interaction with stakeholders and parties; preparing stakeholders for cooperation (explanation, training); stakeholder engagement and stakeholder monitoring; managing risks arising from interactions with stakeholders and parties. | interestedparties; developing strategies for stakeholder engagement and collaboration; developing plans for interaction with stakeholders and parties; preparing stakeholders for cooperation (explanation, training); stakeholder engagement and stakeholder monitoring; managing risks arising from interactions with stakeholders and parties. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations. | interestedparties; developing strategies for stakeholder engagement and collaboration; developing plans for interaction with stakeholders and parties; preparing stakeholders for cooperation (explanation, training); stakeholder engagement and stakeholder monitoring; managing risks arising from interactions with stakeholders and parties. Freely apply receivedskills in situations of increased complexity. |

***Interim certification form: test.***

The final certification of students in the form of a test is carried out based on the results of completing all types of academic work provided for by the curriculum for a given discipline (module), while taking into account the results of ongoing monitoring of progress during the semester. Assessment of the degree to which students have achieved the planned learning outcomes in the discipline (module) is carried out by the teacher leading classes in the discipline (module) using the method of expert assessment. Based on the results of the intermediate certification for the discipline (module), a grade of “pass” or “fail” is given.

Only students who have completed all types of academic work provided for by the work program in the discipline “Sales and Customer Relationship Management” are allowed to take the final certification.

| ***Grading scale*** | ***Description*** |
|---|---|
| *Passed* | *All types of educational work provided for by the curriculum have been completed. The student demonstrates compliance of knowledge, abilities, and skills with those given in the tables of indicators, operates with acquired knowledge, abilities, skills, and applies them in situations of increased complexity. In this case, minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.* |
| *Not accepted* | *One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, abilities, skills with those given in the tables of indicators, significant mistakes are made, a lack of knowledge, abilities, skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.* |

## 7.3. Discipline assessment tools "Sales and customer relationship management"

| OS No. | Name of the assessment facilities | Brief description of the evaluation tool | Submission of evaluativefunds in FOS |
|---|---|---|---|
| 1 | Report, message (DS) | Student's independent work product representing yourself public speech to present the results obtained in solving a specific educational, practical, educational, research or scientific topic | Topics of reports, messages |
| 2 | Test (W) | Final form of knowledge assessment. In higher education institutions they are held during examination sessions. | Tests questions for testing |

| | | | |
|---|---|---|---|
| 4 | Test (T) | System standardized tasks, allowing automateprocedure for measuring the level of knowledge and skills of the student. | Test task fund |

7.3.1. Current control

**Topics of reports on the discipline**
**"Sales and customer relationship management" (formation of competence PC-3)**

Topic 1. Basic tools and methods of market research and analysis. Topic 2. Market research and analysis program and methods of its formation.
Topic 3. Information sources for collecting primary information about the consumer market.
Topic 4. Methods of collecting primary data in buyer market research: observation, interview, survey, document analysis, content analysis, focus group. Topic 5. Constructing a questionnaire based on open and closed questions.
Topic 6.Methods of consumer market segmentation: socio-economic, psychographic, behavioral segmentation.
Topic 7. Calculation of market capacity indicators: TAM, SAM, SOM.
Topic 8. Competitive market analysis: construction of a competitiveness polygon.
Topic 9. Competitive market analysis: analysis of Porter's 5 forces.
Topic 10. Analysis of market conditions: conducting a PEST analysis of the territorial market.
Topic 11. Multi-criteria assessment of the quality and competitiveness of an organization's product.
Subject 12.Positioning product organizations on matrix Lambena "Cost-profit).
Topic 13. Analysis of the organization's market potential: BCG matrix, matrices McKinsey-GE.
Topic 14. Product design based on market analysis.
Topic 15. Design and programming of the launch of a finished product on the market in the future (creation of a product business plan).

**Report evaluation criteria**

| No. | Criterion | Grade | | | |
|---|---|---|---|---|---|
| | | ex. | chorus | satisfaction | unsatisfactory |
| 1 | Structure of the report | The report contains semantic parts, balanced in volume | The report contains three semantic parts, unbalanced in volume | One of the semantic parts is missing from the report | The report does not show the presence of semantic parts |

| | | | | | |
|---|---|---|---|---|---|
| 2 | Contents of the report | Contentreflects the essence of the problem under consideration and the main results obtained | The content does not fully reflect the essence of the problem under consideration or the main findings results | The content does not fully reflect the essence of the problem under consideration and the main findings results | The content does not reflect the essence of the problem under consideration or the main results obtained |
| 3 | Mastery of the material | The student is fully aware of the material presented,navigates the problem, freely answers the questions | The student knows the material presented, is oriented in the problem, finds it difficult to answer some questions | Student is not enoughfluent in the material presented, poorly oriented in the problem | The student does not know the material being presented and has poor understanding of the problem |
| 4 | Compliancee topic | The material presented is fully consistentstated topic | The presented material containselements that don't match the theme | The presented material contains a large number of elements that do not have attitude to the topic | Set outThe material is slightly relevant to the topic |

7.3.2. Interim certification

**Questions to prepare for the test in the discipline "Sales and Customer Relationship Management" (formation of competence PC-3)**

1. Definition of the concept “Sales Management”.
2. The main functionality of a sales manager in an organization.
3. Main sales categories in the organization.
4. The main difference between B2B and B2C sales types.
5. The concept of direct sales, indirect sales. Subjects of indirect sales in the organization.
6. Contact audiences as sales objects. Types of contact audiences.
7. Sales funnel. Principles of organizing a sales funnel. Conversion rate.
8. Purpose CRM systems For organizations. Why organizationis forced to form a sales management system in its structure.
9. Brief functionality of modern CRM systems. Main types of CRM systems.
10. Factors which should consider organizations at choicemanagement information systems with CRM functionality.
11. The difference between saas and standalone CRM system solutions.
12. Basic information that is stored in the buyer’s card (the “Communication with the buyer” block of the CRM system).
13. Requirements for creating a calendar plan in a CRM system.

14. Usage block "Formation documents" For acceleration Andpartial automation of routine tasks.
15. The external environment of the company: essence, meaning. Environmental factors.
16. Internal Wednesday: essence, meaning. Factors internal environment. Key success factors (KSF).
17. Market conditions: meaning, factors and indicators.
18. Market volume. Methods for calculating market capacity
19. Marketing solutions for sales promotion.
20. Methods of consumer research. ABC – consumer analysis.
21. Advertising, its essence and main types. Advertising effectiveness.
22. Studying competitors: goals and objectives, methods, forms.
23. FOSSTIS system: essence, tasks, fixed assets.
24. Methodological and information support for market research.
25. Market segmentation. "Market window" and "market niche".
26. Marketing activities at the “growth” stage of life cycle.
27. Main methods of collecting information: survey, observation, experiment, panel study.
28. Promotion of products to the market (communication policy). Product promotion complex means: essence, types and purpose.
29. Target market. Factors influencing the selection of target markets.
30. Distribution systems according to the degree and method of controlling the operation of the distribution channel (simple, vertical, horizontal, multi-channel).
31. SWOT analysis.
32. Organization of product distribution in distribution channels.
33. Competitiveness of a company: essence and methods of assessment.
34. Pricing policy for the market of new products.
35. Wholesale and retail trade (types of resellers).
36. Differentiation of goods on the market. Types of product differentiation.
37. Product life cycle concept.
38. Price and price policy companies. Marketing orientation Vestablishing base prices.
39. Internal Wednesday: essence, meaning. Factors internal environment. Key success factors (KSF).
40. Product and product policy. Classification of goods and services. Three-level product analysis. Competitiveness of a product: essence and methods of assessment.
41. Main aspects of commodity policy.
42. Internal Wednesday: essence, meaning. Factors internal environment. Key success factors (KSF).
43. Product and product policy. Classification of goods and services. Three-level product analysis.
44. BCG methodology (Boston Consulting Group).
45. Price And price policy companies. Marketing orientation Vestablishing base

prices.

46. Methods for calculating product prices: “costs + profit”.
47. Differentiation of goods on the market. Types of product differentiation.
48. Distribution policy (sales policy). Distribution channels, length and width of the sales channel.
49. Types of distribution channels (direct and indirect). Criteria for choosing a distribution channel.

**Test tasks for the discipline**
**“Sales and customer relationship management”” development of competence PC-3**

50. A typical task of a sales manager is:
    A) search for a client.
    B) product presentation.
    **B) control and provision of sales transactions.**
    D) attracting a client to the company.

2. Wholesale trade companies operate primarily in the market. A) client market;
   B) enterprise market;
   **B) market of intermediate sellers**– organizations purchasing goods for their subsequent resale;

3. The data marketers extract from their enterprise documentation relates to
   **A) primary information**
   B) external information C) secondary external
   D) secondary internal information.

4. You work in a retail company that supplies food products to supermarkets in Moscow. You need to estimate the number of companies engaged in similar business in Moscow and the range of their supplies.
   To do this, it is better to use sources: A) statistical yearbooks of Rosstat; B) directories of companies;
   B) online databases;
   D) specialized press devoted to the problems of the industry.

5. Method of obtaining information directly from respondents: A) observation;
   B) document analysis;
   **Question;**
   D) experiment;

6. The source of primary information during the survey is: A)
   the patient;
   B) recipient; B)
   opponent; D)
   respondent.

7. Type questions questionnaires, intended For checks logicalcorrespondence and sincerity of respondents' answers:
   A) control; B)
   introductory;
   B) basic;
   **D) filters.**

8. Questions, given With purpose selection competent respondents. are called:
   A) contact; B)
   control; B) filters;
   D) preliminary.

9. A survey question containing all possible answers to it is called:
   **A) closed;**
   B) open;
   B) semi-closed; D)
   interval.

10. Your company produces industrial goods. Spare parts for car assembly plants. Name your target group of consumers:
    A) Families or households; B)
    Intermediaries;
    **B) Suppliers (representatives of companies);**
    D) Officials.

11. You are in the business of supplying frozen ready-to-eat meals (a form of fast food that requires no cooking). It is likely that your target group of consumers will be:
    A) Families or households;
    **B) Individual consumers;**
    B) Intermediaries;
    B) Suppliers (representatives of companies); D) Officials.

12. A person flies to another country in order to purchase a unique product that has just appeared and is not sold on the local market. From the point of view of the speed of reaction to a product novelty, he can be classified as a consumer:
    **A) "Innovators";**
    B) "Adepts";
    B) "Progressives"; D)

"Skeptics";
D) "Conservatives".

13. The contact audience for the manufacturer is:

A) suppliers;
B) clientele;
**B) mass media;**
D) competitors.

14. What advantages does maintaining a customer database in a CRM system give a sales manager:
**A) Guarantee against information loss;**
B) Saving time;
C) The opportunity to stand out in a favorable light to management;
D) It is more reliable to retain the client.

15. Describe the purpose of a typical CRM system:
A) A system that allows you to automate the process of shipping goods from the warehouse;
B) System, intended For conducting accounting accounting at the enterprise;
C) System, intended For sending electronic messages to clients;
**D) Customer relationship management system, in particular to increase sales, optimize marketing and improve customer service.**

16. A system that stores data on sales movements on remote servers, and, if necessary, downloads the necessary information to the client device, belongs to the category:
**A) SAAS system.**
B) Standalone system;
B) centralized system;
D) Multi-server system.

17. The "Communication with Consumer" module within the CRM system allows you to:
**A) draw up a calendar plan for the sale of services to the consumer;**
B) take into account and calculate the cost of the service;
C) the head of the organization to control the sales process;
D) Forward organizational and administrative documents.

18. When communicating with a client, it became necessary to reschedule a meeting scheduled with the manager to another day. Which block of the system will be involved?
A) Communication with the consumer;
B) Automation of business processes;
B) Formation of documents;

**D) Work schedule.**

19. Mark the blocks of the CRM system that make it easier to conclude a deal with a client.
    A) task planning;
    B) automation of business processes;
    **B) formation of documents;**
    D) work schedule.

20. What is the need for the "business process automation" block in CRM? system?
    A) allows you to quickly calculate the cost of the service;
    B) allows you to automatically generate the required document;
    **C) allows you to create standard scenarios for routine sales activities and automatically launch them;**
    D) allows you to store and accumulate information in a database about the movement of the organization's finances.

21. Market segmentation is:
    A) dividing the market territory into separate segments;
    B) selective market penetration strategy;
    C) structuring consumers interested in certain goods or services;
    **D) dividing the market into distinct consumer groups, each of which may require separate products or marketing mixes.**

22. When calculating the price of a product based on cost methods, marketers primarily rely on...
    A) Level of market prices in the region
    B) Prices of closest competitors
    **B) The costs a firm incurs in producing a good.**
    D) Level of consumer demand

23. Market pricing methods include the method...
    A) aggregate method
    B) analysis of the peak of losses and profits
    C) specific indicators
    **D) "costs plus profit"**

24. The list price method is based on:
    **A) analysis of price lists for competing products;**
    B) determining the amount of costs;
    C) determining the amount of costs and planned profit;
    D) the principle of consistency of prices for goods on a single list.

25. When a client evaluates a proposed product, the following factor is decisive:
    A) price;
    B) costs;
    **B) value for money;**
    C) benefit-cost ratio.

26. The profitability threshold for a company's products means:
    A) a situation where variable costs exceed fixed ones;
    B) a situation where marginal profit is maximum;
    C) when zero profit is made.
    D) a loss has been incurred and there is a possibility of bankruptcy.

27. In the company's product range, 70% of sales are provided by a model costing 5,000 rubles. 10 and 20% of models costing 1900 rubles. and 1200 rub. Determine what price range the "star" product belongs to?
    A) low;
    B) average;
    C) high.

28. What is a distribution channel?
    A) method of advertising distribution;
    B) a set of organizations or persons belonging to the manufacturer;
    C) by mail;
    D) all answers are correct;
    **E) there is no correct answer.**

29. Distribution channel breadth means?
    **A) the number of intermediaries at one level of the distribution channel;**
    B) the number of product groups sold;
    C) the number of levels of the distribution
    channel;
    D) there is no correct answer.

30. Stimulating resellers does not use such means as...

    A) Holiday coupons;
    B) Provision of equipment;
    **C) Preferential loans;**
    D) Bonus discounts.

**Test evaluation criteria**

| Score in points | % completed | Traditional assessment |
|---|---|---|

| | | |
|---|---|---|
| 12-15 | 90-100 | Great |
| 8-11 | 75-89 | Fine |
| 5-7 | 50-74 | Satisfactorily |
| 0-4 | 0-49 | Unsatisfactory |