Документ подписан простой электронной подписью
Информация о владельце:
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Дата подписания: 13.04.2026 17:16:26
Уникальный программный ключ:
8db180d1a3f02ac9e60521a5672742735c18b1d6

**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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"15" февраля 2024

# WORKING PROGRAM OF THE DISCIPLINE

## "Project Activity"

Field of study
**38.03.02 Management**

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

Qualification (degree)
**Bachelor**

Form of study
**Part-time**

Moscow 2024

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## 1. List of planned learning outcomes in the discipline, correlated with the planned results of mastering the educational program

This program of the academic discipline “Project Activities” establishes the necessary requirements for the knowledge and skills of students to work in a team, including for effective integration into the project team, meeting project deadlines and obtaining the required results.

The program was developed for the training direction 38.03.02 “Management”, profile “Business process management"in accordance with:

- Federal State Educational Standards FSES3++;
- Educational programs of higher education;
- Working curricula for 2024 start of preparation.

**Goals of the discipline**

The goal of mastering the discipline “Project Activities” is to prepare students for professional activities and to develop in them the skills and abilities to solve non-standard problems and implement projects in interaction with other students.

**Objectives of studying the discipline**

The main objectives of studying the discipline:

- development of teamwork skills among students;
- developing project work skills;
- increasing students' motivation for self-education;
- ensuring that students master the basic norms of professional activity;
- students gain experience in using basic professional tools when solving non-standard problems within projects;
- development of students’ skills in composing and preparing a presentation and defending the achieved project results in front of an audience of students.

Training in the discipline “Project Activities” is aimed at developing the following competencies in students:

| Code and name of competencies | Indicators of Competency Achievement |
|---|---|
| UK-2. Able to determine the range of tasks within the framework of the set goal and choose the best ways to solve them, based on current legal norms, available resources and limitations | IUK-2.1. Formulates a set of tasks within the framework of the set goal of the project, the solution of which ensures its achievement<br>IUK-2.2. Determines the connections between the assigned tasks, the main components of the project and the expected results of its implementation<br>IUK-2.3. Selects the optimal methods of planning, distributing areas of responsibility, solving problems, analyzing results, taking into account |

| Code and name of competencies | Indicators of Competency Achievement |
|---|---|
| | current legal norms, existing conditions, resources and limitations, possibilities of use |

## 2. The place of discipline in the structure of OOP

The discipline "Project activity" refers to to the part formed by participants in educational relations of cycle B1.2 “Part formed by participants in educational relations.”

The discipline refers to the part formed by participants in educational relations of block B1.2 “Part formed by participants in educational relations”, module B.1.2.23.34 “Projects and project activities”

The discipline “Project activity” is studied in the 2nd, 3rd, 4th, 5th, 6th, 7th semesters of studyin the direction of training 38.03.02 “Management” for the profile “Business Process Management”.

The study of the discipline is based on the following disciplines: Introduction to project activities.

The discipline is directly related to the following OOP disciplines and practices:

Project management;

Educational practice (project-based).

The basic provisions of the discipline should be used in the future when studying the following disciplines (practices):

- basics of technological entrepreneurship;
- undergraduate practice.

## 3. The volume of the discipline in credit units, indicating the number of academic hours allocated for contact work between students and the teacher (by type of class and for independent work of students)

The total labor intensity (volume) of the “Project Activity” discipline is 12 credit units.

The volume of the discipline by type of training (in hours) is 432 hours.

Discipline is taught in all forms of education.

Type of intermediate certification (form of control): test.

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

| **Type of educational work** | Total hours | Semester | | | | | |
|---|---|---|---|---|---|---|---|
| | | 2 | 3 | 4 | 5 | 6 | 7 |
| **Part-time education** | | | | | | | |

| **Type of educational work** | Total hours | Semester | | | | | |
|---|---|---|---|---|---|---|---|
| | | 2 | 3 | 4 | 5 | 6 | 7 |
| **Classroom lessons (total)** | **108** | **18** | **18** | **18** | **18** | **18** | **18** |
| Including: | | | | | | | |
| Lectures | - | - | - | - | - | - | - |
| Practical exercises (PL) | 108 | 18 | 18 | 18 | 18 | 18 | 18 |
| Seminars (C) | - | - | - | - | - | - | - |
| Laboratory work (LR) | - | - | - | - | - | - | - |
| **Independent work (total)** | **324** | 54 | 54 | 54 | 54 | 54 | 54 |
| Including: | | | | | | | |
| Preparation for practical classes | 324 | 54 | 54 | 54 | 54 | 54 | 54 |
| Type of intermediate certification - test | - | - | - | - | - | - | - |
| **Total labor intensity hour / credit. units** | **432/12** | **72** | **72** | **72** | **72** | **72** | **72** |

## 3.2. Thematic plan for studying the discipline

(according to forms of study)

The thematic plan for studying the discipline “Project Activity” provides for students to carry out the proposed projects. The implementation of each project includes typical stages of project implementation, which may overlap in time frames.

Tasks within the stages and substages are formed for each project individually. The list of tasks depends on the specifics of the project and the training of students.

3.2.2 Part-time education

| **No. p/p** | **Sections/topics disciplines** | **Labor intensity, hour for 2, 3, 5, 7 semesters** | | | | | |
|---|---|---|---|---|---|---|---|
| | | **Total** | **Classroom work** | | | | **Independent work** |
| | | | Lectures | Seminars/practical sessions | Laboratory exercises | Practical training | |
| 1 | Stage 1.Concept development and project planning | | | | | | |
| 1.1 | Topic 1.Obtaining project input data | 4 | - | 2 | - | - | 2 |
| 1.2 | Topic 2.Collecting materials for the project and conducting analysis | 4 | - | - | - | - | 4 |
| 1.3 | Topic 3.Development of a solution concept and an image of the project’s product result | 4 | - | - | - | - | 4 |
| 1.4 | Topic 4. Formation of the project team | 6 | - | 2 | - | - | 4 |
| 1.5 | Topic 5.Development of a | 6 | - | - | - | - | 4 |

| No. p/p | Sections/topics disciplines | Labor intensity, hour for 2, 3, 5, 7 semesters | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Classroom work | | | | Independent work |
| | | | Lectures | Seminars/practical sessions | Laboratory exercises | Practical training | |
| | project passport taking into account deadlines and resources | | | | | | |
| 1.6 | Interim certification in the form of presentation and defense of the solution concept | 2 | - | 2 | - | - | - |
| 2. | Stage 2.Project development | | | | | | |
| 2.1 | Topic 6.Distribution of tasks and functions among project participants, VSelecting development and design tools | 6 | - | 2 | - | - | 4 |
| 2.2 | Topic 7.Completion of the planned development sub-stages | 4 | - | - | - | - | 4 |
| 2.3 | Topic 8. Discussion of the results of each substage within the student project team, exchange of information within the team | 6 | - | 2 | - | - | 4 |
| 2.4 | Topic 9. Testing proposed solutions and making adjustments to development | 4 | - | - | - | - | 4 |
| 2.5 | Topic 10. Formulation of requirements for the implementation stage, if necessary, preparation of a request for consumables | 4 | - | - | - | - | 4 |
| 2.6 | Interim certification in the form of presentation and defense of intermediate research results | 2 | - | 2 | - | - | - |
| | Stage 3. Obtaining a product result | | | | | | |
| 3.1 | Topic 11.Selection of tools and obtaining materials for product sales | 6 | - | - | - | - | 4 |
| 3.2 | Topic 12.Getting a product result | 4 | - | - | - | - | 4 |
| 3.3 | Topic 13.Approbation and testing of product results | 6 | - | 2 | - | - | 4 |
| | Stage 4.Presentation of project results | | | | | | |
| 4.1 | Topic 14. Formalization of the | 4 | - | - | - | - | 4 |

| No. p/p | Sections/topics disciplines | Labor intensity, hour for 2, 3, 5, 7 semesters | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Classroom work | | | | Independent work |
| | | | Lectures | Seminars/practical sessions | Laboratory exercises | Practical training | |
| | product result and preparation of the final presentation on the project | | | | | | |
| 4.2 | Project defense and presentation of work results | 2 | - | 2 | - | - | - |
| 4.3 | Reflection | 2 | - | 2 | - | - | - |
| | Test | | | | | | |
| | **Total** | **72** | | **18** | | | **54** |

### 3.3. Contents of the discipline

**Stage 1.**Concept development and project planning

**Topic 1.**Obtaining project input data

Project planning is the continuous process of determining the best course of action to achieve the project's goals. The purpose of planning is to build a model for project implementation. The main result of the planning stage is an enlarged project implementation plan, combining the planning results for all areas of work on the project.

Planning includes the goal and strategy of the project, and the results of the project. The controllable parameters of the project and its project environment are also defined. The project is being structured.Formulating ideas for a future project, drawing up a work plan for the project. Formulating ideas and plans on the topic of the project.

**Topic 2.**Collecting materials for the project and conducting analysis

Collection of materials for the project allows us to determine the set of products/services, the production of which should be ensured as a result of the completion of the ongoing project. The project team must conduct research in terms of:

- analyzing the current state and clarifying the goals and results of the project;
- clarification of the main characteristics of the project;
- confirming and clarifying the criteria for project success and failure;
- analysis and adjustment of restrictions and assumptions adopted at the project initiation stage;
- selection of criteria for evaluating the intermediate and final results of the project;

– constructing a structural decomposition of the subject area of the project.

To determine the duration of the project, you can use event network analysis methods or the critical path method, the duration of operations in which is calculated as a weighted average of optimistic, pessimistic and expected forecasts. Next, a network diagram is constructed - a graphical display of the project's activities and the dependencies between them, which will allow optimizing the time frame for completing the project stages. Or a Gantt chart (preferable) - the length of the rectangles in which corresponds to the duration of the work. Arrows also characterize the sequence and relationship of work. If necessary, it can be supplemented with information about the cost of work and their performers.Based on the results of the analysis, they are subsequently adjusted/changed.

**Topic 3.**Development of a solution concept and an image of the project's product result

The main result of the project is the achievement of the main goal of the project. The result of the project is described through the formulation of goals. The description should be as accurate as possible, containing both quantitative (how much?) and qualitative (how good?) indicators that must be achieved during the project implementation.

The outcome of a project can be a product, change, psychological state, or object that is developed in the project. Results can be divided into intermediate (for example, a system development plan) and a final or final result (for example, a finished system).

The basis for evaluating the result is the original goal of the project. The final result of the project is compared with the stated goal of the project.

Three steps in choosing a solution concept and an image of the project's product result.

Step 1. Development of the project concept. Development of a project concept includes: defining the goals and objectives of the project, conducting research on the possibility of successful implementation of the project (availability of demand, resources), determining the main characteristics of the project (timing, cost, quality, risks, team). Step 2. Review and approval of the project concept The procedure for review and approval of the project concept includes approval of the project concept as presented or its modification taking into account adjustments and comments. Step 3. Initiating the launch of the project The process of initiating the launch of the project includes: the decision to launch the project, the appointment of a project manager, and the decision to provide resources for the subsequent stages of the project. At the project initiation stage, it is important to determine the goals and scope of the project, the list of necessary equipment and materials (taking into account the sources of their receipt), the conditions for the implementation of the project, and also draw up a plan for the implementation of the project. As a result, the Project Concept is formed.

Development of a questionnaire for testing potential users of the design solution. Testing among a contingent of consumers of various groups (sample for assessing test results of at least 100 people). Collection and processing of opinions

on analogues of product results. Based on the survey results and taking into account the opinion of the project team, selection of the optimal and most relevant product result from the proposed ones.

**Topic 4.**Formation of the project team

The project team istemporary organizational structure that unites individual specialists, groups and/or organizations involved in performing workprojectand responsible to the manager project for their implementation.The project teamis created in a targeted manner for the period of implementationproject.

In planning a project team, three main stages can be distinguished:

1. Determining the volume of available labor resources. In other words, compiling a list of work performers participating in the project.
2. Selecting a project team leader and subgroup leaders.
3. Assignment of performers for each project work.
4. Analysis and resolution of conflicts that have arisen in the calendar plan.

Discussion of the tasks of each subgroup and methods for solving them, distribution of tasks between members of the project team will allow us to subsequently form a real Roadmap, as a component of the Project Passport.

**Stage 2.** Project development.

**Topic 5.** Development of a project passport taking into account deadlines and resources

The project passport is a reporting document on the implementation of the project task and the development of the product result. The project passport isdocument regulating the procedure for project implementation. The project passport records the content of the project, including the goals and results of the project, as well as the project manager and curator, limitations, key milestones, etc.To fill out its component, you must use a Gantt chart (see topics 3 and 4). Building a project implementation model and planning its subject area. Reflection in the plan of tasks for subgroups participating in the project. Distribution of tasks among all project team members, with allocation of tasks for the project team leader and subgroup leaders. Project planning according to time parameters - drawing up a schedule (road map) that meets all the requirements and limitations of the project and its parts

**Topic 6.** Distribution of tasks and functions among project participants, VSelecting development and design tools

Structural decomposition of project work (Work Breakdown Structure - WBS) - division of the project into component parts (elements, modules, work, etc.) necessary and sufficient for its effective planning and control.

Tasks for developing a project for each of the subgroups of the project group and discussing the work in the subgroup with its leader. Drawing up and approving a list of tasks for each project participant. The leader of the subgroup - his tasks and actions when distributing tasks to participants, drawing up final reports on the tasks

completed by the group within the framework of the Roadmap. Team leader - his tasks and actions when distributing tasks to subgroup leaders, his control function.

**Topic 7.**Completion of the planned development sub-stages

Stages in project work, as the central elements of a structural decomposition, are time parameters that satisfy all the requirements and constraints of the project. They represent the project life cycle and are compiled for various levels of management and project participants.

Discussion, clarification, detailing of the Roadmap within the framework of the Project Passport by performers. Filling out the roadmap. Setting approximate deadlines for the implementation of tasks included in the roadmap. Study and correction of the completed Roadmap in the Project Passport.

Topic 8.Discussion of the results of each substage within the student project team, exchange of information within the team

Analysis as a tool for summarizing research results. Conducting analysis and using its results in the work of the project team.

Analysis and synthesis of research results in individual and group reports. Preparation, form and content of the report for team hearings. Assessment of work performed within the project roadmap.

**Topic 9.**Testing proposed solutions and making adjustments to development

Testing of solutions is a process of checking functionality, based on the use of a finite set of test ones, formed on the basis of the requirements for the product result and comparing the results obtained with the quality targets laid down in the project. appliesA/B testing, or split testing (from English split testing - “separate testing”) is a tool that helps test hypotheses and make decisions based on data, rather than personal experience and intuition.

Options for solutions proposed by project subgroups for the development of project implementation. Specifying directions and clarifying the research plan at the implementation stage is an opportunity to optimize the production result. Evaluation of the work performed within the framework of the Project Roadmap - compliance with the project completion within the established time frame.

**Topic 10.**Formulation of requirements for the implementation stage, if necessary, preparation of a request for consumables

The requirements for the project implementation stage are a combination of project resource costs and work execution costs. The cost of the project is determined by the resources required to complete the work, in general these include:

- Equipment (purchase, rental, leasing)
- Adaptations, devices and production facilities;
- Labor resources (staff and freelance employees);
- Materials, including consumables (for making a prototype, stationery, etc.);
- Training, seminars, conferences;

– Partners, etc.

To implement a project, an estimate is drawn up - a document containing the justification and calculation of the cost of the project, usually based on the scope of the project, the required resources and prices. Coordination and approval of the estimate. Drawing up a project budget. Budget is a document that defines the resource limitations of a project.

Requirementsat the project implementation stage. Preparation of cost estimates and its inclusion in the project passport. Assessment of work performed within the project roadmap.

**Stage 3.**Getting a product result

**Topic 11.**Selection of tools and obtaining materials for product sales

To obtain a product result, the following actions are performed:

1. Search for materials.
2. Interaction with stakeholders.
3. Getting initial feedback. Upon completion of the project development, the customer shares his first impressions. Subsequently, changes can be made to the product solution as needed until the product is ready for implementation.

The approval stage is where final testing of a product is carried out before it is launched.

5. Approval and testing

Before launching a new product, it must first be approved and tested. This will ensure that all elements of the product, from development to marketing, work effectively before distribution to a wider audience.

To ensure high quality of the product it is necessary to:

- concept development and testing. Functionality testing to achieve high quality development.
- client side testing. Ensuring the readiness of the product result.
- testing of the marketing part. Ready to launch product results.

Selection of methods for analyzing and testing the effectiveness of decisions on project implementation. Evaluation of work performed within the project roadmap

**Topic 12.**Getting a product result

The expected results of a project are what you want to achieve as a result of the project. The result can be anything - a new product, a marketing campaign, a component upgrade, a sales presentation, a reduction in customer churn, an increase in the loyalty index and much more.

A project may have one or more expected deliverables, but clearly defining what you're working on will help your team synchronize and prioritize tasks so that the most important ones are completed first.Product result –products (services) produced and/or sold. The product result can be measured both in natural units (pieces, tons, liters, hours, etc.) and in monetary units. To describe the cost characteristics of a product result, concepts such as revenue, income, inflow, output,

receipt are used.

Discussion of conformity assessment criteriaconcept and imageproduct result stated in the technical specifications. Assessment of work performed within the project roadmap.

**Topic 13.** Approbation and testing of product results

Approbation is the result of the fusion of two meanings: approval and verification. To test means to get confirmation of a theory in practice. Today the word is used in one of two contexts.

Like a process.Approbation is carrying out verification tests in order to find out how well an object meets its objectives.

As a result.Approbation is the official approval of something based on a positive result of verification tests.

Product result testing isthe process of analyzing and forming assumptions based on data from analytics systems, which confirm or refute them using quantitative and qualitative methods.

Compliance of the product result with the technical specifications (expectations) of the customer. Assessment of work performed within the project roadmap.

**Stage 4.**Presentation of project results

**Topic 14.**Registration of product results and preparation of the final presentation on the project

An effective presentation is the material that everyone who sells, shares experience, prepares a report or presents any projects dreams of preparing.

Presentation involves publicly presenting information to an audience that is interested in it. Ten rules that must be followed when creating a presentation and possible solutions.

1. The ability to either use ready-made templates in a presentation or create your own template
2. Use 3-5 basic colors when creating presentations
3. Refusal of three-dimensional (volumetric) icons from search engines - use linear and flat icons
4. Every slide is a picture and it needs a frame. Or is it not needed?
5. Don't use serif fonts
6. Use only high-quality images
7. Do not use outlines.
8. Use shadows wisely. Either big and blurry, or none at all
9. Using tables and diagrams, remove all unnecessary
10. Slide is an experiment

Justification for the selection of materials presented in the final presentation.

Preparing a video script, filming and viewing it.Three mistakes when writing a script:

Script form - ino Firstly, due to lack of experience and knowledge, most specialists choose the wrong form of script. A script is a structured, detailed shooting plan and has a specific form.

Goals for the video - insecondly, managers and advertising specialists do not always correctly understand the goals of the video and therefore set it incorrectly. This makes the script unstable, bloated, and the viewer loses focus.

Ideas and images –thirdly, experts use other videos as examples instead of coming up with original ideas. If you liked the video, this does not mean that it was successful. In order not to copy other people's mistakes, you need to not be afraid to experiment and create your own, try new things, but take into account the trends and needs of the client.

Discussion of comments received from customer representatives.

## 3.4 Topics of seminars/practical and laboratory classes

### 3.4.1 Topics of seminars/practical and laboratory classes

3.4.1.1 Seminar/practical lesson 1 for topic 1.Obtaining project input data

Presentation of the curator, checking the compliance of study groups and the number of students in them. Formation of final lists of students with email addresses.

Discussion in the form of a round table/discussion of the format of educational tasks: individual, collective.Discussion within the framework of the discussion of ideas for the future project, drawing up an enlarged plan for working on the project. Formulating ideas and plans on the subject of the project.

Familiarization of students with the planseminar/practicalactivities that, in addition toround table/discussion will include selectivelyoral survey/interview and testing of general group creative tasks.

3.4.1.2 Seminar/practical lesson 2 for topic 2.Collecting materials for the project and conducting analysis

Discussion in the form of a round table/discussion of areas of research and materials to be studied in part design - how the project team is going to solve the project problem, are there alternative ways to solve it, if so, which ones need to be studied, are there any analogues of the project on the market, if they exist, which ones have been studied/plan to study. What is the advantage of the project compared to existing analogues or alternative ways to solve the problem.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.3 Seminar/practical lesson 3 for topic 3.Development of a solution concept and an image of the project's product result

Round table/discussionconcept of the solution and image of the product result of the project: collecting the opinions of all participants in the subgroups of the project group on analogues of the product result, choosing the optimal and most

relevant one from those proposed. Development of a questionnaire, its approval and testing among a contingent of consumers of various groups.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.4 Seminar/practical lesson 4 on topic 4. Formation of a project team

Discussion in the form of a round table/discussion: selection of project team leader and subgroup leaders. Establishing the relationship between the members of the subgroup - its leader, as well as the relationship between the project team leader - the leaders of the subgroup. Discussion of the tasks of each subgroup and methods for solving them.Based on the results of the previous lesson, to determine the product result, discuss the test results among a contingent of consumers of various groups and select the optimal and most relevant one for achieving the goals of the project.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.5 Seminar/practical lesson 5 for topic 5.Development of a project passport taking into account deadlines and resources

Discussion in the form of a round table/discussion of the enlarged project plan. Building a project implementation model. Planning the project's subject area. Allocation in terms of tasks for subgroups participating in the project. Distribution of tasks among all project team members, with allocation of tasks for the project team leader and subgroup leaders. Project planning according to time parameters - drawing up a schedule (road map) that meets all the requirements and limitations of the project and its parts. Drawing up a project passport.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.6 Seminar/practical session 6. Interim certification

Interim certification in the form of presentation and defense of the solution concept: discussion and practical implementation of the research carried out within the framework of the formed project subgroups. Presentation of completed work in the form of a presentation by each subgroup.

Discussion of comments received from the project curator/supervisors and thematic coordinator.

3.4.1.7 Seminar/practical lesson 7 for topic 6.Distribution of tasks and functions among project participants, VSelecting development and design tools

Discussion in the form of a round table/discussion of the tasks for developing the project by each subgroup of the project group and discussion of the work in the subgroup with its leader. Approval of the list of tasks for each project participant.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.8 Seminar/practical lesson 8 for topic 7.Completion of the planned

development sub-stages

Discussion in the form of a round table/discussion of the Roadmap within the framework of the Project Passport, preparation and discussion. Setting for each member of the project group estimated deadlines for the implementation of tasks indicated in the Roadmap. Study and correction of the completed Roadmap in the Project Passport.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.9 Seminar/practical lesson 9 for topic 8.Discussion of the results of each substage within the student project team, exchange of information within the team

Discussion in the form of a round table/discussion of the analysis carried out and synthesis of the research results in individual and group reports. Listening to reports at seminars/practical classes. Assessment of work performed within the project roadmap.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.10 Seminar/practical lesson 10 for topic 9.Testing proposed solutions and making adjustments to development

Discussion in the form of a round table/discussion of solutions proposed by project subgroups for the development of project implementation. Determining the final directions of research and clarifying the research plan during the implementation phase. Assessment of work performed within the project roadmap.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.11 Seminar/practical lesson 11 for topic 10.Formulation of requirements for the implementation stage, if necessary, preparation of a request for consumables

Discussion in the form of a round table/discussion of the process of implementing the expected product result, specifying the requirements at the stage of its implementation. Preparation of cost estimates and its inclusion in the project passport. Assessment of work performed within the project roadmap.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.12 Seminar/practical session 12. Interim certification

Interim certification in the form of presentation and defense of intermediate research results: presentation of the completed work in the form of a presentation by each subgroup. Discussion in the form of a round table/discussion of comments received from the project curator/supervisors and coordinator.

3.4.1.13 Seminar/practical lesson 13 for topic 11.Selection of tools and obtaining materials for product sales

Round table/discussiontools for obtaining materials for project

implementation. Selection of methods for analyzing and testing the effectiveness of decisions on project implementation. Assessing the work performed within the project roadmap and, if necessary, adjusting it.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.14 Seminar/practical lesson 14 for topic 12.Getting a product result

Discussion in the form of a round table/discussion of the obtained product result. Discussion of conformity assessment criteriaconcept and imageproduct result stated in the technical specifications. Assessment of work performed within the project roadmap.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.15 Seminar/practical lesson 15 for topic 13.Approbation and testing of product results

Discussion in the form of a round table/discussion of the process of approbation and testing of the result obtained. For industrial projects, consultation with the customer regarding compliance of the product result with the technical specifications (expectations) of the customer. Assessment of work performed within the project roadmap.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.16 Seminar/practical lesson 16 for topic 14.Registration of product results and preparation of the final presentation on the project

Round table/discussion:

- final presentation, justification for the choice of materials presented in it, design and presentation;
- video script, filming and viewing.

Adjustment (if necessary) of project materials. Assessment of work performed within the project roadmap.

Conducting a selective oral survey/interview and formulating common group creative tasks.

3.4.1.17 Seminar/practical session 17.Project defense and presentation of work results

View the final presentation and (if available) video. Discussion in the form of a round table/discussion of comments received from customer representatives.

Adjustment (if necessary) of project materials.

3.4.1.18 Seminar/practical session 18. Reflection

Discussion in the form of a round table/discussion of the project defense at the final conference. Discussion of long-term plans for working on the project in the next academic year.

3.4.2 Laboratory exercises

(The topics of classes are indicated with a list of laboratory works)

There are no laboratory classes planned.

### 3.5 Subjects of course projects (coursework)

Course projects (coursework) are not planned.

## 4. Educational, methodological and information support

### 4.1 Regulatory documents and GOSTs

Regulatory documents and GOSTs are not used when studying the discipline. When developing a project, the project team can use industry regulations and GOSTs.

### 4.2 Main literature

1. Popov, Yu. I. Project management: textbook / Yu. I. Popov, O. V. Yakovenko. — Moscow: INFRA-M, 2021. — 208 p. — (Textbooks for the MBA program). - ISBN 978-5-16-002337-3. - Text: electronic. - URL:https://znanium.com/catalog/product/1153780

2. Potasheva, G. A. Project management (project management): textbook / G. A. Potasheva. — Moscow: INFRA-M, 2020. — 224 p. + Add. materials [Electronic resource]. — (Higher education: Bachelor's degree). — DOI 10.12737/17508. - ISBN 978-5-16-010873-5. - Text: electronic. - URL:https://znanium.com/catalog/product/1055100

3. Romanova, M.V. Project management: textbook / M.V. Romanova. - Moscow: Publishing House "FORUM": INFRA-M, 2020. - 256 p. : ill. - (Higher education). - ISBN 978-5-8199-0308-7. - Text: electronic. - URL:https://znanium.com/catalog/product/1039340

### 4.3 Additional literature

1. Bryksina, O.F. Information and communication technologies in education: textbook / O.F. Bryksina, E.A. Ponomareva, M.N. Sonina. - Moscow: INFRA-M, 2022. - 549 p. - (Higher education: Bachelor's degree). — DOI 10.12737/textbook_59e45e228d2a80.96329695. - ISBN 978-5-16-012818-4. - Text: electronic. - URL:https://znanium.com/catalog/product/1843834

2. Ilyin, V.V. Beyond projects. Notes from a consultant: a practical guide / V.V. Ilyin. - 4th ed. - Moscow: Knowledge Laboratory, 2020. - 379 p. - (Projects, programs, portfolios). - ISBN 978-5-00101-766-0. - Text: electronic. - URL:https://znanium.com/catalog/product/1094839

3. Source:https://www.eg-online.ru/article/410797/

### 4.4 Electronic educational resources

1. An electronic educational resource on the discipline is under development.

### 4.5 Licensed and freely distributed software

1. Microsoft Office package programs (Word, Excel, PowerPoint)

### 4.6 Modern professional databases and information reference systems

1. ATP “ConsultantPlus: Non-commercial Internet version”. - URL:http://www.consultant.ru/online/

## 5. Logistics support

1. Auditorium for practical classes.
2. Interactive board.
3. Computer class with Internet access.
4. Audience for group and individual consultations, ongoing monitoring and intermediate certification.
5. Audience for independent work.
6. Library, reading room.

## 6. Guidelines

### 6.1 Methodological recommendations for teachers on organizing training

This section of this work program is intended for novice teachers and practitioners who do not have experience in teaching, including in project activities.

The discipline “Project activity” is a discipline of the part formed by participants in educational relations of block B1.2 “Part formed by participants of educational relations”, module B.1.2.23.4 “Projects and project activities” and provides the stages of developing competence in the field of training 03.38.02 “ Management" for the profile "Business Process Management".

In the conditions of designing educational systems on the principles of the competency-based approach, there has been a conceptual change in the role of the project curator, who, along with the traditional role of a knowledge bearer, performs the function of an organizer of student research work, a consultant in the procedures for selecting, processing and interpreting information necessary for practical action and further development, which must be taken into account when conducting practical classes in the discipline “Project activity”.

The detailed content of individual sections of the “Project Activities” discipline is discussed in paragraph 3.3 of the work program.

The topics of practical classes in sections of the discipline and types of classes are reflected in paragraph 3.4 of the work program. Conducting practical classes is focused on:

- study of specialized literature and popular periodicals;
- formation of a scientifically based understanding of the features of organizing project activities of modern students;
- setting goals, defining tasks, planning the expected result from the implementation of the project

- achieving product results.

Clause 3.3 indicates the thematic content of the discipline. Section 3.4 indicates seminar/practical and laboratory classes. The list of basic and additional literature and regulatory documents required during the teaching of the discipline "Project Activities" is given in paragraph 4 of this work program. The curator of the topic should guide students to use the original version of currently valid regulatory documents and modern scientific literature when preparing for seminars/practical classes in the discipline.

Curator of the topicIt is necessary to immerse students as deeply as possible into the problems of the project. To do this, it is recommended that the teacher invite as many experts on the subject of the project as possible, as well as encourage students to communicate with relevant experts. If there is a partner with whom the project is being implemented, it is recommended to organize regular meetings to obtain feedback and adjust the overall design course.

The funds of assessment tools for ongoing monitoring and intermediate certification of the student are given in paragraph 7 of the work program, taking into account the competency-based approach in the process of implementing the EP.

Evaluation of forms of ongoing control and intermediate certification involves the preparation by the project group of a presentation on the completed stage of the project. The project is considered successfully developed if a product result is achieved.

To assess the achievement of a product result by a project group of students, the subject curator is recommended to use an expert sheet to assess the achievement of project results.

**Expert sheet for collective assessment achieving project results**

| Project name: _____ | | |
|---|---|---|
| **Project criteria** | **Evaluation criterion** | **Points** |
| Project content (points are assigned for each task from 0 to 2) | | $\sum \leq 18$ |
| Relevance of the project and its issues | The project was carried out on a current and important problem | |
| Practical significance of the project (demand and applicability) | The project is in demand by a specific customer or has a clear target audience | |
| Collected material and analysis performed | Sufficiency of material reflecting the analysis of the situation, target audience, requirements and alternative concepts | |
| Interdisciplinarity of the project | All necessary aspects from different areas of activity are taken into account | |

| | | |
|---|---|---|
| Technical level of the project (tools) | Suitable and modern means of project implementation have been selected | |
| Professional level of the project (project depth and completeness of stages) | All elements of the project are developed properly, deeply and professionally | |
| Testing / approbation / implementation | Testing / approbation or implementation of the project result was carried out | |
| Compliance of the solution with the problem posed and its originality | The proposed solution fully meets the task | |
| Prospects of the project (development paths) | Project results have scaling potential | |
| Comments:_____ _____ _____ _ | | |
| Project Organizational Framework (points are assigned for each task from 0 to 2) | | $\sum \leq$ **17** |
| Project readiness level | Meeting deadlines for completing tasks | |
| Stages of the project and general timing of stages | Correspondence of the distribution of project stages and their timing to the task at hand | |
| Efficiency of task distribution and work of project participants | Clear and reasonable distribution of tasks between project participants | |
| Accounting for risks and working with them | Dealing with Unforeseen Situations | |
| Working with customers and/or experts | Systematic interaction with customers and experts within the framework of project implementation | |
| Reporting documentation, project materials | The necessary reporting materials for the project were presented | |
| Project promotion | Implemented measures to promote and broadcast the project and/or its results | |
| General organizational level of the project | Student contribution to the overall project management framework (ranging from 0 to 3 points) | |
| Project presentation (points are assigned for each task from 0 to 5) | | $\sum \leq 15$ |
| Presentation quality | Visualization and quality of presentation | |

| | | |
|---|---|---|
| Quality of the report | Structural presentation and quality of presentation, timing | |
| Answers on questions | Team members freely answer questions | |
| **Final assessment of the project by the curator:**<br>30-50 points - the team successfully implemented the project and achieved the planned results,<br>15-29 points - the team coped with the task with some shortcomings,<br>0-14 points - the team did not cope with the task and did not achieve the planned results | | |

Based on the results of each stage (at each lesson after the intermediate certification), it is recommended to reflect on the work done. It is important to discuss all aspects of the project - both from the point of view of the process of its implementation and from the point of view of the professional activities of students - it is important to analyze the tools used and encourage students to systematize them.

## 6.2 Guidelines for students on mastering the discipline

6.2.1 Methodological instructions for seminars/practical classes.

Practical classes allow students to develop creative theoretical thinking, the ability to independently study literature, and analyze practice; They teach you to clearly formulate a thought and conduct a discussion, that is, they are extremely important in the development of independent thinking.

Preparation for a practical lesson includes two stages. At the first stage, the student plans his independent work, which includes: understanding the task for independent work; selection of basic and additional literature; drawing up a work plan that identifies the main points of upcoming preparation. Drawing up a plan disciplines and increases organization in work.

The second stage includes direct preparation for the lesson, which begins with studying basic and additional literature. In this case, special attention must be paid to the content of the main provisions and conclusions, explanation of phenomena and facts, clarification of the practical application of the theoretical issues under consideration. Next, you should prepare abstracts for speeches on all educational issues brought up for a practical lesson or on a topic brought up for discussion (round table), think through examples in order to ensure a close connection of the topic being studied with real life.

When preparing for a presentation in an interactive format (discussion, round table), if necessary, you should seek help from the teacher.

6.2.2 Guidelines for independent work.

Independent work of the student is the main means of mastering educational material during time free from compulsory classes. The student’s independent work on mastering educational material in an academic discipline can be done in the University library, classrooms, computer classes, and also at home. The content and amount of student’s independent work is determined by the discipline’s curriculum,

teaching materials, practical assignments and instructions from the teacher.

Independent work during class time may include:

– conducting practical research within the project topic;
– work with regulatory legal acts, reference and methodological literature;
– participation in weekly consultations conducted by project curators;
– participation in meetings with the project customer at its location or online;
– speaking at discussion events;
– work on solving situational problems/modeling/designing/searching for solutions to implement the product result;
– participation in interviews, business (role-playing) games, discussions, round tables, conferences;
– participation in the preparation, design and presentation of project results;
– protection of the completed project.

6.2.3 Features of the implementation of discipline for people with disabilities and people with limited health capabilities

Training in the discipline “Project Activities” for disabled people and persons with limited health capabilities (hereinafter referred to as HHI) is carried out by the teacher, taking into account the characteristics of the psychophysical development, individual capabilities and health status of such students.

For students with impaired musculoskeletal function and hearing impairments, lectures and practical classes are provided with multimedia tools and handouts.

For students with visual impairments, the use of technical means to enhance residual vision is provided, and the possibility of developing audio materials is also provided.

In the discipline “Project Activities”, training of disabled people and persons with limited health capabilities can be carried out both in the classroom and using an electronic information and educational environment, an educational portal and e-mail.

# 7. Appraisal Fund

## 7.1 Methods for monitoring and assessing learning outcomes

| Code and name of competencies | Indicators of Competency Achievement | Methods of control and evaluation |
|---|---|---|
| UK-2. Able to determine the range of tasks based on current legal regulations, available resources and limitations | IUC-2.1. Formulates a set of tasks within the framework of the set goal of the project, the solution of which ensures its achievement<br>IUC-2.2. Determines the connections between the assigned tasks, the main components of the project and the expected results of its implementation<br>IUC-2.3. Selects the optimal methods of planning, distributing areas of responsibility, solving problems, analyzing results, taking into account current legal norms, existing conditions, resources and limitations, possibilities of use | Interim certification: test<br><br>Current control: seminary/ practical classes;<br>- intermediate certification in classes 6 and 12 in the form of presentation and report;<br>- final conference in lesson 17 with presentation/ video and report for it. |

## 7.2 Scale and criteria for assessing learning outcomes

### 7.2.1. Criteria for assessing the answer to the test

(Formation of the competence of UK-2, indicators of IUC-2.1, IUC-2.2, IUC-2.3)

Interim certification of students in the form of a test is carried out based on the results of completing all types of educational work provided for by the curriculum in the discipline “Project Activity”, 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 is carried out by the project curator, the leader of the discipline, the subject coordinator, and the expert commission using the method of expert assessment based on the results of the project defense and the resulting product result. The grade consists of points received in defenses for two intermediate certifications during the semester and the final defense (see clause 7.3). In addition, the project supervisor can assign one or two stars to the student for active work, which will provide the student with the right to priority choice of the project for the next year of study.

The minimum total number of points required for a student to receive credit in the discipline “Project Activity” is 60 points. Based on the results of the intermediate certification for the discipline, a grade of “pass” or “fail” is assigned.

| | Description |
|---|---|
| Passed (60 points or more, maximum 100 points) | All types of educational work provided for by the curriculum have been completed. The student demonstrates theoretical knowledge, practical skills, speaks terms, makes reasoned conclusions and generalizations,is able to determine the range of tasks within the framework of the set goal and choose the best ways to solve them, based on current legal norms, available resources and limitations,operates with acquired knowledge, skills, abilities, applies them in situations of increased complexity, shows fluency in monologue speech and the ability to quickly respond to clarifying questions. 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.<br>Competencies have been formed.<br>Project supervisor's assessment – 50 points<br>Topic coordinator score – 20 points<br>The assessment of the expert commission for the final defense is 30 points |
| Fail (less than 60 points) | One or more types of educational work provided for by the curriculum have not been completed. The student does not demonstrate theoretical knowledge, practical skills are absent partially or completely, does not know the terms,is not able to search, critically analyze, synthesize information, does not know how to apply a systematic approach to solve, does not operate with acquired knowledge, skills, abilities, does not apply them in situations of increased complexity, does not show fluency in monologue speech and is not able to quickly respond to clarifying questions, experiences significant difficulties in operating knowledge and skills when transferring them to new situations.<br>TOcompetencies have not been developed.<br>Project curator's score – less than 50 points<br>Topic coordinator score: less than 20 points |
| Fail (less than 60 points) | One or more types of educational work provided for by the curriculum have not been completed. The student is not able to participate in the operation of objects of professional activity and is not able to quickly respond to clarifying questions, and experiences significant difficulties in operating knowledge and skills when transferring them to new situations.<br>TOcompetencies have not been developed.<br>Project curator's score – less than 50 points<br>Topic coordinator score: less than 20 points |

### 7.2.2. Criteria for assessing student work in practical classes

(Formation of the competence of UK-2, indicators of IUC-2.1, IUC-2.2, IUC-2.3)

**"5" (excellent):**the student actively participated in the discussion of the topic of the practical assignment provided for by the practical lesson plan; the student answered all the test questions clearly and without errors, and actively worked on the practical ones; determined the range of tasks within the framework of the set goal and chose the best ways to solve them, based on current legal norms, available resources and limitations; presented an abstract and made a presentation on the chosen topic.

**"4" (good):**the student participated in the discussion of the topic of the assignment provided for by the plan of practical classes, the student answered all control questions with corrective comments from the teacher, worked quite actively in practical classes, determined the range of tasks within the framework of the goal and chose the optimal ways to solve them, based on the current legal norms available resources and constraints; submitted an abstract but did not speak.

**"3" (satisfactory):**the student participated fragmentarily in the discussion of the topic of the practical assignment provided for in the practical lesson plan; the student answered all test questions with comments, determined the range of tasks within the framework of the goal and chose obvious ways to solve them; did not submit an abstract.

**"2" (unsatisfactory):**the student did not participate in the discussion of the practical assignment issues provided for in the practical lesson plan; did not define the range of tasks within the framework of the set goal and was not able to choose ways to solve them, based on current legal norms, available resources and limitations; the student answered the test questions with errors or did not answer the test questions; did not submit an abstract.

### 7.2.3. Criteria for assessing test results

Testing in the "Project Activity" discipline is not provided.

## 7.3. Evaluation tools

### 7.3.1. Current control

(Formation of the competence of UK-2, indicators of IUC-2.1, IUC-2.2, IUC-2.3)

7.3.1.1 Checklist for conducting a round table/discussion at seminars/practical classes

1. Discussing ideas for future projects, drawing up a plan for working on the project.
2. Formulating ideas and plans on the subject of the project.
3. Changing/adjusting the time frame of project stages.
4. Discussion of the distribution of stage tasks among project teams and individual performers.
5. Selected design and project implementation tools.
6. Coordination of the results of work on various tasks of the stage.
7. Project risk analysis.
8. Development of additional ways to support the project. Elaboration of the format for presenting the project at the conference.
9. Discussion of the future project, its continuation.
10. Difficulties of the project and ways to solve them.
11. Presentation of the work to the customer and discussion of the project.
12. Analyzing feedback from the customer/expert and making changes to the technical specifications.
13. Changes and additions to the project taking into account comments and suggestions.
14. Preparation for public defense of the project.

Scale and criteria for assessing answers to questions and the level of mastery of disciplinary parts of competencies acquired through participation in a discussion/round table

| Grading scale | Evaluation criteria |
|---|---|
| High level - "Excellent"/"passed" | the student actively participates in group discussions of all round table issues, demonstrates the ability to determine the range of tasks, choose the best ways to solve them and distribute areas of responsibility, argues his point of view |
| Advanced level - "Good"/"passed" | the student actively participates in group discussions of all round table issues, demonstrates the ability to determine the range of tasks, choose the best ways to solve them, demonstrates the results of independent analytical work with components, does not always fully justify his point of view |
| Threshold level - "Satisfactory"/"passed" | the student participates in the discussion of only part of the round table issues, using only basic materials, does not argue his point of view, the ability to determine the range of tasks based on current legal norms, available resources and limitations is low |
| Threshold level not reached - "Unsatisfactory"/"failed" | the student is not able to determine the range of tasks based on current legal norms, available resources and limitations, does not participate in the discussion of controversial issues at the round table, does not have his own point of view |

7.3.1.2General questions on the project topic for an oral survey/interview to assess the mastery of disciplinary parts of competencies

1. What problem does your project solve?
2. What is the design object - how are you going to solve the problem posed for the project?
3. Are there alternative ways to solve the problem, if so, which ones?
4. Are there any analogues of your project on the market, and if so, which ones?
5. What is the advantage of your project compared to existing analogues or alternative ways to solve the problem?
6. What stage is your project at?
7. What are the prospects and further opportunities for the development of the project?
8. Project stakeholders – who is interested in your project? (target audience, potential customer, user profile, sales markets)
9. What product result are you going to bring the project to?
10. Describe the key risks of the project.
11. Formulate the main stages of the project.
12. Describe your role on the project team.
13. The resource base necessary to implement the project.
14. Sources of financing for your project.
15. What production capacity is needed to implement the project?

Scale and criteria for assessing answers to questions and the level of mastery of disciplinary parts of competencies acquired through participation in an oral survey/interview

| Grading scale | Evaluation criteria |
|---|---|

| | |
|---|---|
| High level - "Excellent"/"passed" | the student freely answers questions on the topic of the project, competently formulates tasks within the framework of the project goal and determines the relationship between them, analyzes the resulting product result |
| Advanced level - "Good"/"passed" | the student confidently answers questions on the topic of the project, formulates tasks within the framework of the project goal and determines the relationship between them, substantiates the resulting product result |
| Threshold level - "Satisfactory"/"passed" | the student is able to exchange business information, participates in the discussion of the project task and understands the relationship between them, can evaluate the resulting product result |
| Threshold level not reached - "Unsatisfactory"/"failed" | the student does not know how to exchange business information, does not participate in the discussion of the project task and, understanding the relationship between them, cannot evaluate the resulting product result |

7.3.1.3 Topics of general group creative tasks to assess the mastery of disciplinary parts of competencies

1. Collect information on the object and present it in the form of a presentation.
2. Find and analyze analogs of the product and draw conclusions based on their differences from each other, their advantages and disadvantages, and suggest what niche this or that product occupies.
3. Conduct a survey/questionnaire of interested or potential consumers/stakeholders of the product being developed, systematize the answers, and draw conclusions.
4. Make a list of criteria and quality characteristics that the developed object must meet.
5. Check the compliance of the initially collected queries/requirements and the final result.
6. Develop a list of alternative concepts for a specific task.
7. Formulate in general the proposed concept of the object being developed.
8. Make a list of possible changes/improvements to existing objects, taking into account the full life cycle of the product.
9. Make a list of materials or a list of the necessary characteristics of these materials for the implementation of the project.
10. Create a work schedule for the project.
11. Prepare the necessary alienable information for team members working in the project, conduct a joint discussion of the project and its adjustment.
12. Based on the proposed solution, draw conclusions about the feasibility of the decisions made in connection with the proposed target audience and market niche.
13. Prepare and give a presentation on any stage of the project being developed.
14. Description of the work of the project team, the customer, identified differences and methods for solving them, as well as planning the structure of

project groups and individual tasks and reasonable methods for stimulating work efficiency.

15. Preparing and conducting presentations for customer representatives.

Scale and criteria for assessing answers to questions and the level of mastery of disciplinary parts of competencies acquired through participation in an oral survey/interview

| Grading scale | Evaluation criteria |
|---|---|
| High level - "Excellent"/"passed" | studentis able to carry out social interaction and realize his role in the team,fluently answers questions on the topic of general group creative tasks, is able to collect information, conduct surveys, work in a project group, make decisions when developing individual tasks, prepare and give a presentation and justify his point of view during an oral survey |
| Advanced level - "Good"/"passed" | studentis able to carry out social interaction and realize his role in the team,confidently answers questions on the topic of general group creative tasks, is able to collect information, conduct surveys, work in a project group, make decisions when developing individual tasks, prepare and give a presentation and justify his point of view during oral questioning, is able to correct a few mistakes independently |
| Threshold level - "Satisfactory"/"passed" | studentis able to realize his role in the team with certain difficulties with social interaction,is able to answer general questions on the topic of general group creative tasks, is able to collect information, can draw logical, substantiated conclusions during oral questioning, but has difficulty working in a project group, when making decisions on the development of individual tasks, and is not ready to give a presentation |
| Threshold level not reached - "Unsatisfactory"/"failed" | the student could notrealize your role in the team,is not able to answer questions on the topic of general group creative tasks or convey its content, has no idea about the subject of discussion on the topic of oral questioning |

### 7.3.2. Interim certification

1. First intermediate certification: discussion of the practical implementation of the acquired knowledge within the framework of the formed project subgroups. Presentation of completed work in the form of a presentation (report) by each subgroup. The certification score consists of the score of the project curator (within 25 points) and the subject coordinator (within 10 points).
2. Second intermediate certification: supplementing the presentation of the first intermediate certification and presenting the work performed in the form of a presentation by each subgroup. The certification score consists of the score of the project curator (within 25 points) and the subject coordinator (within 10 points).
3. Third intermediate certification: presentation of a reporting presentation (video) at the final conference (the assessment is given by an expert commission within 30 points).
4. The minimum overall score to receive a “pass” is 60 points.
5. The maximum possible total score is 100 points.