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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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"15" февраля 2024

WORKING PROGRAM OF THE DISCIPLINE

"Introduction to 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 “Introduction to Project Activities” establishes the minimum requirements for the knowledge and skills of students working 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 purpose of studying the discipline"Introduction to project activities" - introduce students to the basicsproject activitiesWithpurposefurther application of acquired knowledge and skills to solve specific practical problems usingdesignmethod. assignments; develop the ability to communicate.

The main objectives of studying the discipline:

– gain theoretical knowledge about the basics of project activities; distinguish between organizing a project and conducting research and launching a production cycle.

– identify the problem and its relevance, classify the contradictions that the project is aimed at resolving.

– use methods of collective idea generation; Communicate effectively with team members during the project process.

– set goals, define tasks, plan the expected result from the project.

– plan activities, resources necessary for project implementation, assess risks.

– use modern software to work on a project on the Internet.

– design and present your own projects in public.

Training in the discipline “Introduction to 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	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 IUC-2.2. Determines the connections between the assigned tasks, the main components of the project and the expected results of its implementation IUC-2.3. Selects the optimal methods of planning, distributing areas of

Code and name of competencies	Indicators of Competency Achievement
	responsibility, solving problems, analyzing results, taking into account current legal norms, existing conditions, resources and limitations, possibilities of use

2. The place of discipline in the structure of OOP

The discipline "Introduction to project activities" refers to to the part formed by participants in educational relations of cycle B.1.2.23.4 of the module “Projects and project activities”.

The discipline “Introduction to Project Activities” is studied in the first year of studyfor the direction of training "Management".

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 discipline “Introduction to Project Activities” is 2 credit units

The volume of discipline by type of training (in hours) is 72 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**
		1
Part-time and part-time education		
Type of educational work	**Total hours**	**Semester**
		1
Classroom lessons (total)	**14**	**14**
Including:	-	-
Lectures	-	-
Practical exercises (PL)	14	14
Seminars (C)	-	-
Laboratory work (LR)	-	-
Independent work (total)	**58**	**58**
Including:	-	-
Preparation for practical classes	54	54
Type of intermediate certification - test	-	-
Total labor intensity hour / credit. units	**72/2**	**72/2**

3.2 Thematic plan for studying the discipline

(according to forms of study)

3.2.2 Part-time education

No. p/p	Sections/topics disciplines	Labor intensity, hour					
		Total	Classroom work				Independent work
			Lectures	Seminars/ practical sessions	Laboratory exercises	Practical training	
1	Section 1. Introduction to project activities						
1.1	Topic 1. Concepts, goals and objectives of project activities	4	-	1	-	-	3
1.2	Topic 2. Theoretical foundations for creating a project	4	-	1	-	-	3
1.3	Topic 3. Basic principles of project management	4	-	1	-	-	3
1.4	Topic 4. Formation of the project team	8	-	1	-	-	7
1.5	Interim certification	2	-	2	-	-	-
2.	Section 2. Main stages of work on the project						
2.1	Topic 5. Preparation for project work and its planning	8	-	1	-	-	7
2.2	Topic 6. Research within the project topic	14	-	-	-	-	14
2.3	Topic 7. Analysis and synthesis of the results of project work	14	-	1	-	-	14
2.4	Interim certification	2	-	2	-	-	-
	Section 3. Product result						
3.1	Topic 7. Evaluation of project results	8	-	1	-	-	7
3.2	Topic 8. Presentation of the project	1	-	1	-	-	-
3.3	Reflection	2	-	2	-	-	-
	Test						
Total		**72**		**14**			**58**

3.3 Contents of the discipline

Section 1. Introduction to project activities

Topic 1. Concepts, goals and objectives of project activities

1. Discussion within the framework of the discussion and tasks for independent study: The history of the development and establishment of project activity as a scientific discipline. Project activities in foreign and domestic science. The origin and emergence of project activities and the project method. Brief history of project activities. Principles for developing project goals and objectives. Methodological approaches to developing the project concept. Project method and project activities

Topic 2. Theoretical foundations for creating a project
Discussion through discussion and self-study assignments: Different views on the project and project activities. Basic requirements for using the project method and project activities. Concretization of the concept of project. Basic design features. Main stages of design. The essence of design and its main characteristics. Principles and methods for determining the relevance of the project. Forecasting, planning, design.

Topic 3. Basic principles of project management
Discussion within the framework of the discussion and assignments for independent studyprinciples of project management, namely:
Project vision and mission –This principle is implemented by articulating the project's vision and mission in a way that is clearly understood by all project participants. A project's vision and mission statement helps clarify the expected results or desired state of how the project will be accomplished.
Defining a business goal –creating two or three goals or objectives for the project, determining why the project is being carried out.
Application of project process standards –establishing certain rules for the work of the project group and created subgroups within it
Using Intervention and Project Execution Strategy –applying gap analysis to determine the most appropriate intervention (solution) to successfully complete the issue the project team is working on.
Organizational alignment - pConstant communication with the project must be communicated to each student participating in the project, both present and absent (for any reason) during the project team's classes.
Measurement and Traceability – Checking project progress during two scheduled mid-term reviews

Topic 4. Formation of the project team
Discussion within discussion and self-study assignments:A project team is a group of individuals united in a temporary organizational structure to carry out project work.Principles of organizing a team form of work. Main categories of commands. Ways to form a team and stages of team building.The principle of distribution of roles in a project team may be different. Using an approach based on team roles in management (R.M. Belbin): chairman, designer, idea generator, analyst or critic, performer, support, researcher, finisher.Selection of team leaders.

Section 2. Main stages of work on the project

Topic 5. Preparation for project work and its planning
Project Planning is the continuous process of determining the best course of action to achieve the project's goals, given the current environment. At the planning stage, the organization, methods and means of managing the implementation of the project are determined, both as an integral system and in the context of its individual stages and elements. The purpose of planning is to build a model for project implementation. The main result of the planning stage is the Master Project Implementation Plan, which combines the planning results for all project management functions. This document is the main and determining one in the implementation of the project; it serves as a model (plan) of action and a forecast of the state of implementation of the project and its environment.

Topic 6. Research within the project topic
Justification of the project topic; determination of its type, number of participants; thinking through possible problems. Distribution of participants into subgroups that will carry out parts of the project. Determining the tasks of each subgroup of the group and discussing the work in the subgroup with its leader. Establishing the relationship between the members of the subgroup and its leader, as well as the relationship between the project team leader and the subgroup leaders. Preparation of a roadmap as part of the project passport.

Topic 7. Analysis and synthesis of the results of design work
Independent work of participants on their individual or group parts of the project and plans. Analysis and synthesis involves the preparation of individual and group reports. Listening to reports at seminars/practical classes. Assessing the work performed within the project roadmap, determining the vector of project development and, if necessary, adjusting it. Discussion of the work plan for the next reporting period.

Section 3. Product result

Topic 8. Evaluation of project results
Project evaluation-this is a way to find out whether tasks were completed on time, efficiently and within the time limit according to the curriculum. Compliance with the schedule deadlines in the road map. It involves the project team preparing a final presentation on the work done in accordance with the roadmap and allows us to draw conclusions about whether the project goal has been achieved: the product result.

Topic 9. Project presentation
Presentation at the final defense of a presentation and/or video about the achieved product result. Presence of a customer representative at the final defense of the project to evaluate the product result.

3.4 Topics of seminars/practical and laboratory classes

3.4.1 Seminar/practical lesson 1 on topic 1. Concepts, goals and objectives of project

activities.
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. postal addresses.
Discussion of the format of educational tasks: individual, collective.
Discussion and selection of student proposals based on the chosen area of project activity.
Discussion of theoretical materials on the topic and the formation of an initial formulation of a point of view - an individual task with student answers in a Google table.

3.4.2 Seminar/practical lesson 2 for topic 2. Theoretical foundations for creating a project.
Discussion of theoretical materials on the topic and formation of the project problem.Formulation of the vision and mission of the project, procedures for implementing the project.Selecting a design object and formulating a point of view on the problem is a group task with preparation of a presentation.

3.4.3 Seminar/practical lesson 3 on topic 3. Basic principles of project management
Discussion of theoretical materials on the topic.Defining a business goal orand project objectives. Preparation primaryOuchkartsstakeholders.Group assignment with group answers in a Google spreadsheet. Drawing up a matrix of problems and benefits that displays the goals of stakeholders in connection with the project in such a way that they can be easily compared and assessed, ranked in order of priority of interest. Group training task with subgroup answers in the presentation.

3.4.4 Seminar/practical lesson 4 on topic 4. Formation of a project team
Agreeing on project expectations. Team members must come to agreed upon ideas about the problem and the possible end result/outcomes of the project. Final formation of subgroups, clarification of subgroup leaders and approval of the team leader.
Learning Barbara Minto's Pyramid Principle, which helps a project team structure and communicate its ideas, teaches them to express them with extreme clarity. Formulating the context of the project problem. Group assignment with answers from the project team in the presentation.

3.4.5 Seminar/practical session 5.
Interim certification: discussion of the studied theoretical materials and 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. Discussion of comments received from the project curator/supervisors

3.4.6 Seminar/practical lesson 6 for topic 5. Preparation for project work and its planning

Development of an enlarged project plan. Building a project implementation model. Allocation in terms of tasks for subgroups participating in the project. Planning the project's subject area. Project planning according to time parameters - drawing up a calendar plan (work schedules) that meets all the requirements and limitations of the project and its parts.

3.4.7 Seminar/practical lesson 7 for topic 6. Research within the project topic
Determining the tasks for developing the project by each subgroup of the project group and discussing the work in the subgroup with its leader. Establishing the relationship between the members of the subgroup and its leader, as well as the relationship between the project team leader and the leaders of the subgroup.
Approval of the list of tasks for each project participant. Preparation and discussion of the roadmap as part of the project passport. Setting deadlines for completing tasks. Individual task - a completed roadmap in the Project Passport.

3.4.8 Seminar/practical lesson 8 on topic 7. Analysis and synthesis of the results of project work
Analysis and synthesis of research results in individual and group reports. Listening to reports at seminars/practical classes. Assessment of work performed within the project roadmap. Group assignment with responses from project subgroups - presentations with processed research results.

3.4.9 Seminar/practical session 9.
Interim certification: presentation of completed work in the form of a presentation by each subgroup. Discussion of comments received from the project curator/supervisors.

3.4.10 Seminar/practical lesson 10 for topic 7. Evaluation of project results
Presentation of the final presentation, justification for the choice of materials presented in it. Assessing compliance with the deadlines laid down in the roadmap. Discussion of research materials by project groups. Identification of key points for project completion within the roadmap. Preparation and presentation of the final presentation. Preparing a video script, filming and viewing it. Adjustment (if necessary) of project materials.

3.4.11 Seminar/practical lesson 11 for topic 8. Presentation of the project
View the final presentation and (if available) video. Discussion of comments received from customer representatives. Adjustment (if necessary) of project materials.

3.4.12 Seminar/practical lesson 12. Reflection
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
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.

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 beginning teachers and practitioners who do not have teaching experience.

The discipline “Introduction to Project Activities” is a discipline formed by participants in the educational relations cycle B.1.2.23.4 of the module “Projects and Project Activities” of the RUP and provides the initial stage of developing competence in the field of preparation 38.03.02 “Management” 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 teacher, 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 “Introduction to Project Activities”.

The detailed content of individual sections of the discipline “Introduction to Project Activities” 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 "Introduction to Project Activities" is given in paragraph 4 of this work program. The teacher 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.

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.

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 "Introduction to 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 "Introduction to Project Activities," training for people with disabilities 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 within the framework of the set goal and choose the best ways to solve them, based on current legal norms, 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 IUC-2.2. Determines the connections between the assigned tasks, the main components of the project and the expected results of its implementation IUC-2.3. Selects the optimal methods of planning, distributing areas of responsibility, solving problems, analyzing results, taking into account current legal norms, existing	Interim certification: test Current control: seminary/ practical classes; - intermediate certification in lessons 5 and 9 in the form of presentation and report; - final conference in lesson 11 with presentation/

Code and name of competencies	Indicators of Competency Achievement	Methods of control and evaluation
	conditions, resources and limitations, opportunities	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 competence UK-2, indicators 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 academic work provided for by the curriculum in the discipline "Introduction to Project Activities", 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 assessments during the semester and the final defense (see clause 7.3.2). 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 "Introduction to Project Activities" is 60 points.

Based on the results of the intermediate certification for the discipline, a grade of "pass" or "fail" is assigned.

Grading scale	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 in analyticaloperations, transfer of knowledge and skills to new, non-standard situations. Competencies have been formed. Project supervisor's assessment – 50 points Topic coordinator score – 20 points 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

Grading scale	Description
	knowledge, practical skills are absent partially or completely, does not know the terms,no, is able to determine the range of tasks within the framework of the set goal and choose the best ways to solve them,does not know how to make reasoned conclusions and generalizations, does not operate with acquired knowledge, abilities, skills, 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. Competencies have not been developed. Project curator's score – less than 50 points Topic coordinator score: less than 20 points

7.2.2. Criteria for assessing student work in practical classes

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

"5" (excellent):all tasks provided for in the roadmap have been completed; the deadlines for completing tasks specified in the roadmap are met; The student answered all test questions clearly and without errors, worked actively in practical classes and independently.
"4" (good):all tasks provided for in the roadmap have been completed; deadlines for completing assignments were practically met; The student answered all test questions with corrective comments from the teacher and worked quite actively in practical classes.
"3" (satisfactory):all tasks provided for in the roadmap have been completed; deadlines for completing assignments were violated; The student answered all the teacher's control questions with comments.
"2" (unsatisfactory):the student has not completed or completed the tasks assigned to him in the road map; the deadlines for completing tasks specified in the roadmap were violated; the student answered the control questions with errors or did not answer the control questions.

7.2.3. Criteria for assessing test results

Testing in the discipline "Introduction to project activities" is not provided.

7.3. Evaluation tools

7.3.1. Current control

7.3.1.1 Test questions on topics (sections) for discussions at seminars/practical classes

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

Topic (section)	Questions
Section 1. Introduction to project activities	

Topic (section)	Questions
Topic 1. Concepts, goals and objectives of project activities	1. History of development of project activities. 2. Principles for developing project goals and objectives. 3. Methodological approaches to developing the project concept.
Topic 2. Theoretical foundations for creating a project	1. Principles and methods for determining the relevance of the project. 2. The essence of design and its main characteristics. 3. Criteria for the relevance of the project.
Topic 3. Basic principles of project management	1. Defining a business goal orand project objectives. 2. Project Process Standards. 3. Organizational alignment as a constant link to the project. 4. Measurement and traceability as verification of project progress.
Topic 4. Formation of the project team	1. The essence and principles of organizing project work. 2. Methods of project planning according to deadlines. 3. Methodological tools for assigning roles in a project team. 4. Stages of processing the results of the project.
Interim certification	1. Principles and approaches to documenting the results of work on projects. 2. Presentation (report) of each project subgroup.
Section 2. Main stages of work on the project	
Topic 5. Preparation for project work and its planning	1. Enlarged project plan and its development. 2. Planning the project's subject area. 3.Project planning according to time parameters.
Topic 6. Research within the project topic	1. Road map and the need to draw it up for the implementation of the project. 2. Principles for developing a project passport. 3. Methodological tools for developing a project passport.
Topic 7. Analysis and synthesis of the results of project work	1. Principles for evaluating project decisions. 2. Methods for analyzing and testing the effectiveness of decisions on project implementation. 3. Criteria for assessing the compliance of the project result with the stated results.
Interim certification	1. Principles and approaches to documenting the results of work on projects. 2. Presentation of each project subgroup.
Section 3. Product result	
Topic 8. Evaluation of project results	1. Principles and approaches to documenting the results of work on projects. 2. The final stage of processing the results of the project. 3. Models for presenting the results of work on projects.
Topic 9. Presentation of the project	1. Essential, conceptual, organizational and methodological principles for preparing and defending a presentation on the project. 2. Communication aspect in preparing and defending a project presentation. 3. Criteria for effective interaction when preparing and defending a project presentation.

7.3.1.2 Scale for grading answers to questions:

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

Grading scale	Evaluation criteria
"Excellent"/"passed"	The student actively participates in the discussion, deeply and meaningfully reveals the answer to each question, without making mistakes, and thoroughly substantiates his point of view. The answer and theses are detailed and comprehensive.
"Good"/"passed"	The student participates in the discussion with an average degree of activity, reveals the conceptual aspects of the questions, but the answer is not detailed and exhaustive.
"Satisfactory"/"passed"	The student participates in the discussion with an average degree of activity, generally reveals the conceptual aspects of the questions, but allows a number of inaccuracies, and reveals the content of the questions in fragments.
"Unsatisfactory"/"failed"	The student does not know the answers to the questions posed.

7.3.2. Interim certification

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

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. The maximum possible total score is 100 points.