



KSPEU

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«KAZAN STATE POWER ENGINEERING UNIVERSITY»
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital
Technologies and Economics

_____ Zainullin

R.R.

«24» _____ February _____ 2026

WORK PROGRAM FOR THE DISCIPLINE

B1.M.25 Risk management

Field of training

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

Program developed by:

Department name	Position, academic degree, academic title	Full name Developer
Management	Ph.D. in Economics, Associate Professor	Timofeev R.A.

Approval	Name of department	Date	Minutes No.	Signature
Approved	Management	10.02.2026	Protocol №5	_____ Head of Department, Doctor of Social Sciences, Professor Makhiyanova A.V.
Agreed	Management	10.02.2026	Protocol №5	_____ Head of the Department., Doctor of Social Sciences, prof.Makhiyanova A.V.
Agreed	Educational and Methodological Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R..
Approved	Scientific Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R.

1. Purpose, objectives and planned results of training in the discipline

The aim of the Risk Management course is to study the concept, nature, and patterns of risk occurrence, methods of identification, economic risks of commercial enterprises, methods of assessment, as well as methods for managing and minimizing economic risks, as well as project risk modeling.

The objectives of the course are to teach students to identify the main problems of forecasting and their connection with other management functions; to identify modern forms of forecasting; to systematize the features of forecasting methods; to establish the main indicators and methods for assessing the quality of forecasting models; to determine suitable methods for forecasting given indicators; to perform forecasting using the selected forecasting method; to assess the quality of the forecast obtained; to form investment programs with given goals and constraints, including the level of investment risk; to determine suitable methods and tools for modeling and conduct a quantitative assessment of project risks.

Competencies and indicators developed in students:

Competence code and name	Indicator code and name
UC-2 Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints.	UC-2.1 Formulates a set of tasks within the framework of the project's objective to ensure its achievement.
GPC-2 Is able to collect, process, and analyze data necessary for solving management tasks using modern tools and intelligent information and analytical systems.	GPC-2.6 Able to collect, process, and analyze the initial information necessary to solve management and economic tasks using modern tools.

2. Place of the discipline in the OP structure

Previous disciplines (modules), practices, research work: Management, Economics, Marketing.

Subsequent disciplines (modules), practices, research work: Strategic Management, Methods of Management Decision-Making, Development of Management Decisions.

3. Structure and content of the discipline

3.1. Course structure

For full-time study

Type of academic work	Total ZE	Total hours	Semester
			3
TOTAL WORKLOAD OF THE DISCIPLINE	7	252	252
CONTACT WORK*	3.3	121	121
AUDIT WORK	2.3	84	84
Lectures	1	34	34
Practical (seminar) classes	1.3	50	50
INDEPENDENT STUDY BY THE STUDENT	3.5	132	132
Study of educational material	0.3	10	10
Course project	-	-	-
Coursework	1	36	36
Preparation for interim assessment	1	36	36
Midterm assessment:			E
			CR

For full-time and part-time study

Type of academic work	Total ZE	Total hours	Semester
			3
TOTAL WORKLOAD OF THE DISCIPLINE	7	252	252
CONTACT WORK*	2.5	89	89
AUDIT WORK	1.3	46	46
Lectures	0.4	16	16
Practical (seminar) classes	0.8	30	30
Laboratory work		-	-
INDEPENDENT WORK BY THE STUDENT	5.5	197	197
Study of educational material	0.4	16	16
Course project		-	-
Coursework	1	36	36
Preparation for interim assessment	0.3	9	9
Midterm assessment:			E
			CR

3.2. Course content, structured by sections and types of classes

Sections of the discipline	Total hours	Distribution of workload by type of academic work				Forms and types of assessment	Indices of indicators of competences being formed
		lectures	lab work	Practical classes	Independent work		

Section 1 Fundamentals of risk	90	17		25	48	TK1	UK-2.1Z; UK- 2.1U;UK-2.1V;
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Management.							
Section 2. Methods of analysis and risk management.	90	17		25	48	TK2	GPC-2-6Z. GPC-2-6U. GPC-2-6V.
Coursework	36				36	OMkr	UC-2.1Z; GPC-2.6Z. UC-2.1U; GPC-2.6U. UC-2.1V; GPC-2.6V.
Exam	36				36	OME	UC-2.1Z; GPC-2.6Z. UC-2.1U; GPC-2.6U. UC-2.1V; GPC-2.6V.
TOTAL	252	34		50	168		

3.3. Course content

Section 1. Fundamentals of risk management.

Topic 1.1. Risk as an economic category.

Topic 1.2. Types and classification of risks.

Topic 1.3. The essence and content of risk management.

Topic 1.4. Risk management in the risk management system.

Section 2. Methods of risk analysis and management.

Topic 2.1. Risk assessment and analysis in the risk management system.

Topic 2.2. Risk management methods.

Topic 2.3. Risk consideration in management decision-making.

Topic 2.4. Features of financial and insurance risks.

3.4. Thematic plan for practical classes

Section 1.

Topic 1.1. Risk as an economic category.

Topic 1.2. Types and classification of risks.

Topic 1.3. The essence and content of risk management.

Topic 1.4. Risk management in the risk management system.

Section 2. Methods of risk analysis and management.

Topic 2.1. Risk assessment and analysis in the risk management system.

Topic 2.2. Risk management methods.

Topic 2.3. Risk consideration in management decision-making.

Topic 2.4. Features of financial and insurance risks.

3.5. Thematic plan for laboratory work

This type of work is not included in the curriculum.

3.6. Course project / coursework

Sample list of course paper topics.

1. Risk in economic and entrepreneurial activity.
2. Organizational risk analysis. Sources of information about risks.
3. Methods of risk identification. Mapping organizational risks.
4. Risk assessment methods. Statistical risk assessment methods: comparative analysis and conditions of application.
5. Risk assessment methods. Analytical risk assessment methods. Development of analytical risk assessment methods in risk management practice.
6. Expert risk assessment methods. Obtaining individual and collective expert assessments: advantages and disadvantages of the methods used.
7. Business risks: essence, concept, assessment and management methods.
8. Methods of financial risk management. Study of factors affecting the level of financial risks of an organization. Selection of mechanisms for neutralizing financial risks.
9. Currency risks. The global currency market: current state and development prospects. Global dollarization and its place in globalization.
10. Interest rate risks. The impact of the discount rate on economic activity. Interest rate risks in the banking risk system.
11. Operational risks: identification and assessment. Selection of criteria for managing operational risks.
12. Market risks. Assessment methods and regulatory instruments.
13. Liquidity risks. Analysis of an organization's cash flows as a method of

managing liquidity risks. Ways to increase an organization's liquidity and solvency.

14. Development risks. Leadership in cost reduction and differentiation. Search for the most effective path of development.

15. Investment risks. Assessment and management of investment project risks.

16. Investment risks. Formation of an investment portfolio taking into account risk.

17. Country risks. The global economic crisis and trends in the development of the Russian economy.

18. Political risks.

19. Technogenic risks.

20. Decision-making in conditions of uncertainty and risk.

21. Organization of a risk management system at an enterprise.

22. Risk management methods. General risk management process diagram. Selection of risk management methods based on an assessment of their comparative effectiveness.

23. Risk management methods: hedging.

24. Risk management methods: limiting.

25. Risk management methods: insurance and self-insurance.

Scale for assessing learning outcomes in the discipline:

Competency code	Competency indicator code	Planned learning outcomes for the discipline	Level of competence indicator development			
			High	Average	Below average	Low
			85 to 100	70 to 84	55 to 69	0 to 54
			Grading scale			
			excellent	good	satisfactory	unsatisfactory
			pass			Not counted
UC-2 Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints.	UC-2.1 Formulates a set of tasks within the framework of the project's objective to ensure its achievement.	Know:				
		The main goal of the project.	Level of knowledge in the scope corresponding to the training program, without errors	Level of knowledge in the scope corresponding to the program, has several minor errors	Minimum acceptable level of knowledge, with a few minor errors	Level of knowledge below minimum requirements, there are serious errors
		be able to:				
		Formulate a set of necessary tasks within the framework of the project's objectives.	Demonstrated all the main skills, all main tasks with minor non-essential flaws, all tasks in full	Demonstrated all basic skills, all main tasks with minor errors, all tasks completed in full, but some with shortcomings	Demonstrated basic skills, solved typical tasks with minor errors, all tasks completed, but not in full	When solving standard tasks, basic skills are not demonstrated, gross errors occur

					volume	
		Master:				
		Tools to ensure the necessary project goals.	Demonstrated skills in solving non-standard tasks without errors or shortcomings	Demonstrated basic skills in solving standard tasks with some shortcomings	Possesses a minimal set of skills for solving standard tasks with some shortcomings	When solving standard tasks, basic skills are not demonstrated basic skills, have occur gross errors
GPC-2	GPC-2.6	Know:				
Is able to collect, process, and analyze data necessary for solving management tasks using modern tools and intelligent information and analytical systems.	Able to collect, process, and analyze the initial information necessary to solve management and economic tasks using modern tools.	The source information necessary for solve management and economic tasks	Level of knowledge in the scope corresponding to the training program, without errors	Level of knowledge in the scope corresponding to the program, with a few minor errors	Minimum acceptable level of knowledge, with a few minor errors	Level of knowledge below minimum requirements, there are serious errors
		Be able to:				
		Perform collection, processing and analysis of the source information necessary for solving the management and economic tasks	Demonstrated all basic skills, all tasks with minor insignificant shortcomings, completed all tasks in full	Demonstrated all basic skills, all main tasks with minor errors, all tasks completed in full, but some with shortcomings	Basic skills demonstrated, typical tasks solved with minor errors, all tasks completed, but not in full completely	When solving standard tasks, basic skills are not demonstrated, and there are serious errors

		Master:				
		Modern tools for collecting, processing, and analyzing source information	Demonstrated skills in solving non-standard tasks without errors or shortcomings	Demonstrated basic skills in solving standard tasks with some shortcomings	There is a minimum set of skills required to solving standard tasks with some shortcomings	When solving standard tasks, basic skills, have occur gross errors

4. Assessment of learning outcomes

Assessment of learning outcomes for the discipline is carried out as part of ongoing monitoring and interim assessment, conducted using a point-rating system (PRS).

Assessment materials for ongoing monitoring and interim assessment are provided in the Appendix to the course syllabus.

A complete set of assignments and materials necessary for assessing learning outcomes for the discipline is stored at the developer's department.

5. Teaching, methodological, and informational support for the discipline

5.1. Teaching and methodological support

5.1.1. Basic literature

1. Kiselev, A. A., Risk Management: Textbook / A. A. Kiselev. — Moscow: KnoRus, 2021. — 167 p. — ISBN 978-5-406-08025-2. — URL: <https://book.ru/book/938675>. — Text: electronic.

2. Baranikov, A. L., Risk Management: Textbook / A. L. Barannikov, M. V. Danilina. — Moscow: Rusains, 2023. — 332 p. — ISBN 978-5-466-01461-7. — URL: <https://book.ru/book/945969>. — Text: electronic.

3. Goncharenko, L. P., Risk Management: Textbook / L. P. Goncharenko, S. A. Filin, ; edited by E. A. Oleynikov. — Moscow: KnoRus, 2022. — 215 p. — ISBN 978-5-406-08964-4. — URL: <https://book.ru/book/941788>. — Text: electronic.

5.1.2. Additional literature

1. Ermasov, S. V., Corporate Risk Management: Textbook / S. V. Ermasov, N. B. Ermasova. — Moscow: KnoRus, 2023. — 745 p. — ISBN 978-5-406-10692-1. — URL: <https://book.ru/book/946267>. — Text: electronic.

2. Fedorova, A. V., Risk Management (for Managers): Textbook / A. V. Fedorova. — Moscow: KnoRus, 2021. — 212 p. — ISBN 978-5-406-08541-7. — URL: <https://book.ru/book/940154>. — Text: electronic.

3. Chebotareva, G. S., Industry Risk Management: Textbook / G. S. Chebotareva. — Moscow: KnoRus, 2021. — 146 p. — ISBN 978-5-406-06581-5. — URL: <https://book.ru/book/939593>. — Text: electronic.

5.2. Information support

5.2.1. Electronic and Internet resources

No.	Name of electronic and Internet resources	Link
1	Official university website	http://www.kgeu.ru
2	Official website of the Federal State Statistics Service	http://www.gks.ru
3	Unified portal of state and municipal services of Russia	http://www.gosuslugi.ru
4.	Book electronic library system	http://book.ru

5.2.2. Professional

databases

databases

/ Information and reference

systems

No	Name	Professional databases	Address	Access mode
1	Federal educational portal "Economics, Sociology, Management"		http://ecsocman.hse.ru/	http://ecsocman.hse.ru/
2	Ministry of Economic Development of the Russian Federation		https://economy.gov.ru/	https://economy.gov.ru/
3	SME Business Navigator		https://smbn.ru/	https://smbn.ru/

5.2.3. Licensed and freely distributed software for the discipline

1	1C: Enterprise 8	The software is designed for the automation of accounting and management accounting, economic and organizational	IE Valisina No. VZS- 0000641-L 22.05.2013 Non-exclusive law . Indefinite
2	Windows Server Standard 2012R2 Russian OLP NL Academic Edition 2Proc	Server operating system from Microsoft.	SoftLine Trade No. 2014.0310 from 15.11.2014 Non-exclusive right. Indefinite
3	Office Professional Plus 2007 Windows32 Russian DiskKit MVL CD	Software package of software products containing the necessary office programs	SoftLine Trade No. 225/10 28.01.2010 Non-exclusive right. Indefinite
4	Windows Professional 7 (FSTEC certified)	User operating system	"ZAO ""TaxNet- Service"" No. PO-LIC 0000/2014 Dated May 27, 2014 Non-exclusive right. Indefinite
5	Chrome browser	Internet search information in network system	Free license Non- exclusive right. Perpetual
6	OpenOffice	Office suite	Free License Non- exclusive right. Perpetual
7	Adobe Acrobat	Office suite for creating for creating and viewing PDF files	Free license Non- exclusive permission. No time limit
8	Moodle LMS	Software for effective online interaction between teachers and students	Free license Non-exclusive right. Perpetual
		Software for preparation,	

9	Alt-Invest Summ	analysis, and investment in various and scales and optimization projects industries	LLC Alt-Invest No. 1- 17-125 02.10.2017 Non-exclusive law . Indefinite
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6. Material and technical support for the discipline

Name of type of educational work	Name of classroom, specialized laboratory	List of necessary equipment and technical teaching aids
Lectures	Classroom for lecture-type classes	Specialized teaching furniture, technical teaching aids used to present educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, visual visual aids
Practically classes	Classroom for conducting seminar- type classes, group and individual consultations, ongoing monitoring and interim assessment	Specialized classroom furniture, technical Training equipment (multimedia projector, computer (laptop), screen), etc. Classroom board, portable equipment - multimedia projector (2 pcs.), screen, laptop (3 pcs.)
Coursework	Training lecture hall for coursework and individual consultations, ongoing assessment and interim assessment	Classroom board, portable equipment - multimedia projector (2 pcs.), screen, laptop (3 pcs.)
Independent work	Computer classroom with Internet access B-600a	Specialized educational furniture for 30 seats, 30 computers, technical teaching aids (multimedia projector, computer (laptop), screen), video cameras, software Specialized furniture, computer
	Library reading room	Specialized furniture, computer equipment with Internet access and access to the Electronic Information and Education System, screen, multimedia projector, software
	Training auditorium for performance course project (course work) (specify if the presence coursework/course project and such an audience) D 708	Specialized furniture, computer equipment with Internet access and access to the Electronic Information and Educational System, software Blackboard, portable equipment - multimedia projector (2 pcs.), screen, laptop (3 pcs.)

7. Features of organizing educational activities for persons with limited health capabilities and disabilities

Persons with disabilities and limited health capabilities have the opportunity to move freely from one educational and laboratory building to another, access all floors of educational and laboratory buildings, and study in educational and other premises, taking into account the characteristics of their psychophysical development and health status.

For the education of persons with disabilities and persons with disabilities who have musculoskeletal disorders, conditions for unimpeded access to all educational premises are provided. Information about the special conditions created for students with disabilities and special needs is available on the university website [www//kgeu.ru](http://www.kgeu.ru). Technical assistance from an assistant is available, as well as the services of sign language interpreters and deaf-blind interpreters.

The following conditions are provided to help students with disabilities and hearing impairments understand the reference and educational materials for the discipline:

- for better orientation in the classroom, signals are used to indicate the beginning and end of the lesson (the word "bell" is written on the board);
- the teacher attracts the attention of a hearing-impaired student with a gesture (a hand is placed on the shoulder; a gentle pat is given);
- When talking to a student, the teacher looks at them, speaks clearly, in short sentences, and ensures that they can read their lips.

Compensation for speech and intellectual development difficulties in hearing-impaired students is achieved by:

- using diagrams, charts, drawings, and computer presentations with hyperlinks that comment on individual components of the image;
- regularly using exercises to graphically highlight the essential features of objects and phenomena;
- providing students with the opportunity to receive targeted advice by email as needed.

In order to adapt the reference, educational, and informational materials provided by the educational program in the selected field of study to the perception of persons with disabilities and persons with visual impairments, the following conditions are provided:

- the official website is adapted to take into account the special needs of visually impaired persons, and large-print reference information on the schedule of classes is provided;
- the teacher, his or her interlocutor (if necessary), and those present at the class are introduced to the students, with the name of the person to whom the teacher is addressing being stated each time;
- The actions, gestures, and movements of the teacher are commented on briefly and clearly.
- Printed information is provided in large print (18 point font) and is read aloud in its entirety.
- The necessary level of lighting in the premises is ensured.

- Students are given the opportunity to use computers during class and the right to record explanations on a dictaphone (at the students' request).

The form of ongoing and interim assessment for students with special educational needs and disabilities is determined by the teaching staff in accordance with the curriculum. If necessary, students with special educational needs and disabilities, taking into account their individual psychophysical characteristics, are given the opportunity to take interim assessments orally, in writing on paper, in writing on a computer, in the form of tests, etc., or are given additional time to prepare their answers.

8. Methodological recommendations for teachers on organizing educational work with students.

Methodological support for the educational process is one of the determining factors of high-quality education. University teachers, demonstrating high professionalism, erudition, a clear civic position, self-discipline, and a creative approach to solving professional tasks, contribute to the formation of a harmonious personality during the educational process.

When teaching a discipline, a teacher can use the following educational methods:

- methods of shaping personal consciousness (conversation, debate, suggestion, instruction, control, explanation, example, self-control, storytelling, advice, persuasion, etc.);

- methods of organizing activities and forming behavioral experience (assignments, public opinion, pedagogical requirements, instructions, training, creating educational situations, training, exercises, etc.);

- methods of motivating activity and behavior (approval, encouragement of social activity, reprimand, creation of situations of success, creation of situations for emotional and moral experiences, competition, etc.)

When teaching the discipline, the teacher should take into account the following areas of educational activity:

Civic and patriotic education:

- forming in students a holistic worldview, Russian identity, respect for their family, society, state, spiritual, moral, and sociocultural values accepted in the family and society, national, cultural, and historical heritage, and forming a desire to preserve and develop it;

- to develop in students an active civic position based on the traditional cultural, spiritual, and moral values of Russian society in order to increase their ability to responsibly exercise their constitutional rights and obligations;

- developing students' legal and political culture, expanding their constructive participation in decision-making that affects their rights and interests, including in various forms of self-organisation, self-government and socially significant activities;

- the formation of motives, moral and meaningful attitudes of the individual that enable them to resist extremism, xenophobia, discrimination on social, religious, racial, and national grounds, interethnic and interfaith intolerance, and other negative social phenomena.

Spiritual and moral education:

- cultivating a sense of dignity, honor, honesty, conscience, and respect

for parents, teachers, and older generations;

- the formation of principles of collectivism and solidarity, a spirit of mercy and compassion, and the habit of caring for people in difficult life situations;

- the formation of solidarity and a sense of social responsibility towards people with disabilities, overcoming psychological barriers towards people with disabilities;

- the formation of an emotionally rich and spiritually elevated attitude towards the world, the ability and skill to convey one's

aesthetic experience.

Cultural and educational upbringing:

- forming an aesthetic picture of the world;

- developing respect for the cultural values of one's hometown, region, and country;

- increasing the cognitive activity of students.

Scientific and educational education:

- forming a scientific worldview in students;

- developing the ability to acquire knowledge;

- developing skills for analyzing and synthesizing information, including in the professional field.

Changes and approvals for the new academic year

No.	Section number of changes	Date of changes	Content of changes	"Approved" Head of the department teaching the discipline	"Approved" Chair of the Academic Council of the institute (faculty) to which the department belongs)
1	2	3	4	5	6
1	P.3.3.		Changes to the content the discipline, in accordance with the technical specifications for the development of an electronic educational course on the discipline.		
2	P. 3.4.		Changes to the thematic practical classes for the discipline, in accordance with the technical assignment for the development of an electronic training course in the discipline.		

*Appendix to
the
working program of
the
discipline*



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(FSBEI HE «KSPEU»)

**ASSESSMENT MATERIALS
for the discipline**

B1.M.25 Risk management

Kazan, 2026

Grading scale for learning outcomes in the discipline:

Competence code	Competency indicator code	Planned learning outcomes for the discipline	Level of competence indicator development			
			High	Average	Below average	Low
			85 to 100	70 to 84	55 to 69	0 to 54
			Grading scale			
			excellent	good	satisfactory	unsatisfactory
			pass			Not counted
UC-2 Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints.	UC-2.1 Formulates a set of tasks within the framework of the project's objective to ensure its achievement.	Know:				
		The main goal of the project.	Level of knowledge in the scope corresponding to the training program, without errors	Level of knowledge in the scope corresponding to the program, has place for a few minor errors	Minimum acceptable level of knowledge, with a few minor errors	Level of knowledge below minimum requirements, there are serious errors
		Be able to:				
		Formulate a set of necessary tasks within the framework of the project's objectives.	Demonstrated all basic skills, all main tasks with minor non-essential shortcomings, completed all tasks in full	demonstrated all basic skills, all basic tasks with minor errors, completed all tasks in full but some with shortcomings	Demonstrated basic skills, Solved typical tasks with minor errors, completed all tasks, but not in full	When solving standard tasks, basic skills are not demonstrated, gross errors are present

		Proficiency:				
		Tools to ensure the necessary project goals.	Demonstrated skills in solving non-standard problems without errors or shortcomings	Demonstrated basic skills in solving standard tasks with some shortcomings	Possesses a minimal set of skills for solving standard tasks with some shortcomings	When solving standard tasks, basic skills, has gross errors occur
GPC-2 Is able to collect, process, and analyze data necessary for solving management tasks using modern tools and intelligent information and analytical systems.	GPC-2.6 Able to collect, process, and analyze the initial information necessary to solve management and economic tasks using modern tools.	Know:				
		Source information necessary for solve assigned management and economic tasks	Level of knowledge in the scope corresponding to the training program, without errors	Level of knowledge in the scope corresponding to the program, has a few minor errors	Minimum acceptable level of knowledge, with a few minor errors	Level of knowledge below minimum requirements, there are serious errors
		Be able to:				
		Perform collect, process, and analyze source information , necessary	Demonstrated all basic skills, all basic tasks with individual	Demonstrated all basic skills, all main tasks with non-coarse	Demonstrated basic skills, solved typical	When solving Standard tasks, basic skills are not demonstrated, serious errors occur

		And in solving the assigned management and economic tasks	insignificant shortcomings, completed all tasks in full	errors, all tasks completed in full, but some with shortcomings	Tasks with minor errors, all tasks completed, but not in full	
		to master:				
		Modern tools for collecting, processing, and analyzing source information	Demonstrated skills in solving non-standard tasks without errors or shortcomings	Demonstrated basic skills in solving standard tasks with some shortcomings	Possesses a minimal set of skills for solving standard tasks with some shortcomings	When solving standard tasks, basic skills, has occur gross errors

3. List of assessment tools

Brief description of assessment tools used for ongoing monitoring of student progress and interim assessment in the discipline:

Name of assessment tool	Brief description of the assessment tool	Description of assessment tool
Case study (CS)	A problem-based assignment in which students are asked to consider a real-life professional situation necessary for solving a given problem	Tasks for solving the case study
Coursework (CW)	The final product resulting from the planning and completion of a set of educational and research tasks. It allows for the assessment of students' skills of students to independently construct their knowledge in the process of solving practical tasks and problems, navigate the information space, and assess the level of development of analytical, research, practical, and creative thinking skills. Can be completed individually or in a group of students	Project topics
Survey by section (topic)	Knowledge of the basic concepts of the topic/section/discipline	List of definitions of key concepts subject/discipline
Test (Test)	System of standardized tasks that automates the process of measuring a student's knowledge and skills	Set of test tasks
Ticket	A control tool containing questions, tests, case studies, and other assessment tools designed to test students' knowledge during exams and differentiated tests.	Set of tickets

4. A list of control tasks or other materials necessary for assessing the knowledge, skills, and abilities that characterize the stages of competence formation in the process of mastering a discipline.

Sample assignment

For current assessment TK1:

Competency being assessed: UC-2 Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints.

Name of competency, indicator: UC-2.1 Formulates a set of tasks within the framework of the project's objective to ensure its achievement.

Tests.

1. What is key feature of the modern approach to risk management?
 - a) The existence of that allow identify possible risks for each industry;
 - c) Use of the most modern and accurate mathematical methods;
 - d) Consideration of both positive and negative risks;
 - e) All answers are correct.
2. Which of the following analysis methods is appropriate for identifying risks associated with contractual deficiencies?
 - a) Scenario analysis;
 - b) PESTLE analysis;
 - c) Business process review;
 - d) Business continuity planning.
3. What type of risks cannot be calculated using statistical methods?
 - a) Strategic;
 - b) Operational;
 - c) Other hazards;
 - d) Financial.
4. What is risk assessment?
 - a) determining the acceptability of risk for an organization;
 - b) the process of comparing the calculated risk with the presented risk criteria to determine its significance;
 - c) A qualitative assessment of the probability of its occurrence and possible damage;
 - d) The process of assigning probability and damage values.
5. What is the advantage of expert risk calculation methods over statistical ones?
 - a) The ability to calculate financial risks;
 - b) Involvement of qualified experts;
 - c) The ability to calculate hazard risks;
 - d) The ability to assess any risk.
6. Risk is:
 - a) an unfavorable event that results in a loss;
 - b) all circumstances that could negatively affect the achievement of strategic goals within a strictly defined time frame;
 - c) the probability of natural disasters or technical accidents;
 - d) the probability of a sales program failure;
 - e) the probability of success in business.
7. Risk management is:
 - a) abandoning a risky project;
 - b) a set of measures aimed at reducing the likelihood of risk realization;
 - c) a set of measures aimed at compensating for, reducing, transferring, accepting, or avoiding risk;
 - d) a set of measures aimed at preparing for the realization of risk.

- 8.** Risk management implementation in modern enterprises includes:
- identifying the consequences of economic entities' activities in a risk situation;
 - forecasting these activities to reduce the level of risk;
 - c) the ability to respond to the possible negative consequences of these activities;
 - d) the ability to eliminate such consequences;
 - e) developing and implementing measures to neutralize or compensate for the likely negative results of the actions taken.
- 9.** The substantive side of risk management includes: a) planning activities for the implementation of a risky project; b) comparing the probabilities and characteristics of risk obtained as a risk assessment and analysis;
- selecting measures to minimize or eliminate the consequences of risk;
 - organizing a risk management service at the enterprise.
- 10.** Which of the following is not an element of a risk management system?
- identifying discrepancies in risk alternatives;
 - developing plans that allow for optimal action in a risk situation;
 - c) developing specific measures aimed at minimizing or eliminating negative consequences;
 - d) consideration of the psychological perception of risky projects;
 - e) none of the options is an element of the risk management system.

The tests are assignments that are completed within 20 minutes after studying sections 1 and 2 (based on the material in the sections). Students are given an assignment consisting of 10 tests. Each correctly completed assignment is awarded 1 point.

Questions for the comprehensive assignment TK1

- Fundamentals of risk management.
- Risk, its concept, essence.
- The probabilistic nature of risk.
- Objective nature of occurrence risk and the subjectivity of its assessment.
- The significance of risk in entrepreneurial activity.
- The concept of economic risk.
- The main features inherent in economic risk.
- Basic scientific concepts of risk.
- Classical and neoclassical theories of entrepreneurial risk.
- Classical understanding of risk as the possibility of losses (damage) arising from entrepreneurial activity.
- The amount of profit and its fluctuations as the basis of neoclassical theory of entrepreneurial risk.

For ongoing monitoring of TC2:

Competency being assessed: GPC-2 Is able to collect, process, and analyze data necessary for solving management tasks using modern tools and intelligent information and analytical systems.

Name of competency, indicator: GPC-2.6 Able to collect, process, and analyze the initial information necessary to solve management and economic tasks using modern tools.

Tests.

1. Management Risk risk management the elimination of risky situations from business, are called:
 - a) risk dissipation methods;
 - b) risk compensation methods;
 - c) risk avoidance methods;
 - d) risk localization methods.
2. Methods for managing based on based on clear identification of risk sources are called:
 - a) risk dissipation methods;
 - b) risk compensation methods;
 - c) risk avoidance methods;
 - d) risk localization methods.
3. Risk management methods related to proactive management methods are called:
 - a) risk dissipation methods;
 - b) risk compensation methods;
 - c) risk avoidance methods;
 - d) risk localization methods.
4. Risk management methods related to the distribution of risk among strategic partners are called:
 - a) risk dissipation methods;
 - b) risk compensation methods;
 - c) risk avoidance methods;
 - d) risk localization methods.
5. Integration involving collaboration with suppliers –
The see is:
 - a) vertical backward integration;
 - b) vertical forward integration;
 - c) horizontal integration;
 - d) circular integration
6. Financing under assignment of a monetary claim, which implies the transfer of credit risk, is the basis for:
 - a) exchange transactions;
 - a) construction contracts;
 - b) guarantee contracts;
 - c) factoring agreements.
7. Integration, implies the unification with intermediaries forming a distribution network for the sale company products, is:
 - a) vertical backward (reverse) integration;
 - b) vertical forward (direct) integration;
 - c) horizontal integration;
 - d) circular integration.
8. Integration involving a merger with competitors is:
 - a) vertical backward (reverse) integration;
 - b) vertical progressive (forward) integration;

c) horizontal integration;

d) circular integration.

9. The merger organizations engaged in different types of activities to achieve joint strategic goals – these are:

a) vertical backward integration;

b) vertical forward integration;

c) horizontal integration;

d) circular integration.

10. The process of reducing risk by increasing the diversity of activities, markets, or supply channels is called:

a) convergence;

b) focusing;

c) diversification;

d) differentiation.

The tests are assignments that are completed within 20 minutes after studying sections 1 and 2 (based on the material in the sections).

Students are given an assignment consisting of 10 tests. Each correctly completed task is awarded 1 point.

Maximum number of points: 10.

Survey.

For ongoing assessment TK1:

Competency being assessed: UC-2 Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints.

Name of competency, indicator: UC-2.1 Formulates a set of tasks within the framework of the project's objective to ensure its achievement.

List of sample control questions for the survey:

1. Risk, its concept, essence.

2. The probabilistic nature of risk.

3. Objective nature of occurrence of risk and the subjectivity of its assessment.

4. The significance of risk in entrepreneurial activity.

5. The concept of economic risk.

6. Key features of economic risk.

7. Basic scientific concepts of risk.

8. Classical and neoclassical theories of entrepreneurial risk.

9. Classical understanding of risk as the possibility of losses (damage) arising from entrepreneurial activity.

10. The amount of profit and its fluctuations as the basis of neoclassical theory of entrepreneurial risk.

The survey is conducted at the end of Section 1 (based on the materials in the sections). Answers to the questions should be accurate and concise. The following criteria are taken into account when evaluating the completed assignment:

1. Knowledge of the material

- the content of the material is fully disclosed as required by the discipline program – 3 points;

- the content of the material is not fully disclosed, but a general understanding of the issue sufficient for further study of the program material is demonstrated – 2 points;

- the main content of the course material is not covered – 0 points;
- 2. Sequence of presentation
 - the content of the material is presented in a logical sequence and is well thought out – 3 points;
 - Sequence of presentation of the material is not well thought out – 2 points;
 - confusion in the presentation of the material – 0 points;
- 3. Command of language and terminology
 - the material is presented in competent language, with accurate use of terminology – 3 points;
 - there were difficulties in presenting the material and errors in defining concepts and using terminology – 2 points;
 - errors in defining concepts – 0 points;
- 4. Use of specific examples
 - Shown the ability illustrate material with specific examples –3 points;
 - giving examples is difficult – 2 points;
 - inability to give examples when explaining the material – 0 points;
- 5. Level of theoretical analysis
 - demonstrated ability to generalize, draw conclusions, and compare – 3 points;
 - generalization, drawing conclusions, comparison are made with the help of the teacher – 2 points;
 - complete inability to make generalizations, conclusions, comparisons – 0 points;

Number of points: maximum – 15

Sample case for TC2.

Five years ago, businesspeople from a Tatarstan company decided to create a new business model based on online sales to complement their existing business model. After several years of investing in the project, they realized that it was in crisis. The businessmen decided to conduct an independent audit and invited experts in project management and information technology. The audit resulted in the following conclusions:

1. There was no document describing the new business model.
2. The software product, which was a very important resource in the new business model, was created on a very outdated platform that could be supported by almost the only company in the country.

The software product was not yet ready for commercial use, but employees had already been hired to work with it and were receiving salaries. (I would like to note that the business model was heavily dependent on the software product, and it was impossible to make money without it).

4. There were no project documents that could provide answers to the questions: how much work has been done and how much remains, and what is the projected completion date for the project?

5. No one could clearly answer which features of the software product were most important to users and should be implemented first.

As a result of the audit, the business owners decided to terminate the project and write off all investments as losses. According to rumors, the losses amounted to about half a million dollars.

Sample task 1.

Was it possible to foresee the risks and mitigate their impact? An investor has 50

million rubles. He can invest this amount either in project A, or in project B. The conservative scenario assumes that the investor will receive a NPV of 10.5 million rubles for project A and 9.8 million rubles for project B. If the pessimistic scenario materializes, the NPV for project A will be 2.3 million rubles, and for project B, the NPV will be -0.7 million rubles. The optimistic scenario will give the investor a NPV of 17.8 million rubles for project A and 13.6 million rubles for project B. The probability of the conservative scenario occurring is 0.6, the optimistic scenario is 0.3, and the pessimistic scenario is 0.1.

Approximate case 2.

"In July 1997, the construction of the new Scottish Parliament building in Edinburgh was preliminarily estimated at £40 million. By June 1999, the budget had exceeded £100 million. In April 2000, lawmakers set a limit of £195 million, and by November 2001, they demanded a recalculation. The final price was set at £241 million. In 2001, it changed twice, reaching £294.6 million, and in 2003, it rose to £375.8 million. Finally, in 2004, construction was completed, and according to the latest estimate, the cost was approximately £431 million.

Among the reasons why construction costs rose from £40 million to £431 million, some analysts cite the following:

1. politicians underestimated the actual labor intensity of the project
2. the project manager was incompetent
3. architects changed plans

Case studies are assignments that are completed within 30-45 minutes after studying Section 2.

A score of 16 to 20 points is given to an answer that demonstrates a solid knowledge of the main processes in the subject area being studied, distinguished by its depth and completeness in covering the topic of the case study; mastery of terminology; ability to explain the essence of phenomena, processes, and events, draw conclusions and generalizations, give reasoned answers, and provide examples; fluency in monological speech, logic, and consistency of the answer.

From 11 to 15 points is given for an answer that demonstrates a solid knowledge of the main processes in the subject area being studied, is distinguished by the depth and completeness of its coverage of the case study topic, and demonstrates the ability to explain the essence of phenomena, processes, and events, draw conclusions and generalizations, give reasoned answers, and provide examples. fluency in monological speech, logic, and consistency of the answer. However, one or two inaccuracies in the answer are allowed.

Up to 10 points are awarded for an answer that demonstrates, in general, knowledge of the processes of the subject area being studied, but lacks sufficient depth and completeness in covering the case study; poorly developed skills in analyzing phenomena and processes, insufficient ability to give reasoned answers and provide examples; insufficiently fluent monologue speech, logic, and consistency of the answer. Several errors in the content of the answer are allowed.

For interim assessment:

The assessment materials for the exam consist of two questions to test theoretical knowledge and a case study to test practical skills.

Examples of theoretical questions:

1. The essence of the concept "risk." Risk and uncertainty. The probabilistic nature of the concept of "risk."

2. The concept of risk as an economic category.
3. Prerequisites for the emergence and main features of economic risk.
4. The level of coverage of entrepreneurial risk theory in the works of contemporary economists.
5. Historical development of leading economists' views on the concept of risk.
6. Basic scientific concepts of risk.
7. Risks and economic security of an enterprise.
8. Features of classical economic risk theory.
9. Features of neoclassical economic risk theory.
10. General classification of risks.
11. Features of operational risk.
12. Features of credit risk.
13. Features of investment risk.
14. Features of production risk.
15. Features of commercial risk.
16. Features of interest rate risk.
17. Features of political risk.
19. Features of price risk.
20. Dependence of the external environment of operation and enterprise risks.
21. Risk management as an integral part of the corporate management system.

Case study example:

An investor has 50 million rubles. He can invest this amount either in project A or in project B. The conservative scenario assumes that the investor will receive a NPV of 10.5 million rubles for project A and project B, he will receive NPV = 9.8 million rubles. In the pessimistic scenario, the NPV for project A will be 2.3 million rubles, and for project B, NPV = – 0.7 million rubles. The optimistic scenario will give the investor a NPV of 17.8 million rubles for project A and 13.6 million rubles for project B. The probability of the conservative scenario occurring is 0.6, the optimistic scenario is 0.3, and the pessimistic scenario is 0.1. Choose the least risky investment option.

Exam ticket example:

1. Features of the expert risk assessment method.
2. Features of the statistical method of risk assessment.

1. Practical task (case study):

A corporate customer wants to sign a contract with your company to develop a medium-sized project with a large number of integrations with third-party systems and a large distributed team. They ask you, as a risk manager, to write a list of potential risks associated with this project. What would you include and what would such a document look like?

The following criteria are taken into account when scoring answers to the tasks in the ticket:

High level:

16 to 45 points are awarded for answers that demonstrate a solid knowledge of the main processes in the subject area being studied, distinguished by depth and completeness of coverage of the topic; mastery of terminology; the ability to explain the essence of phenomena, processes, and events, draw conclusions and generalizations, give reasoned answers, and provide examples; fluency in monological speech, logical and consistent answers. **Case solution without errors.**

Average level:

10-15 points is given for an answer that demonstrates a solid knowledge of the main processes in the subject area being studied, is distinguished by its depth and completeness in covering the topic; mastery of terminology; ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, provide examples; fluency in monological speech, logical and consistent answers. However, one or two inaccuracies in the answer are allowed.

There are minor errors in the case solution.

Below average:

1-9 points are given for an answer that demonstrates, for the most part, knowledge of the processes of the subject area being studied, but lacks depth and completeness in covering the topic; knowledge of the main issues of the theory; poorly developed skills in analyzing phenomena and processes, insufficient ability to give reasoned answers and provide examples; insufficient logic and consistency in the answer. Several errors in the content of the answer are allowed. **Significant errors in the solution to the case study.**

Low level:

Up to 8 points are awarded for an answer that demonstrates a lack of knowledge of the processes of the subject area being studied, a lack of knowledge of the main theoretical issues, undeveloped skills in analyzing phenomena and processes, and an inability to give reasoned answers. **The case study has not been solved.**

Minimum number of points for the exam – 0 Maximum number of points for the exam – 45 Term paper.

Approximate list of coursework topics.

1. Risk in economic and entrepreneurial activity.
2. Organizational risk analysis. Sources of risk information.
3. Methods of risk identification. Mapping the risks of an organization.
4. Risk assessment methods. Statistical risk assessment methods: comparative analysis and conditions of application.
5. Risk assessment methods. Analytical risk assessment methods. Development of analytical risk assessment methods in risk management practice.
6. Expert risk assessment methods. Obtaining individual and collective expert assessments: advantages and disadvantages of the methods used.
7. Business risks: essence, concept, assessment and management methods.
8. Methods of financial risk management. Study of factors affecting the level of financial risks of an organization. Selection of mechanisms for neutralizing financial risks.
9. Currency risks. The global currency market: current state and development prospects. Global dollarization and its place in globalization.
10. Interest rate risks. The impact of the discount rate on economic activity. Interest rate risks in the banking risk system.
11. Operational risks: identification and assessment. Selection of criteria for managing operational risks.
12. Market risks. Assessment methods and regulatory instruments.
13. Liquidity risks. Analysis of an organization's cash flows as a method of managing liquidity risks. Ways to increase an organization's liquidity and solvency.
14. Development risks. Leadership in cost reduction and differentiation. Search for the most effective path of development.

15. Investment risks. Assessment and management of investment project risks.
16. Investment risks. Formation of an investment portfolio taking into account risk.

17. Country risks. The global economic crisis and trends in the development of the Russian economy.
18. Political risks.
19. Technogenic risks.
20. Decision-making in conditions of uncertainty and risk.
21. Organization of a risk management system at an enterprise.
22. Risk management methods. General outline of the risk management process.
23. Risk management methods: hedging.
24. Risk management methods: limiting.
25. Risk management methods: insurance and self-insurance.

The term paper is considered defended upon receiving a grade of corresponding to a grade of at least "satisfactory" for both the text of the term paper and its defense. The following criteria are taken into account when evaluating the completed assignment:

1. Timeliness of coursework submission:
 - all tasks completed within the deadlines set in the schedule, work submitted within the deadlines – 5 points.
 - assignments completed with a slight delay from the deadlines set in the schedule, work submitted within the deadlines – 4 points.
 - All assignments are completed late, the work is submitted within the established deadlines – up to 3 points.
 - Work not submitted within the deadlines set by the schedule – 0 points.
2. Logical and balanced structure of the work, style of presentation:
 - the structure of the work is logically sound; chapters and paragraphs are comparable in length; the sequence of issues considered is logically justified; interrelationships between parts of the work are identified, and together they form a unified system – 8-10 points;
 - the structure of the work is logically sound; chapters and paragraphs are not entirely comparable in terms of volume; the sequence of issues considered is logically justified – 4-7 points.
 - The structure of the work is not sufficiently logical; chapters and paragraphs are not comparable in terms of volume; the sequence of issues considered is not entirely logical – up to 3 points.
 - The structure of the work is not logically sound; chapters and paragraphs are not comparable in length; the sequence of issues considered is not logically justified – 0 points.
3. Ability to use analytical material in researching a problem
 - Works well with statements borrowed from literature and their own statements, is able to isolate and distinguish between individual ideas; is able to see systemic connections in the situations, problems, and concepts under consideration; is able to distinguish between a thesis and its argumentation; is able to formulate independent conclusions on the research topic – 12-15 points.
 - works well with statements borrowed from literature and their own statements; is able to see the strengths and weaknesses of the ideas being analyzed; is able

to correlate statements drawn from different sources and use them together in analyzing a specific issue

– 6-11 points.

- works poorly with statements borrowed from literature and their own statements; partially able to see the strengths and weaknesses of the ideas being analyzed and their arguments; partially able to correlate statements drawn from different sources and use them together when analyzing a specific issue – up to 5 points.

- does not work well with statements borrowed from literature and their own statements; is unable to see the strengths and weaknesses of the ideas being analyzed; is unable to correlate statements drawn from different sources and use them together when analyzing a specific issue – 0 points.

4. Correctness of the formulation of problems identified in the course of the course work, conclusions made, and recommendations proposed:

the text pays great attention to the author's arguments; the conclusions of the work are well-founded; there is an analysis of the arguments used in the work and individual ideas of other authors – 15-20 points.

- the text pays considerable attention to the author's arguments; the conclusions of the work are well-founded; insufficient attention is paid to the analysis of the arguments used in the work of other authors – 9-14 points.

- The text does not pay sufficient attention to the author's arguments; the conclusions of the work are poorly substantiated – up to 8 points.

- The conclusions of the work are not substantiated – 0 points.

5. Compliance of the course paper with the requirements:

- correct formatting of the work in accordance with current standards; compliance with citation standards – 4-5 points;

- there are minor errors in the formatting of certain aspects of the work – 2-3 points;

- minor errors in the formatting of the work – up to 1 point;

- there are serious errors in the formatting of the work – 0 points.

Number of points: maximum TC – 55 points, maximum interim assessment – 100 points.