



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.22 Business planning

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	Doctor of Social Sciences, prof.	Makhiyanova A.V.

Approval	Name of department	Date	Minute s 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 learning outcomes for the discipline

(Goals and objectives of the discipline corresponding to the goals of the educational programme)

The objective of the discipline "Business Planning" is to provide students with knowledge about the purpose, content and specifics of developing a business plan for an organisation.

- The objectives of the discipline are:
- mastering modern methods and tools of business planning;
- developing basic skills in drafting and analysing business plans;
- developing skills in analysing business processes related to the organisation's activities;
- studying the main methods of project analysis and evaluation;
- developing and deepening theoretical knowledge and practical skills in the field of developing business plans for enterprises and individual projects.

Competencies and indicators developed in learners:

Competence code and name	Indicator code and name
UC-10 Able to make informed economic decisions in various areas of life	UC-10.2 Demonstrates proficiency in modern methods of calculating indicators characterizing economic processes and phenomena in various areas of life of life
GPC-4 Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity and organizations	GPC-4.1 Able to make organizational and management decisions and evaluate new market opportunities based on an analysis of the effectiveness of resource use

2. Place of the discipline in the OP structure

Prerequisite disciplines (modules), practical training, research work, etc. Economics, Business Organisation, Management.

Subsequent disciplines (modules), practical training, research work, etc. Investment Management of an Organisation, Risk Management, Development of Management Decisions.

3. Structure of the discipline

3.1. Structure of the discipline

For full-time education

Type of academic work	Total ZE	Total hours	Semester(s)	
			3	4
TOTAL WORKLOAD OF THE DISCIPLINE	7	252	180	72
CONTACT WORK*	-	119	83	36

AUDIT WORK	1,8	66	66	0
Lectures	0,5	16	16	0
Practical (seminar) sessions	1,3	50	50	0
Laboratory work	0	0	0	0
STUDENT INDEPENDENT WORK	5,2	186	78	72
Preparation of teaching materials	2,2	78	78	0
Course project	2	72	0	72
Term paper	0	0	0	0
Preparation for the mid-term assessment	1	36	36	0
Mid-term assessment:			E	KP
			-	-

For part-time study

Type of academic work	Total ZE	Total hours	Semester(s)
			8
TOTAL WORKLOAD FOR THE COURSE	7	252	252
FACE-TO-FACE WORK*	-	106	106
CLASSROOM WORK	1,3	48	48
Lectures	0,4	16	16
Practical (seminar) sessions	0,9	32	32
Laboratory work	0	0	0
STUDENT INDEPENDENT WORK	5,5	195	198
Preparation of teaching materials	3,5	126	126
Course project	2	72	72
Term paper		0	0
Preparation for the mid-term assessment	0,2	9	9
Mid-term assessment:			E
			KP

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

Course modules	Total hours	Breakdown of workload by type of academic work				Forms and types of control	Indicator indices for the competencies being developed
		lectures	lab. work	practical classe	independent wor		
Section 1.	42	4		10	28	TK1	UK-10.2 Z, OPK-4.1 Z
Section 2.	102	12		40	50	TK2	UK-10.2 Z, UK-10.2 U, UK-10.2 B, OPK-4.1 Z, OPK-4.1 U, OPK-4.1 B

Exam	36				36	OM	УК-10.2 З, УК-10.2 У, УК-10.2 В, ОПК-4.1 З, ОПК-4.1 У, ОПК-4.1 В
Total for the 3rd semester	180	16	0	50	114		
Course project	72				72	OMkp	УК-10.2 З, УК-10.2 У, УК-10.2 В, ОПК-4.1 З, ОПК-4.1 У, ОПК-4.1 В
Total for the 4th semester	72	0	0	0	72		
TOTAL	252	16	0	50	186		

3.3 Course content

Section 1. An Introduction to Business Planning for Organisations

Topic 1.1. Introduction. The concept, aims and objectives of business planning.
Types of business plans.

This section describes the concept, aims and objectives of business planning. It also outlines the different types of business plans.

Topic 1.2. Planning in organisational activities.

This section explains what planning entails in the context of organisational activities..

Section 2. Key elements of business planning

Topic 2.1. Developing a marketing plan. This section explains how to draw up a marketing plan. Topic 2.2.

Developing a production plan.

This section explains how to draw up a production plan.

Topic 2.3. Developing a human resources management plan.

Explains how to draw up a human resources

management plan. Topic 2.4. Developing a financial plan.

Explains how to draw up a financial plan. Topic 2.5.

Developing a risk management plan.

Explains how to draw up a risk management plan. Topic

2.6. Business plan summary.

Explains how to draw up a business plan summary.

Topic 2.7. Business plan presentation.

Explains how to present and defend a business plan.

3.4 Thematic plan for practical classes

Chapter 1. Introduction to Business Planning for Organisations

Topic 1.1. Introduction. The concept, aims and objectives of business planning.
Types of business plans.

This section examines the aims and objectives of business planning, as well as the types of business plans used in the Russian Federation.

Topic 1.2. Planning in organisational activities.

This section examines the role of planning in an organisation's operations.

Section 2. Key elements of business planning

Topic 2.1. Developing a marketing plan. Students learn how to draw up a marketing plan. Topic 2.2.

Developing a production plan.

Students learn how to draw up a production plan.

Topic 2.3. Developing a human resources management plan. Students learn how to draw up a human resources management plan. Topic 2.4.

Developing a financial plan.

Students learn how to draw up a financial plan.

Topic 2.5. Developing a risk management plan.

Students learn how to draw up a risk management plan. Topic 2.6. Business plan summary.

Students learn how to draw up a business plan summary. Topic 2.7. Business plan presentation.

Students learn how to present and defend a business plan.

3.5. Syllabus for laboratory work

This type of work is not included in the curriculum.

3.6. Course project / coursework

Suggested topics for coursework:

- Business plan for setting up a travel agency.
- Business plan for a hair salon
- Business plan for a estate agency
- Business plan for a plastic window manufacturing business
- Business plan for a photography studio
- Business plan for a café
- Business plan for the revival of a craft industry
- Business plan for a small business
- Business plan for a children's development centre
- Business plan for a leisure centre
- Business plan for a recruitment agency
- Business plan for a dental centre
- Business plan for a furniture manufacturing business.

Students may also propose a different topic for their coursework, subject to agreement with the lecturer.

4. Assessment of learning outcomes

The assessment of learning outcomes for this course is carried out through continuous assessment and mid-term assessments, conducted using a marks and grades system (MGS).

Grading scale for learning outcomes in this course:

Code	Code	Planned	The indicator's level of development			
Competencies	indicator competence	learning outcomes for the discipline	Skills			
			High	Middle	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Grading scale			
			Excellent	Good	Satisfactory	Unsatisfactory
			Counted			Not counted
UC-10 Able to make informed economic decisions in various areas of life	UC-10.2 Demonstrates proficiency in modern methods of calculating indicators characterizing economic processes and phenomena in various areas of life	To know:				
		modern methods of calculating economic indicators	Is familiar with modern methods of calculating economic indicators	Is familiar with modern methods of calculating economic indicators, but makes a few errors when reproducing them	Has some knowledge of: modern methods for calculating economic indicators	Fragmentary knowledge of modern methods of calculating economic indicators
		Be able to:				
		apply methods for calculating economic indicators	Is able to apply methods for calculating economic indicators	Is able to apply methods for calculating economic indicators, but makes a few errors in the calculations	Is able to apply methods for calculating economic indicators to some extent	Fragmentary skills in applying methods for calculating economic indicators
		To own :				

		Skills in using modern methods for calculating economic indicators	Proficient in the use of modern methods for calculating economic indicators	Has the skills to use modern methods for calculating economic indicators, but makes a few errors when reproducing them	Has some proficiency in using modern methods of calculating economic indicators	Fragmentary proficiency in the use of modern methods for calculating economic indicators
GPC-4 Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity and organizations	GPC-4.1 Able to make organizational and management decisions and evaluate new market opportunities based on an analysis of the effectiveness of resource use	To know:				
		leading domestic and international experience in the organisation of production management and decision-making processes regarding organisational and managerial decisions	Knowledge of leading domestic and international practices in the organisation and management of production, as well as in organisational and managerial decision-making processes, is in line with the training programme	Is familiar with leading domestic and international practices in the organisation and management of production, as well as the main processes involved in making organisational and managerial decisions, but makes a few errors when applying this knowledge	Has some knowledge of leading domestic and international practices in the organisation and management of production, as well as the main processes involved in organisational and managerial decision-making, but makes a number of minor errors when applying this knowledge	Fragmentary knowledge of domestic and international experience in the organisation of production management, and of the key processes involved in making organisational and management decisions, leads to serious errors when applying this knowledge
		Be able to:				
		developing organisational and management solutions,	Is able to: develop organisational and managerial	Is able to: develop organisational and management	Is able to: develop key organisational and	The department develops organisational and

		performing calculations when drawing up organisational and economic sections	solutions, and carry out calculations when formulating organisational and economic	solutions, and perform calculations when formulating organisational and economic	managerial solutions, and carry out standard calculations when formulating organisational and	management solutions, and performs standard calculations when drawing up organisational and
			sections of the technical documentation	sections of the technical documentation, but contains a few errors	economic sections of the technical documentation, but contains many minor errors	economic sections of the technical documentation, contains serious errors
		To own:				
		skills in developing a business plan; creating and developing new areas of activity; within an organisation	Demonstrates skills in developing business plans for the creation and development of new areas of activity within organisations	He demonstrates the basic skills required to draw up a business plan for a company, but makes a few mistakes	He is drawing up a standard business plan for companies, but makes quite a few minor mistakes	Fragmented is developing a standard business plan for enterprises, and is making serious mistakes

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

The full set of assignments and materials required for assessing learning outcomes for the course is held at the department responsible for developing the course.

5 Teaching, methodological and information resources for the course.

5.1. Teaching and methodological support

5.1.1 Key reading

1. Anisimov, A. Yu., *Business Planning: A Textbook* / A. Yu. Anisimov, O. A. Pyataeva. — Moscow: KnoRus, 2022. — 167 p. — ISBN 978-5-406-08424-3. — URL: <https://book.ru/book/942093>. — Text: electronic.
2. *Business Planning: A Textbook* / P. M. Gureev, E. N. Dunenkova, V. V. Degtyareva [et al.]; edited by E. Yu. Kamchatova. — Moscow: Rusains, 2021. — 608 pp. — ISBN 978-5-4365-7692-3. — URL: <https://book.ru/book/940598>. — Text: electronic.

5.1.2 Further reading

1. Repina, E. A., *Planning of Enterprise Activities: Business Ideas, Ways of Implementation: monograph* / E. A. Repina, N. N. Muravyova. — Moscow: Rusains, 2023. — 92 pp. — ISBN 978-5-466-02967-3. — URL: <https://book.ru/book/948906>. — Text: electronic.
2. Iskhakova, G. M., *Business Planning: Theory and Practice: Teaching Guide* / G. M. Iskhakova. — Moscow: Rusains, 2022. — 136 pp. — ISBN 978-5-4365-9167-4. — URL: <https://book.ru/book/943485>. — Text: electronic.
3. *Business Planning Using Project Expert (Complete Course): Textbook* / V. S. Aliev, D. V. Chistov. — Moscow: INFRA-M, 2019. — 352 pp. — URL: <https://ibooks.ru/bookshelf/361196>. — Text: electronic.

5.2 Information support

5.2.1 Electronic and online resources

N o.	Titles of electronic and online resources	Link
1	<i>The 'Lan' Electronic Library System</i>	https://e.lanbook.com/
2	<i>The 'ibooks.ru' electronic library system</i>	https://ibooks.ru/
3	<i>The 'book.ru' electronic library system</i>	https://www.book.ru/
4	Encyclopaedias, dictionaries, reference books	http://www.rubricon.com
5	<i>The 'Open Education' portal</i>	http://npoed.ru

5.2.2 Professional databases / Information and reference systems

N o.	Names of professional databases	Address	Access mode
1	<i>Official Legal Information Portal</i>	http://pravo.gov.ru	

2	<i>Legal reference system 'Consultant Plus'</i>	http://consultant.ru	
3	<i>Legal reference system on the legislation of the Russian Federation</i>	http://garant.ru	

5.2.3 Licensed and freely distributable software for the course

N o.	Name of the software	Distribution method (licensed/free)	Details of supporting documents
1	Windows 7 Professional (Pro)	Custom operating system	SoftLineTrade CJSC No. 2011.25486 dated 28 November 2011 Non-exclusive licence. Indefinite term
2	Office Standard 2007 Russian OLP NL AcademicEdition+	A software package containing the necessary	SoftLineTrade CJSC No. 21/2010 dated 4 May 2010 Non-exclusive licence. Indefinite term
		office software	
3	Browser Chrome	Online information search system	Free licence Non-exclusive licence. Perpetual
4	LMS Moodle	Software for effective online interaction between teachers and students	Free licence Non-exclusive licence. Perpetual

6. Logistical support for the course

Title of the academic assignment	Name of the lecture theatre or specialist lab	List of required equipment and teaching aids
Lectures	A lecture theatre	Specialised educational furniture, technical teaching aids used to present educational content to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, visual teaching aids

Practical sessions	A teaching room for seminar-style sessions, group and individual consultations, as well as ongoing assessment and mid-term examinations	Specialist educational furniture, technical teaching aids (multimedia projector, computer (laptop), screen) and other items; Classroom whiteboard, portable equipment; - multimedia projector (2 units), screen, laptop (3 units)
Term paper	A teaching room for coursework and individual consultations, as well as ongoing assessment and mid-term examinations	Classroom equipment, portable equipment - multimedia projector (2 units), screen, laptop (3 units)
Independent study	Computer room with internet access B-600a	Specialised classroom furniture for 30 students, 30 computers, technical teaching aids (multimedia projector, computer (laptop), screen), video cameras, software
	Library reading room	Specialist furniture, computer equipment with internet access and access to the EIOS, a screen, a multimedia projector, software
	Classroom for the course project (coursework) (to be specified if a course project/coursework is required and such a classroom is available) D 708	Specialist furniture, computer equipment with internet access and access to the EIOS, software. Classroom whiteboard, portable equipment - multimedia projector (2 units), screen, laptop (3 units)

7.Features of organising educational activities for people with disabilities

People with disabilities and those with special educational needs are able to move freely between teaching and laboratory buildings, access all floors of these buildings, and attend classes and use other facilities in a manner that takes into account their specific physical and mental development and health conditions.

To facilitate the education of students with disabilities and those with musculoskeletal impairments, unobstructed access to all teaching facilities is provided. Information regarding the special arrangements made for students with disabilities is available on the university's website at www.kgeu.ru. Technical assistance from an assistant is available, as well as the services of sign language interpreters and deaf-blind interpreters.

To facilitate the understanding of reference and teaching materials by students with special educational needs and disabled students with hearing impairments, the following arrangements are in place:

- to aid orientation in the lecture theatre, signals are used to indicate the start and end of the lesson (the word 'bell' is written on the board);
- the teacher attracts the attention of a student with hearing impairment by gesture (placing a hand on their shoulder or giving a gentle tap);
- when speaking to a student, the teacher looks at them, speaks clearly in short sentences, and ensures that lip-reading is possible;

Compensation for difficulties in the speech and intellectual development of students with hearing impairments is provided through:

- the use of diagrams, charts, drawings and computer presentations with hyperlinks providing commentary on specific elements of the image;
- the regular use of exercises to graphically highlight the essential features of objects and phenomena;
- ensuring that the student has the opportunity to receive targeted advice via email as required.

To adapt the reference, teaching and educational materials provided for by the educational programme in the chosen field of study to the needs of people with special educational needs and those with visual impairments, the following conditions are ensured:

- the official website is adapted to take into account the specific needs of visually impaired people, and reference information on the timetable of classes is provided in large print;

- the teaching staff member and their interlocutor (if necessary), present during the lesson, introduce themselves to the students, with the person being addressed by the teaching staff member being named each time;
- the actions, gestures and movements of the teaching staff member are briefly and clearly explained;
- printed information is provided in large print (18 point or larger) and is read aloud in full;
- the necessary level of lighting in the rooms is ensured;
- students are given the opportunity to use computers during lessons and the right to record explanations on a voice recorder (at the students' request).

The format of ongoing and interim assessments for students with special educational needs and disabilities is determined by the teaching staff in accordance with the curriculum. Where necessary, students with special educational needs and disabled students, taking into account their individual psychological and physical characteristics, are given the opportunity to undertake interim assessments orally, in writing on paper, in writing on a computer, in the form of a test, etc., or are granted additional time to prepare their answers.

8. Guidelines for teachers on organising educational work with pupils.

The methodological framework for the educational process is one of the key factors in ensuring high-quality education. By demonstrating a high level of professionalism, erudition, a clear civic stance, self-discipline and a creative approach to solving professional challenges, university lecturers contribute to the development of well-rounded individuals throughout the educational process.

When teaching a subject, the lecturer may use the following methods of educational work:

- methods for shaping personal awareness (conversation, debate, persuasion, instruction, supervision, explanation, example, self-control, storytelling, advice, persuasion, etc.);
- methods for organising activities and shaping behavioural experience (assignments, public opinion, pedagogical requirements, instructions, training, creating educational situations, training sessions, exercises, etc.);
- methods of motivating activity and behaviour (approval, encouragement of social activity, reprimand, creation of situations of success, creation of situations for emotional and moral experiences, competition, etc.)

When delivering the course, the teacher must take into account the following areas of educational activity:

Civic and patriotic education:

- fostering in students a holistic worldview, a Russian identity, respect for their family, society and the state, for the spiritual, moral and socio-cultural values accepted within the family and society, and for the national, cultural and historical heritage; fostering a desire to preserve and develop this heritage;
- fostering in students an active civic stance based on the traditional cultural, spiritual and moral values of Russian society, to enhance their ability to exercise their constitutional rights and fulfil their duties responsibly;
- developing students' legal and political culture, and expanding their constructive participation in decision-making that affects their rights and interests, including through various forms of self-organisation, self-governance and socially significant activities;
- the formation of personal motivations, moral and value-based attitudes that enable individuals to resist extremism, xenophobia, discrimination on social, religious, racial or national grounds, inter-ethnic and inter-confessional intolerance, and other negative social phenomena.

Spiritual and moral education:

- fostering a sense of dignity, honour and honesty, conscientiousness, and respect for parents, teachers and the older generation;
- developing the principles of collectivism and solidarity, a spirit of mercy and compassion, and the habit of caring for people in difficult life situations;
- fostering solidarity and a sense of social responsibility towards people with disabilities, and overcoming psychological barriers towards people with disabilities;
- developing an emotionally rich and spiritually elevated attitude towards the world, and the ability and skills to convey one's aesthetic experience to others.

Cultural and educational development:

- developing an aesthetic view of the world;
- fostering respect for the cultural values of one's hometown, region and country;
- enhancing students' cognitive engagement.

Scientific and educational development:

- developing a scientific worldview in students;
- developing the ability to acquire knowledge;
 - developing skills in the analysis and synthesis of information, including in the professional field.

Changes and approvals for the new academic year

No	Section number of the amendment	Date of amendment	Summary of changes	'Approved' Head of the Department responsible for the subject	'Approved' by the Chair of the Academic Council of the Institute (Faculty) to which the graduating class belongs
1	2	3	4	5	6
1					
2					
3					



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**ASSESSMENT MATERIALS
for the discipline**

B1.M.22 Business planning

Kazan, 2026

Assessment materials for the course are designed to evaluate learning outcomes against the indicators of competence attainment.

The assessment of learning outcomes for the course is carried out through continuous assessment and interim assessments, conducted using a marks-and-grades system.

1. Process flow chart

Semester 3

Section title	Forms and types of control	Key performance indicators					
		I current контроль	Bonus points for TC1	II current контроль	Bonus points for TC2	Total	Mid-term assessment
Chapter 1. ‘An Introduction to Business Planning for Organisations’	TK1	15				15	0-15
Test		5					
Oral interview		10					
Section 2. ‘Key Elements of Business Planning’	TK2			40		40	0-40
Test				10			
Oral interview				30			
Mid-term assessment (exam)	OM						0-45
In writing, regarding the tickets							0-45

Semester 4

Section title	Forms and types of control	Key performance indicators					
		I current контроль	Bonus points for TC1	II current контроль	Bonus points for TC2	Total	Mid-term assessment
Mid-term assessment (MT)	OMkp						0-100
Format of the course project							0-45
Defence of the coursework project							0-55

2. Assessment materials for ongoing monitoring and interim assessments

Grading scale for learning outcomes in the discipline:

Com petency code	Compete nce indicator code	Planne d learning	Level of development of the competency indicator			
			High	Middle	Below average	Low

		outcome s for				
		discipline	from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Grading scale			
			Excellent	Good	satisfactory	Unsatisfactory
			Counted			Not counted
UC-10 Able to make informed economic decisions in various areas of life	UC-10.2 Demonstrates proficiency in modern methods of calculating indicators characterizing economic processes and phenomena in various areas of life	To know:				
		modern methods of calculating economic indicators	Is familiar with modern methods of calculating economic indicators	Is familiar with modern methods of calculating economic indicators, but makes a few errors when reproducing them	Has some knowledge of: modern methods for calculating economic indicators	Fragmentar y knowledge of modern methods of calculating economic indicators
		Be able to:				
		apply methods for calculating economic indicators	Is able to apply methods for calculating economic indicators	Is able to apply methods for calculating economic indicators, but makes a few errors in the calculations	Is able to apply methods for calculating economic indicators to some extent	Fragmentary skills in applying methods for calculating economic indicators
		To own:				

		Skills in using modern methods for calculating economic indicators	Proficient in the use of modern methods for calculating economic indicators	Has the skills to use modern methods for calculating economic indicators, but makes a few errors when reproducing them	Has some proficiency in using modern methods of calculating economic indicators	Fragmentary proficiency in the use of modern methods for calculating economic indicators
GPC-4 Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity and organizations	GPC-4.1 Able to make organizational and management decisions and evaluate new market opportunities based on an analysis of the effectiveness of resource use	To know:				
		leading domestic and international experience in the organisation of production management and decision-making processes regarding organisational and managerial decisions	Knowledge of leading domestic and international practices in the organisation and management of production, as well as in organisational and managerial decision-making processes, is in line with the training programme	Is familiar with leading domestic and international practices in the organisation and management of production, as well as the main processes involved in making organisational and managerial decisions, but makes a few errors when applying this knowledge	Has some knowledge of leading domestic and international practices in the organisation and management of production, as well as the main processes involved in organisational and managerial decision-making, but makes a number of minor errors when applying this knowledge	Fragmentary knowledge of domestic and international experience in the organisation of production management, the main processes involved in organisational and managerial decision-making, when reproducing this knowledge, leads to serious errors
Be able to:						

		developing organisational and management solutions, performing calculations when drawing up organisational and economic sections	Is able to: develop organisational and managerial solutions, and carry out calculations when drawing up the organisational and economic sections of technical	Is able to: develop organisational and management solutions, and perform calculations when drawing up organisational and economic sections of technical	Is able to: develop key organisational and managerial solutions, and carry out standard calculations when drawing up organisational and economic sections	The department develops organisational and management solutions, and carries out standard calculations when preparing organisational and economic sections
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			document ation	documentatio n, but contains a few errors	technical documentati on, but contains many minor errors	technical documentation , contains serious errors
		To own:				
		skills in developing a business plan; creating and developing new areas of activity; within an organisatio n	Demonstrate s: skills in developing business plans for the creation and development of new areas of activity within organisatio ns	He demonstrates the basic skills required to draw up a business plan for a company, but makes a few mistakes	He is drawing up a standard business plan for companies , but makes quite a few minor mistakes	Fragment no is developing a standard business plan for enterprises, and is making serious mistakes

An **‘Excellent’** grade is awarded for an answer that demonstrates a solid understanding of the fundamental processes within the subject area under study, and is characterised by depth and thoroughness in exploring the topic; mastery of the relevant terminology; the ability to explain the nature of concepts, phenomena, processes and events, to draw conclusions and make generalisations, to provide reasoned answers, and to give examples; fluent monologue delivery, and logical and coherent responses.

A **‘Good’** grade is awarded for an answer demonstrating a solid grasp of the fundamental processes within the subject area under study, characterised by depth and comprehensiveness in addressing the topic; command of the relevant terminology; the ability to explain the nature of phenomena, processes and events, to draw conclusions and make generalisations, to provide reasoned answers and to give examples; fluent monologue, logical and coherent answers. However, one or two inaccuracies in the answer are permitted.

A **‘satisfactory’** grade is awarded for an answer that generally demonstrates knowledge of the processes within the subject area under study, but lacks sufficient depth and comprehensiveness in covering the topic; knowledge of the main theoretical issues; poorly developed skills in analysing phenomena and processes, insufficient ability to provide reasoned answers and give examples; insufficient fluency in monologue speech, and a lack of logical and coherent structure in the answer. A few errors in the content of the answer are permitted.

A **‘unsatisfactory’** mark is awarded for an answer demonstrating weak and incomplete knowledge of the subject.

3. List of assessment tools

A brief description of the assessment methods used for ongoing monitoring of student progress and interim assessment in this subject:

Name of the assessment tool	Brief description of the assessment tool	Description of the assessment tool
Oral examination by section (topic)	Knowledge of the key concepts of the topic/section/subject	List of definitions of key concepts in the subject/discipline
Test (Test)	A system of standardised tasks designed to automate the process of assessing a learner's knowledge and skills	Set of test questions
Course Project (CP)	The final product resulting from the planning and completion of a range of educational and research tasks. It enables the assessment of students' ability to construct their own knowledge independently whilst solving practical tasks and problems, to navigate the information landscape, and the level of development of their analytical and research skills, as well as their practical and creative thinking skills. It may be carried out individually or in groups of students	Project topics

4. A list of assessment tasks or other materials required to assess the knowledge, abilities and skills that characterise the stages of competence development during the course of study

Example task

For ongoing monitoring of TK1:

UK-10.2. Demonstrates proficiency in modern methods for calculating indicators that characterise economic processes and phenomena in various areas of life.

OPK-4.1. Is able to make organisational and managerial decisions and assess new market opportunities based on an analysis of the efficiency of resource utilization

Indicative list of topics for the oral examination

1. Definition of the terms 'plan' and 'system of plans' within an organisation. Types of planning: a brief overview.

2. Principles of planning the activities of an organization. A variety of business planning methods.

3. The concept of a planning scheme. Stages of the planning process.

4. Planned entities in an organisation. Requirements applicable to them

5. Differences in planning practices in Russia and abroad

Sample exam questions:

1.A business plan includes a description of:-

- 1) the labour market situation in the region
- 2)+ the product and its benefits;
- 3) the general economic situation;
- 4) + business objectives.

1.The following are examples of forecasting methods used in management decision- making

- 1) monitoring;
- 2) + 'decision tree';
- 3) break-even analysis;
- 4) +time series analysis (trend forecasting).

3.The organisation's calendar plans fall into the category of plan.

- 1)objective;
- 2)strategic;
- 3)tactical;
- 4)operational.

4. The key elements of a company's marketing plan are...

- 1) market research programme;
- 2)+determining the product's cost price;
- 3) +justification of the pricing policy;
- 4) cash flow budget.

5. A comprehensive business plan includes:

- 1) All answers are correct;
- 2) +all sections of the business plan for the proposed option, and need not include detailed calculations for alternative options;
- 3) all calculations, reports, certificates and other materials;
- 4) brief conclusions for each section, without justification or calculations

For ongoing monitoring of TK2:

UK-10.2. Demonstrates proficiency in modern methods for calculating indicators that characterise economic processes and phenomena in various areas of life.

OPK-4.1. Is able to make organisational and managerial decisions and assess new market opportunities based on an analysis of resource efficiency.

Indicative list of topics for the oral examination

1. Objectives, content and requirements for the development of an investment project business plan.
2. Project management: concept, objectives, tasks and economic content.
3. Methods for evaluating the effectiveness of an investment project.
4. Marketing research in justifying the feasibility of an investment project.

5. Content and specific features of developing sections of a business plan.

Sample exam questions:

Analysing the relationship between total revenue and total costs to determine profitability at different levels of output is:

- 1) + Break-even analysis
- 2) Analysis of production and sales capacity
- 3) Analysis of the company's operations
- 4) Analysis of the business environment

The analysis of financial stability focuses on

- 1) + an assessment of the company's financial soundness in terms of its solvency;
- 2) an assessment of the company's competitiveness;
- 3) the development and use of tools to identify the optimal combination of product price, production volume and realistic sales targets;
- 4) an analysis of the company's solvency

The financial stability analysis focuses on:

- 1) developing a policy for increasing and rationally distributing profits;
- 2) defining the company's policy on expanding production;
- 3) assessing the company's reliability in terms of its solvency;
- 4) formulating a policy on securities

The business plan has the following two components:

- 1) + internal and external
- 2) long-term and short-term
- 3) strategic and tactical
- 4) technical and economic

What is the main objective of developing an investment project?

- 1) selection of the optimal option for the technical modernisation of the enterprise;
- 2) justification of the technical feasibility and practicality of establishing a business venture;
- 3) generation of profit from capital investment in a business venture;
- 4) implementation of financial restructuring

For the mid-term assessment:

The examination paper contains two theoretical questions (one at a basic level – Question 1 – and one at an advanced level – Question 2) and one practical question (at a high level – Question 3).

Ticket 1

1. Define a business plan and describe its structure.
2. Describe the methodology for planning the cost of production.
3. A company producing product type A has a production capacity of

80,000 units per month. Gross costs for the production of 66,000 units amount to 678,000 roubles, and for the production of 74,000 units — 742,000 roubles. The average selling price is 12 roubles per unit. The company's variable costs are largely proportional to the utilisation of production capacity. The company operates on a made-to-order basis and therefore holds no stock of finished goods.

Determine:

- a) the variable cost per unit of output;
- b) the company's fixed costs;
- c) the company's break-even point;
- d) the amount of gross profit per unit and the overall production profitability at capacity utilisation rates of 75% and 100% respectively.

Ticket 2

1. Describe the general structure of a business plan
2. Describe the methodology for identifying and analysing risks. List ways of mitigating risks;
3. Company 'Alfa' produces 100,000 units per month with total costs of 320,000 roubles and revenue of 400,000 roubles. Variable costs are predominantly directly proportional to production volume.

Determine:

- a) the variable cost per unit of output when fixed costs are 80,000 and 120,000 roubles;
- b) the break-even point.