

*APPROVED by:*  
*Academic Council of Bachelor's Programme*  
*“HSE and Kyung Hee University Double Degree Programme in*  
*Economics and Politics in Asia”*  
*Protocol from 21.08.2025, №51*

## **Internship Programme**

Bachelor's Program (BP) HSE University and Kyung Hee University Double Degree  
Program in Economics and Politics in Asia

for 2025 enrollment years

### **Abstract**

The practical training in the degree programme “HSE University and Kyung Hee University Double Degree Program in Economics and Politics in Asia” aims primarily to deepen the knowledge and skills acquired by the students during theoretical and practical classes, as well as develop the analytical and research skills. Participation in such practical training elements as Research and Pre-graduation Internships, Projects, Preparation of a Graduation thesis contributes to the formation, consolidation, and development of practical skills and competencies according to the educational programme profile, including:

- carrying out industrial or applied activities in the international environment,
- carrying out applied research in the field of international, regional and cross-border interaction,
- taking responsibility in the implementation of collective agreements in the framework of official duties,
- critical evaluation of proposed options for managerial decisions, develop and justify proposals for their improvement,
- initiation and organization of projects on the subject of regional studies and country studies.

Internship Programme includes a description of the elements of the curriculum of the educational program, organized in the form of practical training and grouped in the “Practice” module of the curriculum.

## SECTION 1. GENERAL PROVISIONS:

Year of study	Type of internship	Element of practical training (PTE)	Feature 1 <sup>1</sup>	Feature 2 <sup>2</sup>	Credit units per student	Academic hours per student	Internship period
2	Scientific and Research	Research Internship	C	F	6	228	2nd ac. year
2	Scientific and Research	Thesis	C	F	3	114	2nd ac. year
3	Project	Project ("Capstone Design for International Studies I")	C	F	3	114	3rd ac. year
3	Project	Project ("Capstone Design for International Studies II")	C	F	3	114	3rd ac. year
4	Professional	Pre-graduation Internship	E	S	6	228	4rd module of 4rd ac. year
4	Research-/project-based	Pre-graduation Project	E	S	6	228	4rd module of 4rd ac. year
4	Scientific and Research	Preparation of a Graduation thesis	C	F	9	342	4 <sup>rd</sup> ac. year

### Dates of control points for PTE:

Type of PTE	The control point for signing the assignment to the student	A control point for providing an interim version of the text/report	A control point for providing a final text/report
Research Internship	Determined by the Head of Internship at HSE but no later than the official start of the PTE	Determined by the Head of Internship	No later than the end of module 3 of the 2 <sup>nd</sup> year of study
Thesis	No later than the first Friday of December of the current academic year	Determined by the supervisor of the Thesis	No later than the fourth Thursday of April of the current academic year
Project ("Capstone Design for	No later than the official start of the PTE	Determined by the project supervisor	A control point is regulated by the rules and curriculum of Kyung Hee University

<sup>1</sup> Compulsory (C) – PTE is mandatory for all students of the degree programme

Elective (E) – the student has the opportunity to complete one or several items from the proposed list of curriculum elements in the «Practice» module of the curriculum.

<sup>2</sup> Scheduled (S) – PTE must be completed strictly in the current academic year.

Free (F) – PTE can be completed throughout the entire period of study until the start of the final module of the graduating year.

International Studies I")			
Project ("Capstone Design for International Studies II")	No later than the official start of the PTE	Determined by the project supervisor	A control point is regulated by the rules and curriculum of Kyung Hee University
Pre-graduation Internship	Determined by the Head of Internship at HSE but no later than the official start of the PTE	Determined by the Head of Internship at HSE	Within 15 calendar days after its final day
Pre-graduation Project	Determined by the Head of Internship at HSE but no later than the official start of the PTE	Determined by the Head of Internship at HSE	Within 15 calendar days after its final day
Graduation Thesis	No later than the first Friday of December of the current academic year	Determined by the supervisor of the Graduation Thesis	No later than the second Thursday of May of the current academic year

## SECTION 2. PTE "PROFESSIONAL INTERNSHIP"

Professional Internship includes:

- Pre-graduation Internship;
- Pre-graduation Project.

Students choose one of the two types of professional internship until the end of the 2<sup>nd</sup> module of the 4<sup>th</sup> year.

### 2.1 Goal of PTE "Professional Internship":

The goal of the Pre-graduation Internship and the Pre-graduation Project is to provide students with professional, research, organizational and managerial, design and analytical skills, as well as to consolidate and develop professional, research and analytical skills acquired by them during their study at HSE University.

The prerequisite of the PTE "Professional Internship" is the utilization of the previous part of the educational program in a sufficient volume for passing this type of practical training.

### 2.2. Content and features of the PTE "Professional Internship".

Professional Internship is carried out in two ways: stationary or visiting. PI in stationary way is taken in organizations located on the territory of Moscow or surrounding regions in the availability of transport and do not require the temporary relocation of a student. PI in visiting way is carried out if the organization is located outside the areas mentioned above.

The duration of Professional Internship:

- *Pre-graduation Internship:*  
The duration is 4 weeks. It cannot be started later than the official date of PTE.
- *Pre-graduation Project:*  
The duration is set by supervisor of the project. It can be carried out in any time during the 3<sup>rd</sup> and 4<sup>th</sup> academic year but no later than the end of official period of PTE.

The organization and coordination of Professional Internship at the BP “HSE and Kyung Hee University Double Degree Programme in Economics and Politics in Asia” is carried out by the Head of Internship at HSE. The student placement for the Internship options provided by the BP is based on the results of the second semester of 4<sup>th</sup> year of study.

*Pre-graduation Internship* may be taken in:

1. The specialized structural units of the HSE, including research divisions, departments, including the Faculty of World Economy and International Affairs, but external to the BP “HSE and Kyung Hee University Double Degree Programme in Economics and Politics in Asia”.

2. Third-party Organizations, Russian and/or foreign, municipal, public, commercial and noncommercial enterprises, institutions connected to BP’s profile, the content of which corresponds to professional competencies developed within educational program, conducting historical, political, economic, and other studies, primarily in the field of international relations, or studies similar in structure and subject, or conducting practical activities with foreign partners.

Students can independently search for places of Professional Internship.

In order to pass the Pre-graduation Internship in any third-party organization (excluding internship opportunities provided by the Programme), an agreement on practical training (Appendix 1) is to be necessarily concluded between said organization and HSE. All necessary documents for concluding an agreement must be submitted to the study office at least 6 weeks before the official start of the internship period for further internship registration.

During the Pre-graduation Internship period starting from the moment of enrollment of students as interns at their respective organizations, they are subject to the rules of labor protection and internal regulations in force at enterprises, institutions, organizations.

*Pre-graduation Project (PGP)* may be taken in following types:

*Research (scientific and research)* project is a project which main purpose is to conduct research involving obtaining a scientific or applied scientific product as a result (articles/publications, a report, an analytical review or a note, an application for a scientific grant, a methodological manual, etc.);

*Practice-oriented (applied)* project is a project which main goal is to solve an applied problem, most often at the request of a customer external to HSE; the result of such a project can be a developed and justified project solution, a business plan or business case, a custom-made product, etc.;

Projects can be *individual* or *collective*, *short-term* (no more than one module/semester) or *long-term*.

A student can choose a Pre-graduation Project in the VLIS (HSE University’s virtual learning information system). He or she can also find a project himself or herself inside or outside HSE.

The Pre-graduation Project must meet the following requirements:

1. to correspond to the profile of the BP (exc. PTE for service projects);

2. to be focused on the result, which is expressed in the form of the final product; The Academic Supervisor of the BP is authorized to block a project proposal if it has not been agreed with the Supervisor of the project activity at the BP, if the Academic Supervisor considers that the proposed project does not correspond to the profile of the BP.

The amount of credits for PGP should be no less than 12 (twelve) ECTS.

The student has the right to enroll in a project no later than 6 weeks before the official start of the internship period. If a student has not enrolled in any project in the allotted time, the study office manager assigns the student to an internship or project.

After signing up for the PGP and the approval of the candidate by the Project Supervisor, the student cannot leave the project voluntarily, without the consent of the head of the project and Head of Internship at HSE. In case of an unauthorized leave, the Supervisor has the right to evaluate the activity of the corresponding student as unsatisfactory, resulting in an academic debt.

A student can complete a PGP on the topics related to the profile of the BP in the Partner University. In this case, for credit transfer after PGP realization, the student must submit an application to the Academic Supervisor of BP. The application must contain arguments or evidence about how this PGP has developed professional competencies laid down by the BP. After reviewing the application, the Academic Supervisor has the right to approve or decline the transfer of the PGP. An application for credit transfer is based on the documents reflecting the results of the student's work and should be submitted no later than 6 weeks before the official start of the internship period.

### **2.3. Evaluation and report forms of the PTE “Professional Internship”.**

*Assessment criteria.* The grade is set by the Head of Internship at HSE on the cover page of the Internship Report or Project Report and is based on the “10-point” approach to evaluation of students’ knowledge. The grading system is based on completeness, detail, relevance, accuracy of information about the activities of the student during the Professional Internship, as well as the timeliness of the delivery of a package of documents. The resulting score is set in the statement. The Head of Internship at HSE evaluates the results of Professional Internship on the following approximate scale:

Score on a ten-point scale	Approximate content of the assessment
10 - Brilliant 9 - Excellent 8 - Almost Excellent	The set of documents is complete; all documents are signed and certified properly. The purpose of the Professional Internship has been fulfilled or three or more professional competencies have been fully developed and put into practice (numerous examples and results of activities with comments by representatives of the organization, which are evaluated expertly) are presented. There are no negative comments from representatives of the enterprise or organization.

7 - Very good 6 - Good	The set of documents is complete, but some documents are not properly signed or certified. The purpose of the Professional Internship is fulfilled almost completely or partially and three or less professional competencies have been put into practice (some examples and results of activities are briefly presented without comments from the organization's representatives, which are evaluated expertly). Minor negative comments from representatives of the enterprise or organization.
5 - Very satisfactory 4 - Satisfactory	The set of documents is complete, but some documents are not properly signed or certified. The purpose of the Professional Internship is fulfilled partially or insufficiently and three or less professional competencies have been put into practice. Multiple negative comments from representatives of the enterprise or organization.
3 - Bad 2 - Very bad 1 - Very unsatisfactory	The set of documents is incomplete. The purpose of the Professional Internship is not fulfilled. Serious negative comments from representatives of the enterprise or organization.

The resulting grade is set by the formula:

$$G_{result} = 0.5 \cdot G_{review} + 0.5 \cdot G_{doc}, \text{ where}$$

$G_{review}$  – assessment for the work performed, done by the Head of the Internship of the organization according to the results of the student work (either on the cover page of the internship report or project report),

$G_{doc}$  – assessment for the student's report, done by the Head of Internship at HSE (on the cover page of the internship report or project report).

The resulting grade is rounded arithmetically ( $\geq 0.5 = 1$ ). The score is rounded towards the next integer.

*More information about the Professional Internship is set out in the Professional Internship Program of the BP "Economics and Politics of Asia" (Appendix No. 1)*

## **SECTION 3. PTE “PROJECT”.**

### **3.1. Goal of PTE:**

The goal of the PTE “Project” is to develop practical significant knowledge and skills of project work and teamwork by students to produce a unique result (product, service, etc.) with specific parameters.

The prerequisites for PTE “Project” are specified separately for each project (depending on its features and goals).

### **3.2. Content and features of the PTE.**

At the 3<sup>rd</sup> year of BP “HSE and Kyung Hee University Double Degree Programme in Economics and Politics in Asia”, during the period of study at Kyung Hee University (Partner University), students are required to implement two projects: “Capstone Design for International Studies I” and “Capstone Design for International Studies II”. The Program features and conditions for the implementation of the projects

are developed by the Partner University. Each project weighs 3 credits and must be completed no later than the end of the 3<sup>rd</sup> academic year of BP.

### **3.3. Evaluation and report forms of the PTE.**

The evaluation of the student's work is carried out by the Project Supervisor in the Partner University according to grade policy of the Partner University. Control points and report forms of the PTE are regulated by the rules and curriculum of Kyung Hee University.

## **SECTION 4. PTE “RESEARCH INTERNSHIP”.**

### **4.1 Goal of PTE “Research Internship:**

The main goal of PTE is to prepare students to conduct their own independent theoretical and applied research in International and Area Studies. The PTE equips students with essential research methodologies and knowledge in research design that will be helpful at the later stages of their university studies and will be applicable in future research, advisory and analytical work. The students will be exposed to all fundamental phases of academic research, from framing a literature review and data collection to writing a research proposal for further exploration.

### **4.2 Content and features of the PTE “Research Internship”.**

The PTE is conducted during 2<sup>nd</sup> year of study. The PTE aims to familiarize students with the classic and recent approaches to International and Area Studies and provide them with the necessary skills and knowledge to engage in scholarly work in Social Sciences. From the academic perspective, this course places Area Studies in the context of Social Sciences and Humanities and informs students with new theoretical and methodological approaches to studying their region of interest. Special attention is paid to the examination of the research process, its challenges, logic, and structure, work with various sources and theoretical approaches, exploration of the methods and techniques of effective collecting and analyzing data, argumentation, and presentation of research findings in International and Area Studies. The PTE will also be helpful to the learners who do not want to pursue a career in academia but are interested in the advisory roles in industry, media, think tanks, and the like, as it presents other career development strategies for the Area Studies major-takers.

By the successful completion of the PTE, the student will be able to:

- recognize potential career development paths for a student of International and Area Studies;
- discuss critical theories and approaches in International and Area Studies at the undergraduate level;
- understand the logic of the research process and identify the key components of it;
- work with literature and different information resources;
- write a literature review related to International and Area Studies issues;
- sketch a research proposal necessary for scholarship and grant application;
- apply the obtained practical and theoretical knowledge of basic Social

Science research design and methodology to conduct their own research;

- present research results in compliance with to the educational program requirements;
- to plan individual and group research activity, reflect on own research process and achievements.

At the final result of completing the PTE, the student can defend a presentation on the topic of his/her Thesis.

#### **4.3 Evaluation and report forms of the PTE.**

Students are presenting results of the PTE in the form of Research Proposal.

The resulting grade is set by the formula:

Final grade = 0,5 \* Academic advisor's grade + 0,5 \* Research seminar mentors' grade

### **SECTION 5. PTE “THESIS” AND “GRADUATION THESIS”.**

#### **5.1. Goal of PTE:**

a) The goal of the PTE “Thesis” is to deepen the knowledge and skills acquired by the student during theoretical and practical classes, to develop the skills of independent study of the material, at the same time developing the analytical and research skills. Thesis should contribute to the consolidation and reflection of the knowledge and skills acquired by student in the process of mastering the disciplines.

b) The goal of the PTE “Graduation Thesis” is to further deepen, expand and consolidate the knowledge and skills obtained during the preparation of the Thesis. PTE “Graduation Thesis” is an independent scientific research confirming the qualification of a graduate of the BP “HSE and Kyung Hee University Double Degree Programme in Economics and Politics in Asia”. The topic of the Graduation Thesis should have such characteristics as relevance, novelty and practical significance, the object and hypothesis of the research must be defined in the contents of the work, the research should have an internal logic and contain a scientific reference apparatus.

The prerequisite of the PTE “Graduation Thesis” is the mastering the skills and knowledge acquired during the study at HSE in a sufficient volume for passing these types of practical training.

#### **5.2. Content and features of the PTE.**

In accordance with the internal Regulations for the Preparation of Essays and Theses on the HSE and Kyung Hee University Double Degree Programme “Economics and Politics in Asia”, in mid-October, the BP manager forms a list of recommended topics approved by the Academic Supervisor of the BP and publishes it on the BP website. The selection of Thesis topics by students takes place in November. The topic is assigned to the student for one academic year. Different students cannot choose two identical topics in one academic year. The student has the right to propose an initiative Thesis topic. Such topics must be re-approved by the Academic Supervisor of the BP.

Thesis topics should correspond to the specialization of the student within the framework of 41.03.01 Foreign Regional Studies / 41.03.06 Public Policy and Social



Sciences area of study. At the same time, students can use interdisciplinary methods in their Thesis.

### **5.3. Evaluation and report forms of the PTE.**

#### **5.3.1. Evaluation and report forms of the PTE “Thesis”:**

5.3.1.1. The Thesis is evaluated by the Commission according to the 10-grade system adopted by HSE on the basis of the student's defense report, acquaintance with the text of the student's work, and the Thesis Supervisor review made in accordance with the evaluation criteria.

5.3.1.2 The final grade for the Thesis at BP “HSE and Kyung Hee University Double Degree Programme in Economics and Politics in Asia” is set according to the following formula:  $0.2 \times (\text{the Supervisor assessment on a 10-point scale}) + 0.8 \times (\text{the Commission's assessment on a 10-point scale})$ . The final grade is set in the protocol of the Commission.

5.3.1.3 If a student has received an unsatisfactory grade based on the results of the defense report or on the results of the Supervisor assessment, the student is given a final unsatisfactory grade for the Thesis.

5.3.1.4 The grade "unsatisfactory" (0 points) is issued if the student has not uploaded the Thesis, as well as if violations of academic ethics such as cheating, double delivery, plagiarism, forgery, fabrication of data and results of work are found (for more information see the Procedure for applying disciplinary penalties for violations of academic norms in writing written academic papers at the University, which is an appendix to the Rules of the internal Regulations of the University). A Thesis that is not submitted on time is an academic debt.

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#### **5.3.2. Evaluation and report forms of the PTE “Graduation Thesis”:**

5.3.2.1. The Graduation Thesis is subject to mandatory public defense. The defense of the Graduation Thesis is carried out within the framework of the Final State Attestation.

5.3.2.2. The defense of Graduation Theses is carried out at meetings of State Examination Commissions that are deemed valid only if at least two thirds of Commission members are present.

5.3.2.3. Decisions of the State Examination Commission are held in closed meetings by a simple majority of votes of the members of the Commission participating in the meeting, with the mandatory presence of the Chairman of the Commission or his or her Deputy. If the number of votes is equal, the Chairman of the Commission (or the Deputy Chairman of the Commission replacing him or her) has the right of a decisive vote.

5.3.2.4. The decision of the examination Commission on the final assessment is based on the assessments of: (a) the quality of the Graduation Thesis, the degree of its compliance with the requirements for the Graduation Thesis by the supervisor; (b) the Graduation Thesis as a whole, taking into account the degree of novelty, practical significance and validity of the conclusions and recommendations made by the author based on the results of the study by the reviewer; (c) the content of the Graduation

Thesis, its defense, including the report, answers to questions and comments of the reviewer the members of the examination commission.

5.3.2.5. The final grade for the Graduation Thesis is set by the State Examination Commission while taking into account the opinion of the Supervisor and Reviewer. The Graduation Thesis is evaluated by the State Examination Commission according to the 10-grade system adopted by HSE based on the evaluation criteria set in clause 5.4 this Internship Programme. The final grade is set in the protocol of the State Examination Commission.

5.3.2.5. Students who have not submitted their Graduation Thesis within the prescribed period are not allowed to defend their Graduation Thesis and are expelled from HSE for not passing the Final State Attestation.

5.3.2.6. A student who has not passed the Final State Attestation without a valid reason, including those who received unsatisfactory results at the Final State Attestation, is expelled from HSE, and an academic certificate is issued to him or her. The specified student, upon reinstatement to HSE, has the right to pass the Final State Attestation again no earlier than one year and no later than two years after passing the Final State Attestation for the first time.

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*Other information about the preparation and defense of Thesis and Graduation Theses is set out in the Rules for the preparation of essays, Thesis and Graduation theses on the BP “Economics and Politics of Asia”(Appendix No. 2), in the General Research Paper Guidelines (Appendix No. 3), in the Research Paper Guidelines Graduation for thesis Defense (Appendix No. 4).*

**5.4. Evaluation of PTEs “Thesis” and “Graduation Thesis” is regulated by the following approximate scale:**

Mark	Research planning:	Development:	Writing style:	Presentation:	Questioning:
<b>10 (exceptional)</b>	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full. Student demonstrated the ability to operate relevant concepts and theories at an exceptional level.	Extremely clear, focused, and well-developed argumentation throughout the text; the contents of the conclusion correspond to the tasks set in the introduction. Impressive depth and scope of knowledge of the subject matter. Student showed originality or creative and independent thinking. Extremely thorough and effective research effort.	Paragraphs are exceptionally well structured and flow smoothly. Student demonstrates sophisticated understanding of the grammar and syntax. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student follows the guidelines.	The Student delivers the presentation without supplementary text to read from, holds eye contact with the committee and provides exceptional presentation. The slides are prepared in a visually engaging, very clear, logical, and understandable manner, visual aides such as tables, charts and images are used appropriately.	Extremely thorough answers that make impressively thoughtful use of theoretical frames and information from specific cases and examples. Very insightful, clear, and convincing answers.
<b>9 (excellent)</b>	The text of the research corresponds to the topic	The question is obvious but the argument is	Paragraphs are well structured and wall	Student delivers the presentation without	Extremely thorough answers

	approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full. Student demonstrated the ability to operate relevant concepts and theories at an excellent level.	creative and original, the conclusions are valid and the argumentation is persuasive throughout the text; the contents of the conclusion correspond to the tasks set in the introduction. Some minor errors and shortcomings throughout the text. Other than that, an excellent work.	smoothly. Student demonstrates excellent understanding of the grammar and syntax. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student follows the guidelines.	supplementary text to read from, holds eye contact with the committee and provides creative and engaging presentation. The slides are prepared in a very clear, logical, and understandable manner, visual aides such as tables, charts and images are used appropriately.	that make impressively thoughtful use of theoretical frames and information from specific cases and examples. Very insightful, clear, and convincing answers.
<b>8 (excellent)</b>	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full, Impressively thorough knowledge of the subject matter. An excellent work with a "but." Student demonstrated solid understanding of relevant concepts and theories.	The conclusions are valid and the argumentation is clear, focused & well-developed throughout the text; the contents of the conclusion correspond to the tasks set in the introduction. Relatively infrequent minor errors and shortcomings.	Paragraphs are well structured and flow smoothly. Student demonstrates excellent understanding of the grammar and syntax, only makes minor mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student follows the guidelines.	Student delivers the presentation without supplementary text to read from or only uses cards with short notes, holds eye contact with the committee and provides engaging presentation. The slides are prepared in a clear, logical, and understandable manner, visual aides such as tables, charts and images are used appropriately.	Thorough answers that make impressively thoughtful use of theoretical frames and information from specific cases and examples. Insightful, clear, and convincing answers.
<b>7 (very good)</b>	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full. Thorough knowledge of the subject matter. Student demonstrated a good understanding of relevant concepts and theories.	The conclusions are valid; clearly better than average argumentation and writing. The contents of the conclusion correspond to the tasks set in the introduction. The thoroughness and effectiveness of the research effort are beyond standard expectations. Relatively infrequent minor errors and shortcomings.	Paragraphs are well structured. Student demonstrates very good grasp of the grammar and syntax, makes minor mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student mostly follows the guidelines.	Student delivers the presentation with little use of supplementary text to read from, mostly holds eye contact with the committee. The slides are prepared in a clear, logical, and understandable manner with only minor mistakes or typos, visual aides such as tables, charts and images are used appropriately.	Presentation done well beyond providing the essentials by, for example, being extremely thorough, making direct reference to literature or providing good examples. Thoughtful, clear and convincing answers. Solidly above average.
<b>6 (good)</b>	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, the tasks are implemented in full. Good knowledge of the subject matter. Student demonstrated good understanding of relevant concepts and theories.	The conclusions are valid; average to better than average argumentation, research and writing. The contents of the conclusion correspond to the tasks set in the introduction. The thoroughness and effectiveness of the research effort are at a standard level.	Paragraphs are well structured. Student demonstrates good grasp of the grammar and syntax, makes consistent minor mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student mostly follows the guidelines.	Student delivers the presentation with little use of supplementary text to read from, mostly holds eye contact with the committee. The slides are prepared in a clear, logical, and understandable manner with consistent minor mistakes or typos, visual aides such as	Clear and convincing answers. Gone beyond providing the essentials by making good use of references to literature or examples.

		Infrequent minor errors and shortcomings.		tables, charts and images are used appropriately.	
<b>5 (satisfactory)</b>	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, most tasks are implemented. Competent level of knowledge of the subject matter. Student demonstrated satisfactory grasp of relevant concepts.	The conclusions are valid. The contents of the conclusion mostly correspond to the tasks set in the introduction. Clear but underdeveloped argumentation, research, and writing. Requirements of assignment are satisfied, but errors and shortcomings are present in the paper.	Paragraphs are rough, but the structure is apparent. Student has issues with the grammar and syntax, makes consistent mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student generally follows the guidelines. The tone of voice of the paper at times is too informal or overly pedantic and hard to read.	Student mostly reads the defense text aloud, holds little eye contact with the committee. The slides are prepared in a mostly logical, and understandable manner with consistent mistakes or typos, visual aides such as tables, charts and images are lacking in the relevant places or sometimes used inappropriately.	Expectations are met in that the essential components of competent answers to the questions are all there. The depth of understanding and quality of analysis is entirely acceptable but not impressive. Reasonably clear and convincing answers.
<b>4 (satisfactory)</b>	The text of the research corresponds to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated correctly, most tasks are implemented. Competent level of knowledge of the subject matter. Student demonstrated satisfactory grasp of relevant concepts.	The conclusions are valid. The contents of the conclusion mostly correspond to the tasks set in the introduction. Signs of weakness in argumentation. Requirements of research paper are satisfied on a basic level. While the argumentation, research, and presentation are satisfactory, they are of below average quality.	Paragraphs are rough, but some structure is apparent. Student has consistent issues with the grammar and syntax, makes consistent mistakes or typos. There is no distortion of facts in the text, quotation and paraphrase are formatted in a correct way, footnotes are used appropriately. Student generally follows the guidelines. The tone of voice of the paper at times is too informal or overly pedantic and hard to read.	Student mostly reads the defense text aloud, holds little to none eye contact with the committee. There are minor logical inconsistencies in the slides and the structure of the presentation. Consistent mistakes or typos, visual aides such as tables, charts and images are lacking in the relevant places or sometimes used inappropriately.	Only the most obvious of expectations are met, the essential components of answers to the questions are all there but the depth of understanding and quality of analysis is below average.
<b>3 (unsatisfactory)</b>	The text of the research does not correspond to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated incorrectly, most tasks are not implemented. Student demonstrated slightly better than minimal knowledge of subject matter and relevant concepts. Limited ability to use course material or research techniques to satisfy standard expectations.	The conclusions are mostly invalid. The contents of the conclusion do not correspond to the tasks set in the introduction. Less than satisfactory argumentation, research, and presentation. Lack of clarity or consistency in argumentation. Requirements of assignment not fully satisfied.	Paragraphs lack structure and cohesion. The paper shows lack of proofreading and constant misuse of grammar and syntax. There are cases of distortion of facts in the text, quotation and paraphrase are formatted incorrectly, footnotes are used inappropriately. Student does not follow the guidelines. The tone of voice of the paper is generally too informal or overly pedantic and hard to read.	Student reads the defense text aloud, holds little to none eye contact with the committee. There are logical inconsistencies in the slides and the structure of the presentation. Persistent mistakes or typos, visual aides such as tables, charts and images are lacking or sometimes used inappropriately.	Fails to provide the essential components of a satisfactory answer, but manages to demonstrate a limited understanding of relevant course material.

<b>2</b> <b>(unsatisfactory)</b>	The text of the research does not correspond to the topic approved by the Academic Council and Academic Supervisor. The goal and tasks are formulated incorrectly, tasks are not implemented. Student failed to demonstrate knowledge of the subject matter or use of research techniques.	The conclusions are invalid. Fails to fulfill the requirements of the assignment. The contents of the conclusion do not correspond to the tasks set in the introduction. Unclear or unacceptable argumentation, research and/or presentation.	Paragraphs lack structure and cohesion. The paper shows lack of proofreading and constant misuse of grammar and syntax. There are cases of distortion of facts in the text, quotation and paraphrase are formatted incorrectly, footnotes are used inappropriately. Student does not follow the guidelines. The tone of voice of the paper is generally too informal or overly pedantic and hard to read.	Student reads the defense text aloud, holds no eye contact with the committee. There is no logic in the slides and the structure of the presentation. Persistent mistakes or typos, visual aides such as tables, charts and images are lacking or used inappropriately.	Fails to provide the essential components of a satisfactory answer, but manages to demonstrate some understanding of relevant course material.
<b>1</b> <b>(unsatisfactory)</b>	The text of the research does not correspond to the topic approved by the Academic Council and Academic Supervisor. The work displays complete misunderstanding of the topic, and reveals fundamental flaws in understanding of the methodology chosen for the research. The goal and tasks are formulated incorrectly or not formulated at all, tasks are not implemented. Student fails to demonstrate knowledge of the subject matter or use of research techniques.	Fails to fulfill the requirements of the assignment. The conclusions are invalid. The contents of the conclusion do not correspond to the tasks set in the introduction. Unacceptable argumentation, research and/or presentation.	Paragraphs lack structure and cohesion. The paper shows lack of proofreading and constant misuse of grammar and syntax. The paper was not spellchecked. There are cases of distortion of facts in the text, quotation and paraphrase are formatted incorrectly, footnotes are used inappropriately. Student does not follow the guidelines. The tone of voice of the paper is generally too informal or overly pedantic and hard to read.	Student reads the defense text aloud, holds absolutely no eye contact with the committee. There is no logic in the slides and the structure of the presentation. Persistent mistakes or typos make the slides incomprehensible, visual aides such as tables, charts and images are lacking or used inappropriately.	Fails to provide the components of a minimally satisfactory answer.
<b>0</b> <b>(unsatisfactory)</b>	Plagiarism or other intentional or unintentional violations of academic ethics.				

## **SECTION 6. RESOURCES AND CONDITIONS FOR THE IMPLEMENTATION OF THE PTE.**

### **6.1 Resources and material and technical base necessary for the implementation of the PTE.**

In the process of passing the PTE, students can use information technologies, including automation tools for design and software development used in the profile organization, Internet technologies, etc.

The material and technical support of the PTE, if necessary, is indicated in the contracts for practical training with individual organizations. The specified material and technical support must comply with the current sanitary and fire safety standards, as well as safety requirements during work.

### **6.2 Specifics of the implementation of PTE tasks in the conditions of**

**restrictive or other measures.**

In the conditions of restrictive measures, the stationary realization of the PTE can be replaced by remote mode by the decision of the University or, in the case of delegation of these powers to the educational program, the Academic Council of the educational program.

Other features of PTE tasks implementation in the conditions of restrictive measures depend on the nature of the restrictions and are specified by the administrative bodies of the University, Faculty, or BP.

**SECTION 7. SPESIFICS OF THE ORGANIZATION OF PRACTICAL TRAINING FOR PERSONS WITH DISABILITIES**

Practical training of students with disabilities and disabled persons is organized while taking into account the peculiarities of psychophysical development, individual capabilities and health status. If there are special features or limitations due to health reasons or other objective factors which prevent the student from Practical training, the student must inform the Academic Supervisor before the Practical training starts.