

Practice program Educational program "International Bachelor's in Business and Economics"

Developed by Academic Supervisor of the EP "International Bachelor's in Business and Economics" for the educational program "International Bachelor's in Business and Economics" for 2022, 2023 students recruiting

Abstract

Practical training on the educational program "International Bachelor's in Business and Economics" is implemented in the form of Term projects (SWOT-analysis, Business Plan), Term Paper, Internship and Bachelor Thesis. Participation in such elements of Practical Training contributes to formation, consolidation, development of practical skills and competencies in the profile of the Educational programme.

The Practice Program includes a description of the elements of the curriculum educational program organized in the form of practical training and grouped in the "Practical training" module of the curriculum.

SECTION 1. General information

Year of studies	Practical training type	Name of practical training	Feature	ECTS	Volume in academic hours for 1 student	Implementation period
1	Project	Project Term Paper 'SWOT-analysis'	Compulsory	2	76	3-4 Modules of 1st year
2	Project	Project Term Paper 'Business Plan'	Compulsory	2	76	3-4 Modules of 2nd year
3	Research	Term paper	Compulsory	3	114	1-4 Modules of 3rd year
4	Professional	Internship	Compulsory	10	380	3 Module of 4th year

	Research	Bachelor Thesis Preparation	Compulsory	15	570	1-4 Modules 2025-2026
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SECTION 2. Description of the content of the practice

2.1 An element of practical training “Term project SWOT-analysis”

The more detailed information on the Term project SWOT-analysis is presented in the guidelines.

2.1.1 The purpose, objectives, prerequisites

Purpose:

The purpose of conducting a SWOT analysis project is to provide students with a practical, hands-on experience in applying managerial tools to real-world scenarios. It aims to enhance their understanding of managerial concepts by allowing them to explore the internal and external factors affecting organizations, products, or projects. Through this exercise, students develop critical thinking, analytical skills, and teamwork abilities essential for success in their academic and professional endeavors. Another important purpose is to provide students an experience of collaboration with companies and working on unstructured problems that businesses face in real life.

Objectives:

- Apply theoretical knowledge gained in the classroom to analyze real-world situations.
- Develop students' analytical skills by critically evaluating the strengths, weaknesses, opportunities, and threats of the subject matter.
- Encourage students to think critically about the implications of internal and external factors on organizational performance or project success.
- Promote teamwork and collaboration among students by working together to gather information, analyze findings, and develop strategic recommendations.
- Equip students with the skills to make informed decisions based on the insights gained from the SWOT analysis, fostering their ability to think strategically.

Prerequisites:

General management, microeconomics, introduction to macroeconomics, digital literacy, business ethics and sustainable development, law, English.

2.1.2 Dates of control points

1. Kick-off meeting: Beginning of the 3rd Module
2. Start of interaction with the companies: February

3. The deadline for submitting the final version of the project is the 2nd part of May
The project's defense is held in June

2.1.3 Content and features of development

The term project involves teamwork in a group of 5 students (4-6 students if approved by the academic supervisor). Each team has a supervisor (tutor) to meet on schedule (once every 2 weeks on average). The course project is supported by a project seminar, where skills of analytical project activity and teamwork are formed.

The term project is prepared and defended in English.

2.1.4 Evaluation and reporting

The grade for the SWOT-analysis project is determined based on a set of criteria specified in Table 1 below. The supervisor and members of the defense commission assign a score on a 10-point scale.

Grades of 9 or 10 are given if the project team demonstrates excellent critical or creative thinking, achieves objectives of advanced complexity, presents innovative solutions, and exceeds expected learning outcomes.

8 (Excellent): The project excels in all criteria, demonstrating excellent understanding, research, organization, and presentation.

6-7 (Good): The project meets most criteria satisfactorily but may lack depth in analysis or have minor organizational issues.

4-5 (Satisfactory): The project meets basic requirements but shows significant gaps in analysis, research, or organization.

1-3 (Unsatisfactory): The project fails to meet several criteria, demonstrating a lack of understanding or effort.

0 (Absence): The student did not submit the project.

The final grade for the project is determined by the following formula: 25%* of the supervisor's grade for the project work, 35% of the commission's grade for the project paper, and 40% of the commission's grade for the project defense. The commission's grade is calculated as the average of the grades given by the commission members. Scoring follows the rule of simple arithmetic rounding.

The grade of a project team member may be reduced if the project supervisor claims that the member did not participate or incompletely participated in the project implementation, or based on

the individual's performance during the project defense. In such cases, the baseline for the grade is the overall grade of the project team, and the extent of the grade reduction is determined by the coefficient provided by the supervisor to the chairperson and members of the commission. In this case, the commission may also ask additional questions to a specific student during the defense. This is done in order to assess his or her awareness of the project details and ability to present and justify specific results.

Upon the request of the project teams, the chairperson of the defense commission provides brief feedback and key remarks about the presentation while announcing the grades. It is important to note that these remarks are provided for the project and the defense in general, rather than being specified for each criterion listed in Table 1. Following the defense, the chairperson and members of the defense commission do not provide detailed comments on the projects to the teams.

In accordance with the HSE Regulation, dissatisfaction of a student/project team with the grade cannot serve as a basis for appealing the defense results.

The public defense of the project report involves a group presentation of the project results, with the participation of all project team members. The commission assesses the overall level of the presented project, as well as the ability of the project team to work cohesively. This includes evaluating the distribution of individual blocks of the presentation among team members, their mutual assistance and support in answering questions about specific stages of the project, and the overall analysis results. The commission may decide to reduce an individual grade if one of the project team members has a low involvement in the presentation of project results or answering questions.

If a team member misses the defense for a valid reason, which is confirmed by an appropriate document such as a medical certificate or an application with supporting documents submitted within the time limit in accordance with the local documents, the student will be assigned another day for the defense during the approved retake period. However, if a team member misses the defense without a serious reason, the student will receive an "Unsatisfactory" grade, even if the project team they are a member of receives a positive grade for the defense.

Table 1. Evaluation criteria of SWOT-analysis project

PROJECT PAPER				DEFENCE	
Supervisor		Commission member			
1	All mandatory items are presented	1	All mandatory items are presented	1	Time limits are met

	in the work		in the work		
2	Compliance of the text and logic of reasoning within the SWOT-analysis algorithm, absence of analytical errors	1	Correct usage of PESTEL and logical conclusions	1	The presentation is clear, logical, no mistakes
2	Correct use of statistical and factual materials	1	Correct usage of Porter's 5 forces with logical conclusions	1	The presentation is accompanied by a lively speech, concise and logically connected
1	The reasonableness of the developed strategic alternatives for the company	1	Correct applying of KSF with logical conclusions	1	Equal distribution of defense efforts
1	Following the supervisor's deadlines, constant interaction with them	1	All parts are logically connected with each other, the work is coherent.	1	Competent presentation of the results of the PESTEL
1	The project report formatted in accordance with the requirements specified in the methodological guidelines	2	Primary SWOT and extended SWOT is built in a correct manner	1	Competent presentation of the results of the Porter's 5 forces
1	Incorporating and using a variety of data sources	1	Strategic alternatives are reasonable, comprehensive, and executed correctly	1	Competent presentation of the results of the of KSF
1	Excellent feedback from the company	1	Various sources of information are used to format the project report in accordance with the requirements specified in the guidelines	2	Competent presentation of the results of the preliminary SWOT analysis and extended SWOT analysis
		1	Extra methods can be employed in addition to the curriculum, but only if all mandatory methods are utilized correctly	1	Competent presentation of the strategic alternatives

The procedure for the public defense of a SWOT analysis project is as follows:

The defense of the project report will take place in June. The date for the final version of the report submitted to the project supervisor will be no later than the 2nd half of May and will be

precised in each academic year. The supervisor will review the project within a week after the deadline and evaluate it based on the criteria specified in the table, using an electronic form. If there is an unequal contribution from participants, the supervisor will assign appropriate coefficients, which will be communicated to the members of the commission. This coefficient is also applied to the estimates of the commission for the project, but it does not directly affect the assessment for defense. The members of the commission make their assessments within a week after the supervisors' assessment, using the criteria in the table, which is also available in electronic form. The commission's score is calculated as the arithmetic mean of all its members.

The final project reports must be uploaded into the Learning Management System (LMS) before the deadline. The project coordinator will provide instructions for submitting the project reports in the LMS no later than three days before the deadline. It is not permissible to make any changes to the reports once they have been submitted. Project reports that are not uploaded by the deadline will not be eligible for defense and will be graded as "unsatisfactory". Any unsatisfactory grades for the SWOT-analysis project will be eliminated in accordance with the HSE regulations during the retake period.

A grade is assigned to a student based on the results of the project's public defense at an open meeting of a defense commission. During the defense, the project team members are required to orally present the results of the SWOT analysis using a PowerPoint presentation, with a total time limit of 10 minutes for all speakers.

The project team members have the freedom to independently choose a presentation structure and the sequence of their individual presentations. However, it is crucial that each member of the team presents a part and actively participates in answering the questions from the defense commission.

After the presentation, the project team members will answer questions from the members of the defense commission. The commission may ask questions about the project to both the entire project team and individual members, regardless of their specific role in the project. The implementation of a project by a team does not necessarily mean dividing the work into separate parts to carry out independent activities and then combining the results. Therefore, it is important for each project team member to be familiar with all elements of the conducted analysis and be able to answer questions about any part.

When making an assessment, the commission considers several factors. These include the quality of analysis and the feasibility of proposed recommendations, as well as the project team members' ability to present the results clearly and reasonably within the given time frame. Additionally, the commission evaluates the completeness of the answers provided during the defense,

with an emphasis on solid arguments. The project report defense entails presenting and defending the project results as outlined in the report. Any inconsistencies between the key points in the report and the presentation serve as the basis for assigning an "Unsatisfactory" grade.

If, for any reason, a project team member is unable to participate in the defense, the remaining team members will present and defend the entire project. In such cases, the absent team member will not receive a grade for the project. However, if a student is unable to attend the defense of the project report due to a serious reason confirmed by necessary documents, the student is allowed to defend individually within the designated timeframes set by the program office.

2.1.5 Resources and material and technical base required for the implementation of elements of practical training

There are several sources of data students should use to conduct the project:

- Public information available on the internet. Examples include Rosstat, Bank of Russia.
- Resources, provided by HSE University, like Spark Interfax database
- Information, provided by the company during the interview

2.1.6 Features of the implementation of assignments for elements of practical training in conditions of restrictive or other measures

In the context of restrictive measures, preference is given to projects that can be implemented in a remote format. Other features of the performance of tasks on elements of practical training in conditions of restrictive measures depend on the nature of the restrictions and are specified by the governing bodies of the University, Faculty or educational program.

2.2 An element of practical training “Term project Business plan”

The more detailed information on the Term project Business plan is presented in the guidelines.

2.2.1 The purpose, objectives, prerequisites

Purpose:

The purpose of the project is to provide students with a practical understanding of the entrepreneurial process and business management principles. It aims to equip students with the skills and knowledge necessary to develop comprehensive, viable business plans for potential ventures. Through this exercise, students gain insights into various aspects of business planning, including market analysis, financial projections, and risk management.

Objectives:

1. Apply theoretical knowledge of entrepreneurship and business management concepts acquired in the classroom to a real-world context by creating a business plan.
2. Foster critical thinking skills by analyzing market trends, identifying opportunities, and assessing potential risks and challenges associated with the proposed business venture.
3. Enhance students' decision-making abilities by evaluating alternative strategies, making informed choices, and justifying their decisions within the business plan.
4. Promote collaboration and teamwork among students by working together to conduct research, gather data, and develop various sections of the business plan.
5. Improve students' ability to communicate complex ideas and strategies effectively through written and oral presentations within the business plan project.

Prerequisites:

General management, microeconomics, introduction to macroeconomics, digital literacy, business ethics and sustainable development, law, English, methods of optimization, marketing, organizational behavior, principles of accounting, entrepreneurship, applied statistics, theory of finance, economics of the firm.

2.2.2 Dates of control points

1. Kick-off meeting: January, 20-31
2. Start of interaction with the companies: February
3. The deadline for submitting the final version of the project is May 15th

4. The project's defense is held in June

2.2.3 Content and features of development

The term project involves teamwork in a group of 5 students (4-6 students if approved by the academic supervisor). Each team has a supervisor (tutor) to meet on schedule (once every 2 weeks on average). The course project is supported by a project workshop, where skills of analytical project activity and teamwork are formed.

The term project is prepared and defended in English.

2.2.4 Evaluation and reporting

The assessment for the project "Business Plan" is set on the basis of a set of criteria indicated in table below. For each of the criteria, each member of the commission evaluates on a 10-point scale.

Grades of 9 or 10 are given if the project team demonstrates excellent critical or creative thinking, achieves objectives of advanced complexity, presents innovative solutions, and exceeds expected learning outcomes.

8 (Excellent): The project practically has no shortcomings and the task set by the company when formulating the project topic and during interviews with students was fully completed.

6-7 (Good): The project meets most criteria satisfactorily but may lack depth in analysis or have minor organizational issues.

4-5 (Satisfactory): The project meets basic requirements but shows significant gaps in analysis, research, or organization.

1-3 (Unsatisfactory): The project fails to meet several criteria, demonstrating a lack of understanding or effort.

0 (Absence): The student did not submit the project.

The final grade for the project is determined by the following formula: 50% * grade for the project report, 50% * grade for the project results presentation. More detailed weights indicated in the Table 2 below. The commission's grade is calculated as the average of the grades given by the commission members. Scoring follows the rule of simple arithmetic rounding. The project supervisor's feedback is not directly taken into account when calculating the grade, but can be taken into account by the commission.

The assessment of an individual member of the project team may be reduced based

on a request from the Academic Project Coordinator or Project supervisor about the non-participation / incomplete participation of a member of the project team in the implementation of the project or based on the results of the defense; at the same time, the overall assessment of the project team is taken into account as the base one, and the number of points by which the assessment of a member of the project team is reduced is determined by the chairman and members of the protection commission.

At the request of the project teams, the chairman of the project defense commission indicates the main comments on the report and presentation of projects when announcing grades. After the completion of the defenses, the chairman and members of the defense commission are not required to give detailed comments on the projects of individual project teams.

In accordance with the Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics, student/project team dissatisfaction with the grade received cannot be the basis for appealing the results of the defense of the project.

Table 2. Project evaluation criteria and final evaluation share

Criteria for evaluation Points 1-8	Share of final grade
1. Project report	50%
1.1. Correspondence of text and reasoning logic business plan implementation algorithm (consistency between marketing, organizational, operational and financial parts)	10%
1.2. Proper use of statistical and factual material	10%
1.3. No analytical errors	10%
1.4. Practical significance of the project results	10%
1.5. Design of the project in accordance with the requirements of the guidelines	10%
2. Project results presentation	25%
2.1. Organization of the presentation of the project team, including the timing	10%
2.2. The logic of the presentation of the presented results	10%
2.3. Proper use of Powerpoint tools	5%

2.4. Argumentation, logic, conciseness of answers to questions	12,5%
2.5. Knowledge of the subject area (algorithm for preparing a business plan and its use in the process of making an investment decision)	12,5%

The procedure for the public defense of a Business plan project is as follows:

The defense of the project report will take place in June. The final version of the report must be submitted to the project supervisor no later than May 15th. The supervisor will review the project within a week after the deadline and evaluate it based on the criteria specified in the table, using an electronic form. If there is an unequal contribution from participants, the supervisor will assign appropriate coefficients, which will be communicated to the members of the commission. This coefficient is also applied to the estimates of the commission for the project, but it does not directly affect the assessment for defense. The members of the commission make their assessments within a week after the supervisors' assessment, using the criteria in the table, which is also available in electronic form. The commission's score is calculated as the arithmetic mean of all its members.

The final project reports must be uploaded into the Learning Management System (LMS) before the deadline. The project coordinator will provide instructions for submitting the project reports in the LMS no later than three days before the deadline. It is not permissible to make any changes to the reports once they have been submitted. Project reports that are not uploaded by the deadline will not be eligible for defense and will be graded as "unsatisfactory". Any unsatisfactory grades for the Business plan project will be eliminated in accordance with the HSE regulations during the retake period.

A grade is assigned to a student based on the results of the project's public defense at an open meeting of a defense commission. During the defense, the project team members are required to orally present the results of the Business plan using a PowerPoint presentation, with a total time limit of 10 minutes for all speakers.

The project team members have the freedom to independently choose a presentation structure and the sequence of their individual presentations. However, it is crucial that each member of the team presents a part and actively participates in answering the questions from the defense commission.

After the presentation, the project team members will answer questions from the members of the defense commission. The commission may ask questions about the project to both the entire project team and individual members, regardless of their specific role in the project. The

implementation of a project by a team does not necessarily mean dividing the work into separate parts to carry out independent activities and then combining the results. Therefore, it is important for each project team member to be familiar with all elements of the conducted analysis and be able to answer questions about any part.

When making an assessment, the commission considers several factors. These include the quality of analysis and the feasibility of proposed recommendations, as well as the project team members' ability to present the results clearly and reasonably within the given time frame. Additionally, the commission evaluates the completeness of the answers provided during the defense, with an emphasis on solid arguments. The project report defense entails presenting and defending the project results as outlined in the report. Any inconsistencies between the key points in the report and the presentation serve as the basis for assigning an "Unsatisfactory" grade.

If, for any reason, a project team member is unable to participate in the defense, the remaining team members will present and defend the entire project. In such cases, the absent team member will not receive a grade for the project. However, if a student is unable to attend the defense of the project report due to a valid reason confirmed by necessary documents, the student is allowed to defend individually within the designated timeframes set by the program office.

2.2.5 Resources and material and technical base required for the implementation of elements of practical training

There are several sources of data students should use to conduct the project:

- Public information available on the internet. Examples include Rosstat, Bank of Russia.
- Resources, provided by HSE University, like Spark Interfax database
- Information, provided by the company during the interview

2.2.6 Features of performing tasks on elements of practical training in conditions of restrictive or other measures

In the context of restrictive measures, preference is given to projects that can be implemented in a remote format. Other features of the performance of tasks on elements of practical training in conditions of restrictive measures depend on the nature of the restrictions and are specified by the governing bodies of the University, Faculty or educational program.

2.3 An element of practical training of the “Term paper” type

2.3.1. The purpose, objectives, prerequisites

The purpose and objectives of the Term Paper is the development of analytical and research competencies, as well as the practical application of theoretical and practical knowledge gained during lectures and seminars during 1-2 academic years. Prerequisites are the successful mastery of the materials of lectures and seminars during 1-2 academic years.

2.3.2. Dates of control points

Table 3. Key dates of a Term paper preparation

Type	Deadlines for signing the assignment to the student	Deadlines for providing an intermediate version of the text / report	Deadlines for the delivery of the final text / report
Term paper	The choice of the topic is carried out from October 10 to November 28 of the current academic year.	No later than December 5 the provision of a project plan of the term paper to the scientific supervisor; No later than May 1 of the current academic year, the provision of a draft version of the text of the term paper to the scientific supervisor;	Uploading the final text of the Term Paper to the HSE electronic system June 1 ; - Public defense of the term paper – June 15 - June 30

Note: The choice by the student of the topic of the Term Paper, if necessary, provides for the procedure for the competitive selection of the student. Change of the topic of the term paper no later than April 21. Change of the academic supervisor of the course work no later than March 21.

2.3.3. Content and features of development

Term Paper is performed and defended in the language in which the program was realized in the 3rd year of study (Russian or English). Term papers must be written in accordance with the

Rules for the preparation of term papers for the Bachelor's degree program "International Bachelor's in Business and Economics".

(a) The term paper may be written in one of following formats:

- article format (research article / manuscript)
- consulting format

(b) Organizational format of work:

- individually
- in a group (no more than three students)

With the agreement of the head of the faculty, the Term Paper may be managed by employees of the professors-teachers without a degree, postgraduate students.

2.3.4 Evaluation and reporting

Term Paper must be written in accordance with the requirements of this program and other existing Legal Documents of the University.

The form of intermediate certification for Term Paper is the assessment obtained as a result of public defense.

For public defense students provide the following documents:

- Text of student(s) Term Paper
- Presentation of the student(s) Term Paper
- Review of the supervisor of the Term Paper
- Report on checking the final documentation for plagiarism

List of assessment criteria for Term Paper

Article format

	Criteria	Weight
1	Justification of research motivation and the research framework	0,2
2	Relevance of the chosen theoretical foundation and the methodology	0,3
3	Clear and validated results	0,2

4	The quality of the discussion and conclusion sections with well-developed scientific contributions and managerial implications	0,2
5	Responses to questions	0,1

Consulting format

	Criteria	Weight
1	Understanding the problem being solved by a consulting project. The quality of the justification of the reasons why it is necessary to analyses and develop measures for the improvement of the object of the research	0,2
2	Quality and depth of the analysis of the identified problem. Formulation of company needs and expected results.	0,2
3	Evaluation of alternative solutions to the problem and justification of the choice of a solution.	0,1
4	Quality of project. Project implementation and risk evaluation.	0,3
5	Project customer report and company report on the implementation of project results in the company	0,1
6	Responses to the questions	0,1

In each format, each member of the commission shall evaluate students on each criterion from a scale of 1-10. The evaluation for each criterion is the average evaluation from the members of the commission.

Grades of 9 or 10 (Excellent) are given if the term paper demonstrates excellent critical or creative thinking, achieves objectives of advanced complexity, presents innovative solutions, and exceeds expected learning outcomes.

8 (Excellent): The term paper practically has no shortcomings and the task set by the company when formulating the project topic and during interviews with students was fully completed.

6-7 (Good): The term paper meets most criteria satisfactorily but may lack depth in analysis or have minor organizational issues.

4-5 (Satisfactory): The term paper meets basic requirements but shows significant gaps in analysis, research, or organization.

1-3 (Unsatisfactory): The term paper fails to meet several criteria, demonstrating a lack of understanding or effort.

0 (Absence): The student did not submit the term paper.

Following the defense, together with the final evaluation for the defense, the evaluation for each criterion could be disclosed to the student upon request. Only the average evaluation for each criterion could be disclosed; the individual evaluations of each member of the commission shall not be disclosed.

For doing a Term Paper in a group (no more than three people), the assessment of the work is carried out in one of two options, depending on the format of work on the Term Paper:

(1) each student must be equally versed in the Term Paper material, each student in the group must be ready to answer any question of the commission. In this case, one final grade is given, the same for each student in the group;

(2) in the introduction to the Term Paper and / or in the supervisor review, the contribution of each student performing work in the group can be distinguished. In this case, each student in the group can be given a different grade for the Term Paper.

If the contribution of each student is not differentiated, then the final grade is the same for each student in the group. Commission has a right to give different grades for the students in the same team if they identified that their contribution and/or knowledge of the topic is different.

If, for any reason, a project team member is unable to participate in the defense, the remaining team members will present and defend the entire work. In such cases, the absent team member will not receive a grade for the work. However, if a student is unable to attend the defense of the project report due to a valid reason confirmed by necessary documents, the student is allowed to defend individually within the designated timeframes set by the program office.

Term Paper defense:

For **individual work** - presentation of the Term Paper and answers to the commission's questions - **no more than 15 minutes**.

For **group work** - presentation of the **Term Paper** only in groups and answers to the commission's questions - **no more than 20 minutes**.

2.3.5. Resources and material and technical base required for the implementation of the elements of practical training

In the Term Paper students use materials from external resources - museums, libraries and archives, the resources of the HSE library, as well as electronic information resources provided by the HSE library by special subscription: databases of domestic and foreign periodicals, scientific citation databases, electronic databases, books, dictionaries and encyclopedias, databases of digital images.

2.3.6 Features of the implementation of assignments for elements of practical training in conditions of restrictive or other measures

Under the conditions of restrictive measures, stationary internship (if it is the norm under normal conditions) 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 can be replaced by a remote one. Other features of the implementation of assignments for elements of practical training in conditions of restrictive measures depend on the nature of the restrictions and are specified by the governing bodies of the University, Faculty or educational program.

2.4. The bachelor's thesis preparation

2.4.1 The purpose, objectives, prerequisites

The purpose and objectives of the Bachelor Thesis is the development of analytical and research competencies, as well as the practical application of theoretical and practical knowledge gained during lectures and seminars during 1-3 academic years. Prerequisites are the successful mastery of the material of lectures and seminars during 1-3 academic years.

2.4.2 Dates of control points

Table 4. Key dates of a Bachelor's thesis preparation

Type	Deadlines for signing the assignment to the student	Deadlines for providing an intermediate version of the text / report	Control point for the delivery of the final text / report
Bachelor Thesis	<p>The choice of the topic is carried out from October 10 to November 20 of the current academic year</p> <p>Approval of the topics of thesis in the individual curriculum of students no later than November 29</p>	<p>- No later than December 5 the provision of a project plan of the Bachelor Thesis to the scientific supervisor;</p> <p>- No later than March 16, upload to the LMS a detailed Bachelor Thesis plan in English (Project Proposal);</p> <p>No later than April 20 of the current academic year, the provision of a draft version of the text of the Bachelor Thesis to the scientific supervisor</p>	<p>Uploading the final text of the bachelor's thesis to the HSE electronic systems - April 30</p> <p>- no later than June 1 – June 15 Public defense of Bachelor Thesis</p>

Note: The choice by the student of the topic of the Bachelor Thesis, if necessary, provides for the procedure for the competitive selection of the student.

Change of the topic of the term paper no later than April 6.

Change of the academic supervisor of the course work no later than March 4.

2.4.3 Content and features of development

Bachelor Thesis is performed and defended in the language in which the program was realized in the 3rd and 4th years of study (Russian or English). Bachelor Thesis must be written in accordance with the Rules for the preparation of Bachelor Thesis.

(a) The Bachelor Thesis may be written in one of three formats:

- Article format (research article / manuscript)
- Consulting format
- Start-up as a thesis

(b) Organizational format of work:

- Individually
- in a group (no more than two students)

With the agreement of the head of the faculty, the thesis may be supervised by employees without a degree and doctoral students.

Requirements for bachelor's theses in 2 areas of training: 38.03.01 Economics and 38.03.02 Management:

- Students must pass all the disciplines in the curriculum for both areas of training 38.03.01 Economics and 38.03.02 Management (see the guidelines for choosing specialization and area of training). If students write a thesis in the group only those who meet this requirement can receive a diploma in the 2 areas of training.
- The list of topics and supervisors for the bachelor's thesis in 2 areas of training must be approved by the commission, which includes the academic supervisor, scientific supervisor, track supervisors and, optionally, other faculty members.

Curriculum element “Bachelor’s Thesis Preparation”

“Bachelor’s Thesis Preparation” is the final curriculum element to complete before admission to the thesis defence. The grade is either “passed” or “failed”.

Like for other curriculum elements students have 3 attempts to submit their thesis:

- Main deadline is April 30th
- First resit deadline is May 12th
- Second resit deadline is May 18th

After the thesis is submitted, but before the next submission deadline, students receive the grade. A grade of “failed” must be accompanied by the supervisor’s written comments explaining the reasons for this decision.

Students who receive a “failed” grade have the right to revise and resubmit their thesis. A maximum of two resubmission attempts is allowed, corresponding to the additional and final attestation deadlines for re-examination in the curriculum element “Bachelor’s Thesis Preparation.” Students who receive a “failed” grade are not admitted to the thesis defence until a “passed” grade is obtained.

Assessment criteria for “Bachelor’s Thesis Preparation”

A grade of “passed” is assigned if all of the following conditions are simultaneously satisfied. A grade of “failed” is assigned if at least one of the above conditions is not met:

1. Completeness of the Thesis Text

The submitted thesis constitutes a complete academic work and includes all structural components required by these Guidelines and by the chosen thesis format (Article, Applied, or Start-up), including all mandatory sections and required appendices.

2. Compliance with Academic Integrity Requirements

The thesis:

- does not contain plagiarism;
- does not contain undeclared or inappropriate use of generative AI tools;
- complies with the University Regulations on academic integrity and disclosure of generative model usage.

If plagiarism, artificial references, or undeclared use of AI are detected, the supervisor shall prepare an official memorandum (internal report) in accordance with University procedures.

3. Compliance with the Language and Format Requirement

The thesis is written in the language and format prescribed for the student’s specialization.

4. Minimum Academic Quality Threshold (Supervisor’s Evaluation)

In the supervisor’s professional academic opinion, and based on the evaluation criteria established in the Guidelines for the relevant thesis format, the thesis demonstrates academic quality corresponding to at least 4 points out of 10 on the supervisor’s grading scale.

2.4.4 Evaluation and reporting

Bachelor Thesis must be written in accordance with the requirements of the educational program and other existing legal documents of the university.

The form of intermediate certification for Bachelor Thesis is the assessment obtained as a result of public defense.

Students who prepare group Bachelor Thesis, it is required to reflect the individual contribution of each participant in the following form, depending on the form of the Bachelor Thesis text. An explanatory note (up to 1 page) indicating the contribution of each student.

List of assessment criteria for Bachelor Thesis

Article format – Economics OR Management

	Criteria	Weight
1	The quality of the justification of the research motivation and the research framework	0,2
2	The quality of the research design (the fit of the chosen theoretical foundation and the research question formulation to the methodological choice)	0,3
3	Clear and validated results (robustness /validity / reliability tests, qualitative research protocols)	0,2
4	The quality of the discussion and conclusion sections (clearly presented value added of the research, sufficient scientific contribution, relevant managerial implications)	0,2
5	Responses to the questions	0,1

Article Format – Economics AND Management (double-major)

	Criteria	Weight
1	Quality of justification of research motivation and framework, including integration of managerial and economic perspectives (literature review)	0,2
2	Quality of research design: fit between theory, research question, methodology, and dual (economic + managerial) objectives	0,25
3	Clear and validated results (robustness /validity / reliability tests, qualitative research protocols)	0,2

4	Quality of discussion and conclusions: relevance for managerial practice, economic decision-making, and value added through integration of both	0,25
5	Responses to questions demonstrating understanding of both managerial and economic dimensions	0,1

Applied format – Economics OR Management (double-major)

	Criteria	Weight
1	Understanding the problem being solved by a consulting project. The quality of the justification of the reasons why it is necessary to analyse and develop measures for the improvement of the object of the research	0,2
2	Quality and depth of the analysis of the identified problem. Formulation of company needs and expected results.	0,2
3	Evaluation of alternative solutions to the problem and justification of the choice of a solution.	0,1
4	Quality of the proposed solution. Feasibility of implementation and adequacy of risk assessment	0,3
5	Practical applicability and stakeholder relevance. Evaluation of how the proposed recommendations or measures could be implemented in practice and benefit potential stakeholders (e.g. firms, industries, or policymakers)	0,1
6	Responses to the questions	0,1

Applied format – Economics AND Management

	Criteria	Weight
1	Understanding of the problem: inclusion of both managerial and economic dimensions; justification of why analysis and intervention are needed	0,2

2	Quality and depth of analysis: addresses both economic and managerial aspects; clear identification of company/sector needs and expected outcomes	0,2
3	Evaluation of alternative solutions: justification considering economic feasibility and managerial practicality	0,1
4	Quality of project: detailed, actionable, feasible solutions integrating managerial actions and economic reasoning; risk evaluation	0,25
5	Project customer report / implementation report: evidence that recommendations are actionable and economically viable	0,15
6	Responses to the questions: ability to discuss both managerial and economic aspects	0,1

Start-up as a thesis – Economics OR Management

	Criteria	Weight
1	Understanding the value proposition being solved by a start-up. Quality of marketing research: segmentation of the consumer market.	0,2
2	Quality of competitive analysis (external, industrial environment)	0,1
3	Analysis of startup viability based on the business model (MUP)	0,3
4	Analysis of the effectiveness of the startup's customer acquisition channels	0,1
5	Relevance and development of the startup's financial model	0,1
6	Startup development strategy/ analysis of the development of startup risk evolution.	0,1
7	Responses to the questions	0,1

Start-up as a thesis – Economics AND Management

	Criteria	Weight
1	Understanding the value proposition and market problem; quality of marketing research; integration of managerial and economic insights	0,15
2	Quality of competitive analysis (external, industrial environment)	0,1
3	Analysis of start-up viability: business model (MUP) and financial/economic feasibility	0,25
4	Evaluation of operational effectiveness: workflow, team, managerial KPIs, and integration with economic objectives	0,15
5	Analysis of customer acquisition and revenue generation channels	0,1
6	Start-up development strategy and risk assessment (operational, market, financial)	0,15
7	Responses to questions demonstrating understanding of both managerial and economic dimensions	0,1

In each format, each member of the commission shall evaluate students on each criterion from a scale of 1-10. The evaluation for each criterion is the average evaluation from the members of the commission.

“Article Format”

Assessment "excellent" (8): Formulation of a specific research problem, a meaningful and complete literature review on the research topic, critical analysis of the main results obtained in this literature, identification of a research gap, identification of a niche for independent research and elements of such research in accordance with modern methodology, correct use of research tools, methods and data, presence of the results, conclusions and managerial implications.

The "excellent" rating (9-10) implies the publication of research materials in a highly ranked journal (Q1 , Q2 SCImago journal ranking ; Academic Journal Guide 2021, ABS Level A-B) or the presence of a positive review from the editorial board of the journal.

Assessment "good" (6-7): The bachelor's thesis defines the field of research (possibly without posing a research question), and also contains (perhaps not completely) the following elements: a review of the literature on the research topic, a critical analysis of existing approaches, the formulation of tested hypotheses, the presentation of formal and/or empirical models, analysis and analysis the prerequisites of these models, independent collection and/or empirical analysis of these data, interpretations of the results obtained.

Assessment "satisfactory" (4-5): The bachelor's thesis is mainly abstract in nature, while it cannot be rated "excellent" or "good" (see above). Attempts at independent research, however containing significant errors, can also be assessed as "satisfactory".

Rating "unsatisfactory" (1-2-3): The bachelor's thesis that does not meet the criteria described above.

“Consulting format”

Assessment "Excellent"(8): Statement of a practical problem faced by the organization-customer, a meaningful and complete review of the literature on the research topic, critical analysis of the main results obtained in this literature, identification of the main methods of solving the problem, identification of a niche for independent research, correct use of research tools, methods and data, the presence of conclusions. The practical part of the bachelor's thesis should contain a business plan (in the case of developing a new business direction) or a project charter (in the case of solving the problem of internal processes of the customer's organization) in accordance with accepted international standards.

The "excellent" rating (9-10) assumes, confirmed by the customer, the effect of implementing the recommendations.

Assessment "good" (6-7): The bachelor's thesis defines the field of research (possibly without posing a research question), and also contains (perhaps not completely) the following elements: a review of the literature on the research topic, a critical analysis of existing approaches, a presentation of formal models for solving a management problem, independent collection

and/or empirical analysis of data interpretations of the results obtained, the business plan or the charter of the project are incomplete or contain significant errors.

Assessment "satisfactory" (4-5): The bachelor's thesis is mainly abstract in nature, while it cannot be rated "excellent" or "good" (see above). Attempts at independent research, practical calculations and recommendations that are not structured in form and contain significant errors can also be evaluated as "satisfactory".

Rating "unsatisfactory" (1-2-3): The bachelor's thesis that does not meet the criteria described above.

“Start-up as a thesis”

Assessment "Excellent" (8): Setting a practical problem for a potential client, a meaningful and complete review of the literature on the research topic, a critical analysis of the main results of market research, identification of the main methods of solving the consumer's problem, identification of a market niche, correct use of research tools, methods and data, the presence of conclusions. The practical part should contain a business plan in accordance with accepted international standards. The business project must have confirmation of the market hypothesis and be at the stage of an active MVP.

The "excellent" rating (9-10) assumes that the project has a positive free cash flow, scaling of activities, and confirmed attraction of external investments.

Assessment "good" (6-7): The bachelor's thesis defines a market hypothesis (possibly without posing a research question), formulates a business idea, presents a business model, and also contains (perhaps not completely) the following elements: a review of the literature on the research topic, independent collection and/or empirical analysis of data, interpretations of the results obtained, the business plan is incomplete or contains significant errors. There is no confirmation of the market hypothesis, there is no prototype of the service product.

Assessment "satisfactory" (4-5): The bachelor's thesis is mainly abstract in nature, while it cannot be rated "excellent" or "good" (see above). Attempts at independent research, practical calculations and recommendations that are not structured in form and contain significant errors can also be evaluated as "satisfactory".

Rating "unsatisfactory" (1-2-3): The bachelor's thesis that does not meet the criteria described above.

Following the defense, together with the final evaluation for the defense, the evaluation for each criterion could be disclosed to the student upon request. Only the average evaluation for each criterion could be disclosed; the individual evaluations of each member of the commission shall not be disclosed.

For doing a Bachelor Thesis in a group (no more than two people), the assessment of the work is carried out in one of two options, depending on the format of work on the Bachelor Thesis:

(1) each student must be equally versed in the Bachelor Thesis material, each student in the group must be ready to answer any question of the commission. In this case, one final grade is given, the same for each student in the group;

(2) in the introduction to the Bachelor Thesis and / or in the supervisor review, the contribution of each student performing work in the group can be distinguished. In this case, each student in the group can be given a separate mark for the Bachelor Thesis.

If the contribution of each student is not differentiated, then the final grade is set to a single (general) for all students in the group.

For **individual works** - presentation of the Bachelor Thesis and answers to the commission's questions - **no more than 25 minutes**.

For **group work** - presentation of the **Bachelor Thesis ONLY** in groups and answers to the commission's questions - **no more than 40 minutes**.

2.4.5 Resources and material and technical base required for the implementation of elements of practical training

In the Bachelor Thesis students use materials from external resources - museums, libraries and archives, the resources of the HSE library, as well as electronic information resources provided by the HSE library by special subscription: databases of domestic and foreign periodicals, scientific citation databases, electronic databases, books, dictionaries and encyclopedias, databases of digital images.

2.4.6 Features of the implementation of assignments for elements of practical training in conditions of restrictive or other measures.

Under the conditions of restrictive measures, stationary internship (if it is the norm under normal conditions) 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 can be replaced by a remote one. Other features of the implementation of assignments for practice in conditions of restrictive measures depend on the nature of the restrictions and are specified by the governing bodies of the University, Faculty or educational program.

2.5 Internship

The Work Experience Internship has to be realized without leaving the place of practice, i.e., **only in St. Petersburg.**

2.5.1 The purpose, objectives, prerequisites

The purpose of the Internship is to strengthen and deepen students' theoretical preparation toward and to help students develop practical skills and competencies in the field of professional activity. The objectives of the Internship are the following:

- consolidation of the obtained knowledge and acquisition of practical skills and competences in student's professional domain;
- developing skills in studying the organization's scope, its economic characteristics and features, development plans;
- acquisition of primary skills in analysis of ongoing economic processes in the company and industry, collection and analysis of data required for economic research and calculations, analytical reports' preparation;
- acquisition of primary skills in preparation for management decisions on improving the services and divisions' activities.

Prerequisites are the successful mastery of the material of lectures and seminars during the 1-4 academic years.

2.5.2 Dates of control points

Table 5. Key dates of Work Experience Internship

№	Students' assessment	Dates of control points
1	Submission of the signed by the student individual internship assignment to the internship from the university	no later than December, 22th

2	Filling the Schedule	during the 1-2nd week of internship
3	Preparation of the report draft	no later than 10 days before the submission of final report
4	Receiving the review of supervisor from the organization	no later than March, 23 rd
5	Submission of the final report to the internship supervisor from the university	no later than March, 23 rd

2.5.3 Content and features of development

The Work Experience Internship can be completed at HSE University, where students work on educational, methodological, and research projects. The responsibilities of students may include:

- participation in the preparation of educational and methodological materials;
- participation in the enrollment campaigns;
- other types of research, supporting the education-methodological activity under the faculty and administrative staff supervision;
- other activities which are relevant for educational programme.

The Internship can be completed at a relevant external organization. Relevant organizations for internship are companies where goals and objectivities of the Internship correspond to the content of this programme and educational programme in general. Such organizations may include, but are not limited to, banks and other financial institutions, audit and consulting companies, financial, strategy, marketing, real sector companies, startups, research and educational organizations, and the public sector. Work Experience Internships at external organizations are administered according to agreements with such organizations, irrespective of their types of legal entity and ownership. Agreements can be in 2 forms: general contract with HSE University (based on the requirements of the HSE Internship programme) or a confirmation letter (accept) from the company as an answer to the HSE formal letter (offer).

2.5.4 Evaluation and reporting

On completing the internship, a student needs to have the following documents:

1. **Information letter from the company** with an academic supervisor's visa.
2. **Agreement/application.**
3. **Individual internship assignment**, which is signed by the student and confirmed by the student's internship supervisors from the university and the organization.
4. **The internship schedule** that is filled by the student continuously during the Internship reflects the content of the student's activity. The schedule is signed weekly after the student's report to both supervisors. The form of the schedule is given on the website.
5. **The internship diary** that is filled in by the student reflects the tasks of the Internship and details the student's internship role. The diary is signed by the student and both supervisors. The diary must also be stamped by the internship organization. The form of the diary is given on the website.
6. **The Report** on the Internship needs to reveal the student's activities, and also knowledge, skills and competencies that have been acquired. The Report is the result of the student's independent work and needs to be a consistent, logical and completed piece of writing.
7. **The Reference letter** from the organization supervisor. 8. The student's **presentation** (in ppt or pdf) of the main results and conclusions of the Internship.

The Internship is evaluated on a 10-point scale using the following criteria:

- complete and correct provision of all necessary documents (see above)
- the materials that show the analyses the student conducted;
- the correspondence of the Report to relevant requirements;
- the reflection in the Report of the given assignments;
- the presence of attachments to the Report that contain data and other information received during the internship.

The evaluation of the independent work of the student during the Work Experience Internship is evaluated by the internship supervisors from the university and organization.

The final evaluation for the Internship is:

0.10 x supervisor from the organization + 0.30 x oral defense of the Report +0.50 x student's internship Report + 0.10 x internship diary and schedule

The evaluation scale for the Report:

“Excellent” (9-10) — in the internship Report the student covers in a thorough and comprehensive manner all of the necessary sections, draws conclusions about and synthesizes the work completed during the Internship, and complies with all of the requirements for the Report. In addition to that, the student performs tasks of increased difficulty and/or demonstrates results that exceed those expected by this program.

“Very good” (8) — in the internship Report the student covers in a thorough and comprehensive manner all of the necessary sections, draws conclusions about and synthesizes the work completed during the Internship, and complies with all of the requirements for the Report.

“Good” (6-7) — in the internship Report the student covers to a sufficient degree all of the necessary sections, has made conclusions about and synthesizes the work done during the Internship, observes all of the requirements for the Report, and has only minor mistakes when complying with the requirements of the Report.

“Satisfactory” (4-5) — in the internship Report the student provides only a schematic, superficial description of the work completed through the Internship, provides no independent conclusions, and does not comply with the requirements of the Report.

“Fail” (0-3) — the student submits a Report whose content does not comply with the requirements of the Work Experience Internship.

The evaluation scale for the internship diary and schedule:

“Excellent”, “Very good” (8-10) — the internship diary and schedule are completed in full and have the required signatures and stamps.

“Good” (6-7) — the internship diary and schedule are completed with insignificant mistakes and have the vast majority of the required signatures and stamps.

“Satisfactory” (4-5) — the internship diary and schedule are completed partially and have many of the required signatures and stamps.

“Fail” (0-3) — the internship diary and schedule are completed in an inappropriate way and lack some of the necessary signatures or the stamps.

The evaluation criteria for the presentation:

Category	Criteria	Weight
Organization (2 points)	The type of presentation is appropriate for the topic and audience	1
	Information is presented in a logical sequence	1
Content (4 points)	Presentation contains accurate information	1
	Material included is relevant to the overall message/purpose	1
	Appropriate amount of material is prepared, and points made reflect well their relative importance	1
	There is an obvious conclusion summarizing the presentation	1
Presentation (4 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.)	1
	Speaker uses a clear, audible voice. Good language skills and pronunciation are used	1
	Information was well communicated	1

Extra (1 point)	Student demonstrates results that exceed those expected by the program	1
Total points		10

Standard rules of mathematics will be used for rounding – e.g., 7.4 is a 7, 8.6 is a 9, etc.

Students who do not complete the Internship due to a valid reason are required to complete the Internship during a period when no courses are held.

Students who do not complete the Internship due to a valid reason or who receive an evaluation “Unsatisfactory” have an academic debt. This academic debt may be liquidated in accordance with the university’s rules about the organization of interim assessments and interim evaluations.

Students who have not completed the Internship are not admitted to the defense of their bachelor’s thesis.

2.5.5 Resources and material and technical base required for the implementation of elements of practical training

During the Internship students can use information technologies, including computer simulations, statistical software used in the organization, internet technologies and so on. In case of completion of the Work Experience Internship in an external organization, all special equipment required for the accomplishment of work instructions and assigned functional duties is provided by the organization.

The specified material and technical support must satisfy the current sanitary and fire safety standards, as well as the safety requirements for work.

2.5.6 Features of the implementation of assignments for elements of practical training in conditions of restrictive or other measures

In the case of restrictive measures, a new schedule for the Internship can be approved by the internship supervisor from the university and the study office.

SECTION 3 Special conditions for organization of learning process for students with special needs

If necessary, students with disabilities (at the request of the student) may be offered individual tasks and the following options for the perception of educational information, taking into account their individual psychophysical characteristics, including with the use of e-learning and distance technologies:

1. for persons with vision disorders: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. for persons with hearing disorders: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. for persons with muscle-skeleton disorders: a printed text; an electronic document; audios; individual assignments and advising.