Ministry of Science and Higher Education
of the Russian Federation
Federal State Budgetary Educational Institution
of Higher Education
"Irkutsk State University"

APPROVED

Vice-Rector for Academic Affairs

FSBEI HE "ISU"

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Core Professional Educational Program of Higher Education

University Degree

BACHELOR

Major

27.03.05 Innovatics

Specialization

Management of Innovative and IT Projects and Products

Graduate Qualification - BACHELOR

Full-time

(partially implemented using e-learning and distance educational technologies)

IRKUTSK 2025

CONTENTS

SECTION 1. GENERAL PROVISIONS

1.1. Purpose of the Core Professional Educational Program of Higher Education for the Bachelor's degree, implemented by FSBEI HE "ISU" in the field of study 27.03.05 Innovatics, with the Specialization "Management of Innovation and IT Projects and Products."

The Core Professional Educational Program of Higher Education (hereinafter referred to as CPEP HE) at the bachelor's degree level, implemented by the Federal State Budgetary Educational Institution of Higher Education "Irkutsk State University" (FSBEI HE "ISU") in the field of study 27.03.05 Innovatics, constitutes a system of documents developed and approved by Irkutsk State University. This system considers the requirements of the regional labor market and is based on the Federal State Educational Standard of Higher Education (FSES HE) for the corresponding field of study (No. 870, dated July 31, 2020), while also incorporating the requirements of the professional standard: 06.012 Product Manager in the Field of Information Technology (approved by Order No. 636n of the Ministry of Labor and Social Protection of the Russian Federation on September 16, 2021).

The Core Professional Educational Program of Higher Education (CPEP HE), in accordance with Clause 9, Article 2, Chapter 1 of Federal Law No. 273-FZ "On Education in the Russian Federation," represents a comprehensive set of essential educational characteristics (volume, content, intended learning outcomes), organizational and pedagogical conditions, the technology for implementing the educational process, and an assessment of the quality of graduate training in this specific field of study.

The Core Professional Educational Program of Higher Education (Bachelor's degree level) in the field of study 27.03.05 Innovatics, with a specialization of "Management of Innovative and IT Projects and Products," includes the following: a curriculum, an academic calendar, syllabi for courses and disciplines (modules), internship program plan , the state final certification program, extracurricular education program, schedule of extracurricular activities , assessment and methodological materials, and other components ensuring the quality of student training.

This educational program is delivered using e-learning and distance learning technologies.

1.2. Definitions, Terms, and Abbreviations Used

The following terms and definitions are used in the Core Professional Educational Program:

Individual Study Plan: An ISP is the plan that facilitates the mastery of the educational program. It is based on the customization of its content, taking into account the characteristics and educational needs of a specific student.

Competency Achievement Indicators: Generalized characteristics that specify and elaborate the formulation of a competency by describing concrete actions performed by a graduate who has mastered said competency. These indicators must be measurable using tools available within the educational process and form the basis for developing assessment materials for summative and state final certification.

Quality of Education:

The quality of education is a comprehensive characteristic of educational activities and the preparation of a student, expressing the degree of their compliance with federal state educational standards and (or) the needs of an individual or legal entity in whose interests the educational activities are carried out, including the degree of achievement of the planned results of the educational program.

Qualification: Qualification is the level of knowledge, skills, abilities and competencies that characterizes readiness to perform a certain type of professional activity.

Competence: Competence is the ability to act successfully in a professional situation based on professional knowledge and skills; an individual's readiness to perform a certain type of professional tasks.

Program Specialization: PS is the orientation of an educational program towards specific fields of knowledge and/or types of activities, which determines its subject-thematic content, the predominant types of student learning activities, and the requirements for the results of mastering the educational program.

Field of Professional Activity: FPA is a set of types of professional activity that have a common basis (similar or close purposes, objects, technologies, including tools) and presuppose a similar set of work functions and corresponding competencies for their implementation.

Object of Professional Activity: It is a phenomenon, object, or process that is the target of influence during professional activity. The terms "object" and "subject of professional activity" are considered synonymous in professional activities related to material production.

Student with disabilities: (SHD) is an individual who has deficiencies in physical and/or psychological development, confirmed by a psychological, medical and pedagogical commission and which prevent the student from receiving an education without the creation of special conditions.

Core Professional Educational Program of Higher Education: CPEP HE is a system of basic regulatory and educational-methodological documents that regulate the goals, expected results, volume, content, conditions, technologies for organizing and implementing the educational process, and the assessment of the quality of graduate training.

Practical training (Internship): Internship is a form of organizing educational activities during the development of an educational program in the context of students performing certain types of work related to future professional activities and aimed at the formation, consolidation, and development of practical skills and competencies in the profile of the corresponding educational program.

Sphere of Professional Activity: SPA is a segment of the field of professional activity or related fields of professional activity, including the type (types) of professional activity, characterized by a set of specific objects of professional activity.

Type of Tasks of Professional Activity: Type of professional activity tasks is a conventional categorization of professional activity tasks based on the nature of the actions performed to achieve a set goal, which can be accomplished by performing specific actions on the object(s) of professional activity.

Curriculum: Curr. is a document that defines the list, scope, sequence, and distribution across study periods of subjects, courses, disciplines (modules), internship, other types of academic activities, and, unless otherwise stipulated by federal legislation, the forms of summative assessment for students.

Universal Competence: UC is a tool for standardizing educational outcomes and ensuring continuity between levels of higher education, which reflects the expectations of modern society regarding the socio-personal positioning of a graduate of a higher education program at a corresponding level, as well as their potential readiness for self-realization and self-development.

Federal State Educational Standard: FSES is a set of mandatory requirements for education of a specific level and/or for a profession, specialty, and field of study, approved by the federal executive body responsible for developing state policy and legal regulation in the sphere of education.

Abbreviations:

HE - Higher Education

SFC-State Final Certification

CR –Credits

CAI -competency achievement indicator

ISP-Individual study plan

SEA- Schedule of extracurricular activities

AS-Academic schedule

DLAMS- Department of Licensing, Accreditation and Methodology Support
INA - institutional normative act
RA- Research activities
SEND- Special Educational Needs and Disabilities
GPC-General professional competency
CPEP HE - Core Professional Educational Program of Higher Education
PA - Professional activity
PC - Professional competency
PS - Professional standard
EEP – Extracurricular Education Program
syl.- Syllabus
IPP – Internship Program Plan
UC-Universal competency
AMD-Academic and Methodological Department
curr. -Curriculum
EIEE-Electronic Information and Educational Environment
FSES HE – Federal State Educational Standard of Higher Education

1.3. Regulatory Documents Governing the Development of the Bachelor's Educational Program

- The regulatory framework for the development of the Core Professional Educational Program of Higher Federal Law of the Russian Federation No. 273-FZ of December 29, 2012, "On Education in the Russian Federation";
- Federal State Educational Standard of Higher Education in the field of study 27.03.05 Innovatics (Bachelor's level), approved by Order No. 870 of the Ministry of Education and Science of the Russian Federation on July 31, 2020, including amendments and additions;
- Order of the Ministry of Science and Higher Education of the Russian Federation No. 245 of April 6, 2021, "On the Approval of the Procedure for Organizing and Implementing Educational Activities for Educational Programs of Higher Education - Bachelor's Degree Programs, Specialist Degree Programs, Master's Degree Programs";
- Order of the Ministry of Labor and Social Protection of the Russian Federation No. 636n of September 16, 2021, "On the Approval of the Professional Standard 06.012 'Product Manager in the Field of Information Technology'";
- The Procedure for Conducting the State Final Certification for Educational Programs of Higher Education - Bachelor's Degree Programs, Specialist Degree Programs, and Master's Degree Programs, approved by Order No. 636 of the Ministry of Education and Science of Russia dated June 29, 2015 (as amended);
- The Regulations on Practical Training, approved by Joint Order No. 885/390 of the Ministry of Science and Higher Education of the Russian Federation and the Ministry of Education of the Russian Federation dated August 5, 2020;
- Other regulatory legal acts of the Ministry of Science and Higher Education of Russia;

The Charter of the Federal State Budgetary Educational Institution of Higher Education "Irkutsk State University" (ISU), approved by Order No. 1071 of the Ministry of Education and Science of the Russian Federation dated November 28, 2018;
Local regulatory acts governing educational activities for Bachelor's degree programs.

SECTION 2. CHARACTERISTICS OF GRADUATES' PROFESSIONAL ACTIVITIES

2.1. General Description of Graduates' Professional Activities

2.1.1 Field and Sphere(s) of Professional Activity for the Graduate

The fields and sphere(s) of professional activity in which graduates who have completed the bachelor's program can work include:
– 06 Communication, Information and Communication Technologies (in the sphere of managing innovative projects).

2.1.2 Types of Tasks in the Graduate's Professional Activity

–Project-based;
– Organizational and managerial.

2.1.3. Objects of Professional Activity or Field(s) of Knowledge

The objects of professional activity for graduates who have completed the bachelor's program are organizations of various legal forms (commercial and non-commercial), state and municipal government bodies, and individual entrepreneurship. Graduates can work in oorganizations engaged in entrepreneurial activity in the field of information technology. They can also work in companies that require the optimization of business processes and enhancement of operational efficiency. Graduates are qualified to analyze a business's current state, develop strategic growth plans, and facilitate the implementation of new technologies and management practices. Graduates can find their place within structures where they will act as entrepreneurs creating and developing their own businesses.

2.2. List of Main Tasks of the Graduate's Professional Activity (by type)

Field of professional activity (according to the Register of the Ministry of Labour)	Types of professional tasks	Professional tasks	Objects of professional activity (or areas of competence)
06 Communications, information and communication technologies	Project	Development, approval and monitoring of the business plans implementation, pricing policy, and development strategies for a portfolio of IT products and projects. Ordering the development of a project program for the creation, development, launch and sales of IT products and monitoring its implementation Development of proposals for the acquisition and sale of technological,	Organizations of various legal forms (venture funds and business incubators, IT companies, development corporations, technology and engineering companies); public and municipal authorities; individual enterprises

		product-related and other intellectual assets of the organization	
	Organizational and managerial	IT Product and Project Management _____ Budget management for a portfolio of IT products and projects _____ Promotion of IT products and projects	Organizations of various legal forms (venture funds and business incubators, IT companies, development corporations, technology and engineering companies); public and municipal authorities; individual enterprises

2.3. List of Professional Standards Correlated with the Federal State Educational Standard
Professional Standards:
06.012 "Product Manager in the Field of Information Technology" (approved by Order No. 636n of the Ministry of Labor and Social Protection of the Russian Federation dated September 16, 2021)
2.4. List of Generalized Labor Functions (GLF) and Labor Functions (LF)
The list of generalized labor functions and labor functions relevant to the professional activities of graduates of the Bachelor's degree program in the field of study 27.03.05 Innovatics is presented in Appendix 1.

SECTION 3. GENERAL CHARACTERISTICS OF THE BACHELOR'S EDUCATIONAL PROGRAM IN THE FIELD OF STUDY 27.03.05 INNOVATICS

3.1. Purpose (Mission) and Objectives of the Bachelor's Degree Program in the Field of Study 27.03.05 "Innovatics"
The primary goal of the Bachelor's Degree Higher Education Core Professional Educational Program is to train qualified personnel in the field of management by developing students' universal, general professional, and professional competencies in accordance with the requirements of the Federal State Educational Standard of Higher Education for the field of study 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products." The program also aims to develop professionally important personal qualities that enable the application of the formed competencies in effective professional activities within the specialization.
In the area of character development, the goal of the Higher Education Core Professional Educational Program is to foster socially-conscious personal qualities in students: tolerance, friendliness, responsibility, civic-mindedness, and the development of a well-rounded cultural awareness.
In the area of learning, the goal of the Higher Education Core Professional Educational Program is to:

- equip graduates with the competencies stipulated by the Federal State Educational Standard of Higher Education and this CPEP, which are necessary for the successful performance of professional activities in the field of management, specifically in the sphere of managing innovative projects;
- development of the ability to acquire new knowledge, readiness for self-improvement and continuous professional education and self-development;

- ensuring a variety of educational opportunities for students;
- ensuring the training of graduates who are capable of actively building a flexible individual trajectory of their professional career that accounts for the specifics and volatility of labor market conditions in the professional fields of a Bachelor's degree in 27.03.05 Innovatics.

The Higher Education Core Professional Educational Program (CPEP HE) in 27.03.05 Innovatics is based on a competency-based approach to expected learning outcomes and is focused on solving the following tasks:

- a focus (profile) on a multi-level education system and the continuity of professional development;
- providing students with the choice of an individual educational trajectory;
- practice-oriented learning that combines fundamental knowledge with practical skills in the field of study 27.03.05 Innovatics, taking into account the requirements of professional standard 06.012 "Product Manager in the Field of Information Technology";
- training versatile specialists capable of identifying promising technologies, assessing their market potential, organizing development, and bringing them to market as viable commercial products.

3.2. Admission Requirements for the Bachelor's Degree Program

Individuals holding an educational qualification of the appropriate level, confirmed by one of the following documents, are eligible for admission to the bachelor's degree program:

- A certificate of secondary general education; or
- A diploma of secondary vocational education and qualification; or
- A diploma of higher education and qualification.

When applying to a university, individuals with disabilities and children with disabilities who do not have Unified State Exam (USE) results have the right to independently choose the format of their entrance examinations. Upon request, the applicant is provided with special conditions, which may include the use of technical aids, support from an assistant, as well as an increase in the duration of the entrance examinations.

3.3. Specialization (Profile) of the Educational Program within the Field of Study

The specialization (profile) of the program 27.03.05 Innovatics, titled "Management of Innovative and IT Projects and Products," is established in accordance with clause 1.13 of the FSES HE. It specifies the content of the bachelor's program within the field of study by orienting it towards the professional activity sphere: 06 Communications, Information and Communication Technologies (in the sphere of managing innovative projects).

3.4. Program Scope

The scope of the educational program is 240 credits (z.e.), regardless of the form of study, the use of educational technologies, implementation of the bachelor's program through a network form, or implementation of the bachelor's program according to an individual curriculum. This total includes all types of contact hours, independent student work, and the time allocated for assessing the quality of the student's mastery of the CPEP HE.

The volume of the educational program completed in one academic year, in accordance with clause 1.9 of the FSES HE and the local regulatory acts of ISU, is established as follows, regardless of the educational technologies used or the implementation of the program via a network form:

For full-time study: 60 credits.

For study under an individual curriculum: no more than 70 credits.

For accelerated study: no more than 80 credits.

3.5. Qualification Awarded to Graduates of the Educational Program

The qualification awarded to graduates of the educational program 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products," is Bachelor.

This is based on Order No. 1061 of the Ministry of Education and Science of Russia dated September 12, 2013, "On the Approval of the Lists of Specialties and Fields of Study in Higher Education."

3.6. Forms of Study

The form of study for the educational program 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products," is **full-time**.

The educational program is implemented using e-learning and distance learning technologies.

The e-learning and distance learning technologies used in the education of persons with disabilities ensure the possibility of sending and receiving information in formats accessible to them.

3.7. Duration of the Program

The duration of the bachelor's degree program 27.03.05 Innovatics in the full-time form, regardless of the educational technologies used, lasts 4 years, including vacations provided after the State Final Certification.

For students with disabilities studying according to an individual educational plan, the period of study may be extended upon their application by no more than one year compared to the period of education established by the Federal State Educational Standard of Higher Education (clause 1.8 - Federal State Educational Standard of Higher Education) for the corresponding form of education.

3.8. Language of Program Implementation

The bachelor's program 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products," is implemented in the state language of the Russian Federation - Russian.

3.9. Use of Networked Form for Program Implementation

(Not implemented).

3.10. Application of E-Learning and Distance Educational Technologies

In accordance with the order of the Rector of ISU, lecture courses conducted exclusively using distance learning technologies are delivered within the ISU electronic information educational environment on the "EDUCA" distance learning system platform for the following full-time disciplines:

- Б1.О.02 Project Management (16 ac. hours);
- Б1.О.03 Psychology of Social Interaction, Self-Development, and Self-Organization (16 ac. hours);
- Russian Language and Culture of Speech (18 ac. hours);
- Б1.О.06 History of Russia (70 ac. hours);
- Б1.О.07 Philosophy (16 ac. hours.);
- Б1.О.08 Physical Education and Sports (16 ac. hours);
- Б1.О.09 Life Safety (30 ac. hours);
- Б1.О.10 Basics of Inclusive Interaction (18 ac. hours);
- Б1.О.11 Economic Culture and Fundamentals of Financial Literacy (16 ac/ hours).

The organization of students' independent work is carried out by using e-learning and distance learning technologies. Educational and methodological materials for self-study are available to students through the "Educa" and "Hecadem" internet learning systems. These systems provide lecture materials, practical assignments, sample test questions, assessments, topics for essays and reports, along with the requirements for their completion.

Each student receives authorized access to the systems. The "Educa" internet learning system is a university-wide platform, while the "Hecadem" learning system serves as the distance learning platform for Baikal School of Business and International Competencies of ISU.

3.11. Adaptation of the Educational Program for Persons with Disabilities

The Basic Professional Educational Program 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products," is partially adapted for persons with disabilities. The development and implementation of this partially adapted higher education program are focused on addressing the following tasks:

- increasing the accessibility of higher education for persons with disabilities;
- improving the quality of higher education for persons with disabilities;

- creating the necessary special conditions within the higher education institution for persons with disabilities to receive higher education, and to facilitate their adaptation and socialization;
- creating the possibility for individual educational trajectory for a student with disabilities or a student with a disability;
- fostering a tolerant socio-cultural environment within the higher education institution.

In delivering the Bachelor's program in 27.03.05 Innovatics, the faculty is committed to creating the necessary conditions for students with disabilities. The education process for these students is planned based on the CPEP HE, which will be adapted as needed for this specific student group by incorporating specialized adaptation disciplines (modules) into the educational program.
Students with disabilities and special needs may be educated in inclusive general education classes or through individualized programs (as needed), taking into account their specific psycho-physical development, personal capabilities, and state of health."

SECTION 4. PLANNED OUTCOMES OF MASTERING THE CORE PROFESSIONAL EDUCATIONAL PROGRAM OF THE BACHELOR'S DEGREE

4.1. Requirements for the Planned Outcomes of Mastering the Educational Program, Ensured by Disciplines (Modules) and Practices of the Compulsory Part

Upon completion of the core professional educational program, the graduate must develop all the competencies established by the undergraduate program: universal, general professional, and professional competencies. The set of competencies established by the educational program enables the graduate to carry out professional activities in the fields specified in clause 1.11 of the Federal State Educational Standard of Higher Education: 06 Communications, Information and Communication Technologies (in the field of managing innovation projects). They must be able to solve project-based, organizational, and managerial tasks as defined in clause 1.12 of the Federal State Educational Standard of Higher Education.

4.1.1. Universal Competencies of Graduates and Indicators of Their Achievement

Name of the category (group) of universal competencies	Universal competence code and title	Code and name of the universal competency achievement indicator
Systems and critical thinking	**UC-1** Is able to search, critically analyze and synthesize information, apply a systematic approach to solve set tasks	**CAI UC1.1** Searches, critically analyzes and synthesizes information necessary for solving set tasks
		CAI UC1.2 Applies a systematic approach to solving set tasks
Project Development and Implementation	**UC-2** Is able to identify tasks within a set goal and select optimal solutions based on current legal norms, available resources and constraints	**CAI UC2.1** Formulates a set of tasks within the project's framework that ensure the achievement of its goal
		CAI UC2.2 Selects optimal methods for task resolution, taking into account current legal norms and existing conditions, resources, and constraints
Teamwork and leadership	**UC-3** Is able to carry out social interaction and fulfill one's	**CAI UC3.1** Defines one's role in a team based on a cooperation strategy to achieve the set

	role in a team	goal
		CAI **UC3.2** Takes into account the experience, ideas and behavioral characteristics of team members to achieve the set goal
		CAI **UC3.3** Adheres to established norms and rules of teamwork; bears personal responsibility for the collective result
Communication	**UC-4** Is able to conduct business communication in oral and written forms in the state language of the Russian Federation and in a foreign language/foreign languages	**CAI** **UC4.1** Demonstrates the ability to exchange business information in oral and written forms in the state language, accounting for stylistic features of formal and informal correspondence and socio-cultural differences
		CAI **UC4.2** Demonstrates ability to exchange business information in oral and written forms in at least one foreign language
		CAI **UC4.3** Selects communication style according to partnership goals and conditions; adapts speech, style, and body language to the interaction context
Intercultural communication	**UC-5** Is able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts	**CAI** **UC5.1** Recognizes the intercultural diversity of society in a historical context and interprets the history of Russia within the framework of global historical development
		CAI **UC5.2** Recognizes the cultural, ethno-national, denominational, normative-value, and socio-historical diversity of society within a philosophical context
		CAI **UC5.3** Takes into account the historical heritage and socio-cultural traditions of various social groups, ethnicities, and confessions, including world religions, philosophical and ethical teachings, in social and professional communication
Self-organization and self-development (including health preservation)	**UC-6** Is able to manage one's time, build and implement a self-development trajectory based on the principles of lifelong learning	**CAI** **UC6.1** Selects and uses time management tools and methods when performing specific tasks
		CAI **UC6.2** Defines self-development and professional growth tasks, builds a time

		trajectory for their achievement with justification of relevance and determination of necessary resources for their implementation
		CAI UC6.3 Carries out planning and builds a trajectory of personal and professional development based on the principles of lifelong learning, using tools of continuous education
	UC-7 Is able to maintain an appropriate level of physical fitness to ensure full social and professional functioning	**CAI UC7.1** Determines the personal level of physical development and physical fitness
		CAI UC7.2 Maintains their own physical fitness at an appropriate level to ensure full social and professional functioning
Life safety	**UC-8** Is able to create and maintain safe living conditions in daily life and professional activities for environmental conservation, ensuring sustainable development of society, including during threats and emergencies and military conflicts	**CAI UC8.1** Creates and maintains safe living conditions
		CAI UC8.2 Explains rules of conduct during emergency situations
Inclusive competency	**UC-9** Is able to apply fundamental defectological knowledge in social and professional spheres	**CAI UC9.1** Understands the psychological, social and professional foundations of interaction with persons with disabilities and individuals with special needs. Applies fundamental defectological knowledge in social and professional spheres
		CAI UC9.2 Designs and implements professional activities and social interaction with persons with disabilities and individuals with special needs
		CAI UC9.3 Ensures the inclusion of persons with disabilities in the organization's professional environment and creates conditions for their development and self-development
Economic culture, including financial literacy	**UC-10** Is able to make well-grounded economic decisions in various	**CAI UC10.1** Understands the fundamental principles of economic functioning and economic

	spheres of life	development, the goals and forms of state participation in the economy
		CAI UC10.2 Applies methods of personal economic and financial planning to achieve current and long-term financial goals; uses financial instruments for personal finance (personal budget) management; monitors personal economic and financial risks
Civic position	**UC-11** Is able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counter them in professional activities	**CAI UC11.1** Knows the fundamentals of current legislation and other forms of law as applied to professional activities, legislation in the sphere of countering extremism, terrorism, and corruption
		CAI UC11.2 Respects the norms of current legislation and other forms of law, including in the sphere of countering extremism, terrorism, and corruption
		ИДКУК11.3 Plans, organizes, and conducts measures to foster civic responsibility and prevent manifestations of extremism, terrorism, and corruption in professional activities and society

4.1.2. General Professional Competencies of Graduates and Indicators of Their Achievement

Code and name of the general professional competency	Code and name of the general professional competency achievement indicator
GPC-1 Ability to analyze professional tasks based on the principles, laws, and methods of mathematics, natural sciences, and engineering	**CAI GPC 1.1** Analyzes professional tasks based on the principles, laws and methods of mathematics
	CAI GPC 1.2 Analyzes professional tasks based on the principles, laws and methods of natural sciences
	CAI GPC 1.3 Analyzes professional tasks based on the principles, laws and methods of engineering sciences
GPC-2 Is able to formulate tasks of professional activity based on knowledge of specialized sections of mathematical, technical and natural science disciplines (modules)	**CAI GPC 2.1** Formulates tasks of professional activity based on knowledge of specialized sections of mathematical disciplines
	CAI GPC 2.2 Formulates tasks of professional activity based on knowledge of specialized sections of technical sciences
	CAI GPC 2.3

	Formulates tasks of professional activity based on knowledge of specialized sections of natural sciences
GPC-3 Is able to apply fundamental knowledge to solve basic management tasks in technical systems for the purpose of professional development	**CAI** **GPC 3.1** Possesses fundamental knowledge for solving basic management tasks in technical systems with the aim of professional development
	CAI **GPC 3.2** Applies fundamental knowledge to solve basic management tasks in technical systems for the purpose of professional development
GPC-4 Is able to evaluate the effectiveness of management systems developed using mathematical methods	**CAI** **GPC 4.1** Knows methods for evaluating the effectiveness of management systems developed using mathematical methods
	CAI **GPC 4.2** Is able to apply methods for evaluating the effectiveness of management systems developed using mathematical methods
GPC-5 Capable of solving problems in the field of innovation processes in science, engineering, and technology, taking into account the regulatory and legal framework in the sphere of intellectual property	**CAI** **GPC 5.1** Knowledge of regulatory and legal framework in the field of intellectual property
	CAI **GPC 5.2** Skilled in solving problems in the field of innovation processes in science, engineering, and technology, considering the regulatory and legal framework of intellectual property
GPC-6 Is able to substantiate technical decisions in innovative project development, select technical means and technologies, including consideration of their environmental impact	**CAI** **GPC 6.1** Knows methods for analyzing and selecting technical solutions in innovative activities; criteria for assessing the effectiveness and environmental safety of technologies; regulatory and legal requirements related to the environmental impact of technical solutions
	CAI **GPC 6.2** Is able to justify the adoption of technical decisions in innovative project development, assess the techno-economic efficiency and risks of proposed solutions, including consideration of their environmental impact
	CAI **GPC 6.3** Possesses skills in working with regulatory documentation; modern tools for modeling and optimizing technical solutions; skills in presenting and defending chosen solutions before experts and customers
GPC-7 Is able to understand the principles of modern information technologies and use them to solve professional tasks	**CAI** **GPC 7.1** Is able to use data processing methods (analysis, visualization) to support decision-making

	CAI GPC 7.2 Possesses skills in working with specialized software; basic automation methods for solving professional tasks
GPC-8 Is able to solve professional tasks based on the history and philosophy of innovations, mathematical methods and models for innovation management, computer technologies in the innovation sphere	**CAI GPC8.1** Knows the history and main philosophical concepts of innovations, basic mathematical methods and models, computer technologies for managing and evaluating innovative projects
	CAI GPC 8.2 Is able to apply mathematical models to analyze the life cycle of innovations and forecast their development
	CAI GPC 8.3 Possesses skills in computer modeling of innovation processes and visualization of analysis results
GPC-9 Is able to apply knowledge of the characteristics of emerging technological paradigms and the Fourth Industrial Revolution in developing programs and projects for innovative developmen	**CAI GPC 9.1** Knows the characteristics and key technologies of modern technological paradigms and the fundamental principles and consequences of the Fourth Industrial Revolution for various economic sectors
	CAI GPC 9.2 Is able to analyze the impact of new technological paradigms on specific industries and business models; develop proposals for integrating emerging technologies into innovation projects
	CAI GPC 9.3 Possesses methods for forecasting and assessing the potential of technological trends for innovative development; skills in designing strategies for implementing Industry 4.0 technologies in enterprise and organizational development programs
GPC-10 Is able to develop algorithms and computer programs suitable for practical application	**CAI GPC 10.1** Possesses methods for code evaluation and optimization to solve practical problems
	CAI GPC 10.2 Proficient in algorithm implementation using a programming language
	CAI GPC 10.3 Proficient in code profiling and optimization techniques to solve practical problems

4.1.3. Professional Competencies of Graduates and Indicators of Their Achievement

Professional objective	Objects or field of knowledge	Code and name of the professional competency	Code and name of the professional competency achievement indicator	Basis (Professional Standard, analysis of other requirements for graduates)
Type of professional tasks: Project--based				
Development, coordination, and monitoring of the implementation of business plans, pricing policies, and development strategies for a series of IT products and projects.	Organizations of various legal forms (venture funds and business incubators, IT companies, development corporations, technology and engineering companies); state and municipal government bodies; sole proprietorships.	**PC-1** Capable of developing, coordinating, and monitoring the implementation of business plans, pricing policies, and development strategies for a series of innovative and IT products	**CAI** PC 1.1 Knowledge of strategic management theory **CAI** PC 1.2 Skilled in developing business plans **CAI** PC 1.3 Proficient in building calculations and forecasts for expenses and revenues of IT and innovative product series, as well as in developing and controlling the implementation of their development strategy	**PS 06.012** Information and Communication Technology
Ordering the development of a program of projects for the creation, development, market launch, and sales of IT products and monitoring its implementation	Organizations of various legal forms (venture funds and business incubators, IT companies, development corporations, technology and engineering companies); state and municipal authorities; sole proprietorships	**PC-4** Is able to commission the development of project programs for creating, developing, launching to market, and selling innovative and IT products, and monitor their execution	**CAI** PC 4.1 Knows the theory of project and program management **CAI** PC 4.2 Is able to plan and manage programs and projects **CAI** PC 4.3 Possesses skills in formulating project program orders for creation, development,	**PS 06.012** Information and Communication Technology

			market launch and sale of innovative and IT products	
Development of proposals for the acquisition and sale of the organization's technological, product-related, and other intellectual assets	Organizations of various legal forms (venture funds and business incubators, IT companies, development corporations, technology and engineering companies); public and municipal authorities; sole proprietorships	**PC-5** Capable of developing proposals for the acquisition and sale of technology, product, and other intellectual assets	**CAI** PC 5.1 Familiar with the fundamentals of organizational intellectual asset management and intellectual property protection **CAI** PC 5.2 Skilled in assessing the value of technologies, IT products, and organizations as potential acquisition assets **CAI** PC 5.3 Proficient in researching market-available technologies, IT products, and organizations; formulating proposals for acquiring attractive external assets to develop a series of innovative and IT products; and monitoring the effectiveness of organizational asset utilization for the series of innovative and IT products	**PS 06.012** Information and Communication Technology
Type of professional tasks: Organizational and managerial				
IT Product and Project Management	Organizations of various legal forms (venture funds and	**PC-2** Is able to manage the budget of a	**CAI** PC 2.2 Is able to manage project	**PS 06.012** Information and Communication

	business incubators, IT companies, development corporations, technology and engineering companies); public and municipal authorities; sole proprietorships	series of IT products and innovative products	budget in the field of information technology and innovative projects **CAI** **PC 2.3** Possesses skills in identifying expense and income items and norms, redistributing income across a series of IT products and innovative projects; controlling expenses and income across a series of IT products and innovative projects	Technology
Budget Management for IT Products and Projects Series			**CAI** **PC 2.1** Knows budgeting theory	
Promotion of IT products and projects	Organizations of various legal forms (venture funds and business incubators, IT companies, development corporations, technology and engineering companies); public and municipal authorities; sole proprietorships	**PC-3** Is able to promote innovative and IT products	**CAI** **PC 3.1** Knows the fundamentals of public relations management and media relations when promoting innovative and IT products; the tools and methods for developing and presenting when promoting innovative and IT products **CAI** **PC 3.2** Is able to convincingly demonstrate the advantages of innovative and	**PS 06.012** Information and Communication Technology

			IT products; organize advertising campaigns; conduct public presentations to introduce the features of innovative and IT products	

4.2. Matrix of Correspondence Between Competencies and Components of the Core Professional Educational Program

The Competency Matrix is a mandatory component of the Core Professional Educational Program (CPEP), which links the educational program with the Federal State Educational Standard of Higher Education (FSES HE) regarding the program's learning outcomes.

The Competency Matrix reflects the process of developing a graduate's universal, general professional, and professional competencies through the delivery of courses (modules), practical training, and the final state certification.

The mandatory part of the main educational program includes courses and practical training that ensure the formation of general professional competencies (GPC) as defined by the FSES HE.

Courses and practical training that ensure the formation of universal competencies (UC), as well as professional competencies (PC) defined by the university independently, may be included either in the mandatory part of the educational program or in the part formed by participants in the educational process.

All competencies are assigned corresponding achievement indicators. The Competency Matrix is presented in Appendix 2. (https://isu.ru/ru/education/programs).

4.3. Implementation of Practical Training

Mastering the Core Professional Educational Program (CPEP) in the field of study 27.03.05 Innovation Management involves organizing educational activities in the form of practical training. When mastering the CPEP, educational activities in the form of practical training are organized during the implementation of internships provided for by the curriculum.

The volume of practical training (the number of hours allocated for the implementation of internships) is established in the curriculum, based on the content and focus of the educational program and its components, and the possibility of their implementation in the form of practical training.

The content of practical training during the internship is regulated by the corresponding work program.

Practical training within the framework of disciplines (modules) is organized through practical classes, workshops, laboratory work, and other similar types of educational activities that involve students' participation in performing specific work elements related to their future professional activities.

Internships are directly related to the practical training of students within the CPEP, as the internship is specifically aimed at students performing certain types of work related to their future profession, which contributes to the formation, consolidation, and development of practical skills and competencies relevant to the profile of the respective educational program.

Practical training during the internship is aimed at developing skills and abilities in accordance with the job functions and/or labor activities relevant to the profile of the educational program.

SECTION 5. STRUCTURE AND CONTENT OF THE CORE PROFESSIONAL EDUCATIONAL PROGRAM OF THE BACHELOR'S DEGREE "MANAGEMENT OF INNOVATIVE AND IT PROJECTS AND PRODUCTS" IN THE FIELD OF STUDY 27.03.05 INNOVATICS

5.1. Structure and Volume of the Program

5.1. Structure of the Program		Volume of the Program in credits
Part 1	**Disciplines (modules)**	**211**
	Compulsory:	95
	– Universal competency component (university-wide)	30
	– Program component	65
	Component formed by the participants of educational relations	116
Part 2	**Practice**	**20**
	Compulsory: Pre-graduation Practice	17 3
	Component formed by the participants of educational relations	3
Part 3	State Final Certification	**9**
	Preparation of Final Qualification Paper and its Defense	9
Volume of the Program		**240**

5.2. Volume of the Compulsory Part of the Core Professional Educational Program

The Compulsory Part of the Core Professional Educational Program of Higher Education includes:

– disciplines specified in Clause 2.2. of the FSES HE:

– Philosophy (2 cr.);

– History of Russia (4 cr.);

– Foreign Language (6 cr.);

– Life Safety (2 cr.);

– disciplines (modules) and practical training components that ensure the formation of universal competencies, as specified in the institutional normative acts of FSBEI HE "ISU":

– Introduction to Research (2 cr.);

– Project Management (2 cr.);

– Psychology of Social Interaction, Self-Development, and Self-Organization (2 cr);

– Russian Language and Culture of Speech (2 cr.);

– Basics of Inclusive Interaction (2 cr.);

– Economic Culture and Fundamentals of Financial Literacy (2 cr.);

– Fundamentals of Russian State System (2 cr. including 54 classroom hours);

– disciplines (modules) in Physical Education and Sports implemented within Part 1 "Disciplines (Modules)" and specified in Clause 2.3 of the FSES HE:

– Physical Education and Sports (2 cr.);

Undergraduate students with disabilities master the discipline: Adaptive Physical Education and Sports (2 cr.).
– disciplines (modules) forming general professional competencies, in accordance with the FSES HE (Clause 3.3).
The volume of the compulsory part (excluding the state final certification) constitutes **46.7%** of the total Bachelor's program volume.
Contact hours between students and ISU faculty account for **54.8%** of the program in the full-time format.

5.3. Documents Regulating the Content and Organization of the Educational Process

In accordance with Clause 9, Article 2 of the Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation" and the FSES HE, the content and organization of the educational process for the implementation of the CPEP HE are regulated by: the curriculum, academic schedule, syllabi of academic disciplines (modules), internship program plans, extracurricular education program, schedule of extracurricular activities and other components included in the educational program by decision of the Methodological Board of FSBEI HE "ISU", which ensure the quality of student training and upbringing as well as assessment and teaching materials.

5.3.1. Curriculum

The CPEP HE includes a scanned copy of the curriculum approved by the University Academic Council (Appendix 10).
The curriculum outlines the logical sequence for mastering program parts and components (disciplines, modules, practices) that ensure the formation of competencies. It specifies the total scope of disciplines (modules) and practices in credits, types of academic work, forms of summative assessment, and the volume of contact hours in classroom hours.
The compulsory section of Part 1 "Disciplines (Modules)" contains the list of disciplines (modules) presented in Clause 5.2. of the CEP, which are obligatory for all students regardless of focus of the Bachelor's degree program.
The section, formed by the participants of educational relations, of Part 1 "Disciplines (Modules)" provides the list and sequence of disciplines (modules) aimed at forming, among others, professional competencies established autonomously by the CPEP developers.
In accordance with Clause 2.8 of the FSES HE, students are provided with the opportunity to take elective disciplines (modules) and optional disciplines (modules).
The Bachelor's degree program includes elective disciplines (modules) with a total volume of **22 credits.**
The list of elective disciplines includes adaptive disciplines (modules) designed to mitigate the impact of health limitations on the formation of universal competencies for students with disabilities, aiming to achieve the planned program outcomes:

1. Adaptive Information Technologies - 3 credits
2. Personality Psychology and Professional Identity - 3 credits.

These adaptive disciplines are not mandatory; their selection is made by students with disabilities based on their individual needs.
The full-time curriculum includes elective disciplines in Physical Education and Sports with a scope of no less than 328 academic hours (348 academic hours). These are mandatory for completion, are not converted into credits, and are not included in the total volume of the Bachelor's Degree Program. The Bachelor's Degree Program also includes optional disciplines (modules) with a total volume of 2 credits.
Optional disciplines (modules) are not included in the total volume of the Bachelor's Degree Program.

The procedure for forming elective and optional disciplines (modules) is regulated by an institutional normative act of FSBEI HE "ISU" (Regulations on the Completion of Elective and Optional Disciplines by Students at FSBEI HE "ISU").
https://files.isu.ru/ru/about/umo/perehod_VO/docs_norm_prav/Pr_-55-1_24.01.2018_osvoen_elektiv_i_fakult_disciplin.pdf.

5.3.2. Academic Schedule

The academic schedule outlines the sequence of the implementation of the CPEP by academic years, including theoretical training, periods of academic and industrial practices, summative assessment, the state final certification period, public holidays, and vacations.
The CPEP includes a scanned copy of the approved academic schedule (Appendix 11).
https://isu.ru/ru/education/programs/show_program/?request=show_program&id=4890

5.3.3. Syllabi of Academic Disciplines (Modules)

The syllabi of academic disciplines (modules), including assessment materials for formative and summative assessment, are presented in Appendix 3 to the CEP.

5.3.4. Internship Program Plans

In accordance with Clause 2.4. of the FSES HE for the field of study 27.03.05 Innovatics, Part 2 "Practices" includes academic and industrial practices.
The compulsory section of Part 2 "Practices" of the Bachelor's Degree Program includes the following types of academic practices:

1. B2.O.01(U) Introductory Practice – 6 cr.,
2. B2.O.03(U) Project Practice – 5 cr.,

The compulsory section of Part 2 "Practices" of the Bachelor's Degree Program includes the following types of industrial practices:

1. B2.O.02(Pd) Pre-graduation Practice – 6 cr.,

The practices within the compulsory parts are aimed at forming UC, GPC, and PC.
The section **formed** by the participants of educational relations of Part 2 "Practices" of the educational program includes the following type of industrial practice:

1. B2.V.01(P) Organizational and Management Practice – 3 cr., aimed at forming UC and PC.

Internship Program Plans, including assessment materials for formative and summative assessment, are presented in Appendix 4 to the CEP.
The program plans for all types and forms of practices are developed in accordance with the "Regulation on Practical Training of Students", approved by Joint Order No. 885/390 of August 5, 2020, issued by the Ministry of Science and Higher Education of the Russian Federation and the Ministry of Education of the Russian Federation, and the Procedure for Organizing Practical Training of Students at FSBEI HE "ISU", approved by the Rector.
The internship program plans include a detailed list of partner organizations, specifying the details of agreements with these organizations where students undertake their practical training.
https://isu.ru/sveden/common/
Specifics of the practical training implemented within Part 2 "Practices":
− Both academic and industrial practices are conducted entirely in the format of practical training.
The practical training during the practices is organized through the direct performance by students of specific tasks related to their future professional activities. Practices in the form of practical training are conducted in discrete periods, as reflected in the academic schedule by allocating separate periods for theoretical studies and periods for practices (in a concentrated manner).
List of key companies, institutions, and organizations (hereinafter referred to as partner organizations), whose activities align with the professional competencies developed within the Bachelor's Degree CPEP HE in the field of study 27.03.05 Innovatics, with which FSBEI HE "ISU" has concluded agreements:
– Svyaztransit LLC, Irkutsk;
– FORUS Research and Production Firm LLC, Irkutsk.

The academic practice (Introductory) is organized at the Department of Humanities and Foreign Languages of the Baikal International Business School (BIBS) of ISU.
The academic practice (Project) is organized at the Department of Strategic and Financial Management of the Baikal International Business School (BIBS) of ISU.
The program involves 26 faculty members, of which 5 (19%) have Doctor of Sciences degrees and 14 (54%) have Candidate of Sciences degrees.

5.3.5. Funds of Assessment Materials for Summative Assessment in Disciplines (Modules) and Practices

In accordance with Article 58 of the Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation," the completion of an educational program, including any part or the entire volume of a subject, course, discipline (module) of the educational program, is accompanied by a summative assessment of students. This assessment is conducted in the forms specified by the curriculum and in the manner established by the University's institutional normative acts.
A summative assessment of students is the evaluation of intermediate and final results of mastering subjects, courses, disciplines (modules), and practices as stipulated by the educational program. A summative assessment may conclude either the study of the entire volume of a subject, course, individual discipline (module), or practice, or their individual parts.
The purpose of a formative assessment is to structure the educational process in the most effective way for achieving the intended learning outcomes of the Core Professional Educational Program.
A formative assessment ensures the evaluation of student progress throughout the study of subjects, courses, disciplines (modules), and practices.
Formative and summative assessment serve as the primary means of establishing feedback between instructors and students in the educational process, which is essential for motivating students and refining teaching methodologies.
The forms of formative and summative assessment are determined by the curriculum and the institutional normative acts of FSBEI HE "ISU", including: Regulation on Summative Assessment at FSBEI HE "ISU"; Regulation on Formative Assessment at FSBEI HE "ISU"; Procedure for Developing Funds of Assessment Materials.
The program developers have established and approved a fund of assessment materials to evaluate the educational outcomes achieved by students during their study of disciplines (modules) and practices, and to assess the alignment of their academic achievements with the requirements of this CPEP during a formative and summative assessment. The fund of assessment materials is a compulsory component of the Bachelor's Degree Program.
The FAM is an integral part of the regulatory and methodological framework for the system assessing the quality of students' mastery of the higher education program. It enables the evaluation of the achievement of planned learning outcomes and contributes to safeguarding the quality of education.
The FAM is a consolidated document that uniformly presents multi-level, competence-oriented assessment materials for the disciplines (modules) and practices of the CPEP. These materials demonstrate the interrelation between the planned (required) educational outcomes, the competencies being formed, and the learning outcomes (CAI; K, S, A - the component structure of competencies) at various stages of the CPEP's implementation.
The structure of the FAM includes:
– a list of competencies, indicating the stages of their formation throughout the educational program;
– a description of indicators and criteria for assessing competencies at different stages of their development;
– a description of grading scales;
– standard assessment tasks and other materials required for evaluating learning outcomes and competency formation during the program;

– methodological guidelines outlining the procedures for assessing knowledge, skills, and abilities (KSAs) that characterize the stages of competency development.

The assessment materials comprise: control questions and sample tasks for practical classes, tests, and examinations; tests and testing materials; sample topics for term papers, essays, and reports; other relevant materials.

The successful completion of tasks for a formative and summative assessment in a discipline (module) / practice from the Fund of Assessment Materials is ensured by the uniformity of their structure, which includes the following components:

– the competencies being assessed, the indicator(s) of competency achievement, and the corresponding learning outcomes.

– the purpose of the task (the task's clear formulation should help the student understand its necessity for developing the relevant competencies).

– task description (an explanation of the task's essence, its characteristics, and a "step-by-step" guide for performing the learning activities to achieve the result; the level of detail in these instructions depends on the students' developed learning skills).

– required sources and literature (some tasks may require specific references to literature and sources).

– assessment criteria evaluating the quality and level of task performance, along with the grading scale.

The planned learning outcomes for each discipline (module) and practice are aligned with the competency achievement indicators established in the Bachelor's Degree CPEP.

The combination of planned learning outcomes across all disciplines (modules) and practices ensures the development of all competencies required by the Bachelor's Degree Program in graduates.

The funds of assessment materials for a formative and summative assessment are presented in the respective syllabi:

https://isu.ru/ru/education/programs/show_program/?request=show_program&id=4890

5.3.6. Methodological Materials for Disciplines (Modules) and Practices

The CPEP in the field of study 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products," is fully supported by instructional and methodological documentation and materials for all disciplines, practices, and other types of academic activities.

Methodological materials are accessible to students via the electronic information and educational environment, specifically the e-learning systems Hecadem and Educa. These platforms host lecture materials, practical assignments, sample tests, control works, topics for essays and reports, as well as requirements for their completion. Each student is provided with authorized access to these systems.

5.3.7. State Final Certification Program

In accordance with Article 59 of the Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation," the final certification that completes the mastery of state-accredited core professional educational programs constitutes the State Final Certification.

The State Final Certification of graduates of FSBEI HE "ISU" is an integral component of the higher education program. It is designed to determine the graduate's readiness to perform professional tasks and to assess the compliance of their training with the requirements of the federal state educational standard.

Representatives of employers and their associations are involved in conducting the State Final Certification for core professional educational programs.

In accordance with Clause 2.7 of the FSES HE, Part 3 "State Final Certification" of the Bachelor's Degree Program includes:

– preparation for and taking the state examination (if the CPEP developer has included the state examination in the State Final Certification);

– preparation of final qualification paper and its defense.

Based on Order No. 636 of June 29, 2015, issued by the Ministry of Education and Science of the Russian Federation "On Approval of the Procedure for Conducting State Final Certification for Educational Programs of Higher Education – Bachelor's Degree Programs, Specialist's Degree Programs, and Master's Degree Programs," and the requirements of the FSES HE for the field of study 27.03.05 Innovatics, FSBEI HE "ISU" has developed and approved the following normative acts governing the State Final Certification:

– regulation on the State Final Certification at FSBEI HE "ISU";
– regulation on the Preparation and Defense of Final Qualification Paper at FSBEI HE "ISU".

The State Final Certification Program for the field of study 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products," stipulates that the State Final Certification consists solely of the completion and defense of final qualification paper.

Upon the completion and defense of final qualification paper, the student must demonstrate the ability and skills to independently solve tasks relevant to their future professional activities at a modern level; professionally present specialized information; scientifically substantiate and defend their viewpoint.

The Funds of Assessment Materials for the State Final Certification of graduates from the Bachelor's Degree CPEP 27.03.05 Innovatics include:

– a list of competencies that students must acquire upon completion of the educational program;
– a description of competency assessment indicators, criteria, and grading scales;
– standard assessment tasks and other materials required for evaluating the achievement of the program's learning outcomes;
– methodological materials defining the procedures for assessing the program's learning outcomes.

5.3.7.1. Requirements for the Final Qualification Paper in the Field of Study 27.03.05 Innovatics, Specialization "Management of Innovative and IT Projects and Products"

Upon completion and defense of the final qualification paper, the student must demonstrate the ability and skills to independently solve tasks of their future professional activity at a contemporary level, professionally present specialized information, and scientifically substantiate and defend their point of view.

The Bachelor's Final Qualification Paper (Bachelor's FQP) is a project completed by a student (or jointly by several students), which demonstrates the graduate's readiness for independent professional activity.

The Bachelor's Final Qualification Paper in the format of "Startup as a Thesis" is a project comprising a description of a startup venture. This startup is to be prepared, developed, and/or implemented by one or several students (a startup team that includes the student(s)). The project must demonstrate the graduate's readiness for independent professional activity and the acquisition of competencies stipulated by the Federal State Educational Standards of Higher Education.

FQP is the graduate's culminating research project, based on which the State Examination Board makes the decision to award the bachelor's degree. The preparation and defense of the FQP constitute the final stage of the bachelor's program.

The preparation and defense of the FQP are governed by the Regulation on the Preparation and Defense of Final Qualification Papers at FSBEI HE "ISU" dated December 30, 2022, No. 5. According to this regulation, "the bachelor's, specialist's, and master's final qualification paper is an independent theoretical, experimental, and/or practical research study that reflects the level of the graduate's professional competence as stipulated by the state educational standard, as well as their readiness for research and practical activities."

The objectives of the Final Qualification Paper are to:

– systematize and consolidate theoretical and practical knowledge in the field of study;
– apply the acquired knowledge, skills, and abilities in organizational-managerial, information-

analytical, and financial types of professional activities;
– assess the student's readiness to perform professional tasks in accordance with the qualification awarded in the field of study 27.03.05 Innovatics.
The preparation and defense of FQP must demonstrate the graduate's ability to independently formulate and substantiate their conclusions based on collected and processed information relevant to the specific problem under investigation, and to apply these conclusions in solving professional tasks.
The Bachelor's Final Qualification Paper is an independent, complete research project on an assigned (or chosen) topic, written by the student under the guidance of a supervisor. It must demonstrate the graduate's ability to work with literature, synthesize and analyze factual material using the theoretical knowledge and practical skills acquired during the degree program. The Bachelor's FQP may be based on a synthesis of the student's completed term papers or utilize materials gathered during pre-graduation or other practices.
The formatting of the paper must comply with the requirements outlined in the relevant sections of the faculty's methodological guidelines.
The topic of the Bachelor's thesis is approved by an order from the authorized Vice-Rector.
The volume of the Bachelor's thesis is no less than 60 pages of printed text.
The Bachelor's Final Qualification Paper is not subject to mandatory external review, follows a conventional structure, and consists of an introduction, main body, and conclusion.
The introduction is a separate, independent section of the paper and is not numbered, either in the table of contents or in the main text.
The introduction must include the following elements:
- justification for the topic selection and its relevance;
- an overview of the topic's research maturity in domestic and foreign literature;
- the main purpose and specific objectives of the paper;
- the object and subject of the research;
- the scientific novelty (where applicable);
- the research methods employed;
- the practical significance of the study;
- a description of the work's structure.

The purpose of the thesis defines why the research is being conducted and what outcomes are planned to be achieved. Achieving the purpose of the Bachelor's FQP directs students to address the identified problem through two main dimensions – theoretical and applied.
The description of the paper's structure provides a concise summary of the chapters and sections comprising the main body.
The main body of the Bachelor's thesis must present a comprehensive and systematic overview of the research question under investigation. The analysis should focus on new ideas, existing problems, potential solutions, findings from previous studies, and possible avenues for achieving the stated purpose and objectives. It is advisable to conclude the main body with a justification for the chosen research direction.
Typically, the main body consists of two to three chapters, each subdivided into sections, depending on the research topic and its goals.
The main body comprises theoretical (methodological) and practical (analytical and project-based) components.
The theoretical section should demonstrate the student's ability to systematize existing research and theories on the problem, critically evaluate them, identify key aspects, assess the contributions of other scholars, determine the main developments in the field from the perspective of modern approaches, and substantiate their own viewpoint. Since the Bachelor's thesis focuses on a specific topic, the literature review should be strictly relevant to the chosen subject.

When discussing contentious issues, multiple scholarly perspectives must be presented. If the paper criticizes a particular author's viewpoint, direct quotations must be provided to ensure objective criticism. Where different approaches to the problem exist, a comparison of recommendations from current instructional materials and various authors' works is mandatory. Only after such a comparison should the student justify their own position on the debated issue and present supporting arguments.
The theoretical section serves as the foundation for subsequent developments, as it enables the selection of a methodology and methods for a comprehensive analysis of the problem.
The practical (analytical) part of the thesis must contain a general description of the research object, an analysis of the problem under study, as well as factual data processed using modern methods and presented as analytical findings. Furthermore, calculations of specific indicators used as characteristics of the object must be provided. This section also includes the justification for subsequent developments. The depth and validity of the proposed measures depend on the thoroughness of this part.
The practical (project) part of the paper involves the development of recommendations and measures to address the studied problem (for example, developing a business development strategy, a marketing strategy plan, etc.), along with a calculated analysis of the results from implementing the proposed measures or a justification of the expected outcomes (the potential impact of the proposed measures must be presented).
The reference list is placed after the conclusion. Every source in the reference list must be cited in the text. The reference list must contain no fewer than 15 titles of monographic works and scientific articles (regulatory acts are not considered monographic works or scientific articles).
Direct supervision of the bachelor's thesis is provided by the academic supervisor.
The responsibilities of the academic supervisor are as follows:
– to provide practical assistance to the student in selecting the topic of the FQP;
– to assist in choosing a research methodology from options proposed by the student;
– to provide qualified consultations on the selection of literature (from a list proposed by the student) and factual material;
– to exercise systematic control over the progress of the work;
– to assess the quality of the work in accordance with the established requirements (based on the supervisor's review);
– to conduct a pre-defense of the Final Qualification Paper to determine its readiness for the official defense.
Supervisors of bachelor's theses may be professors and associate professors (full-time or part-time) holding a Doctor of Sciences or Candidate of Sciences degree.
The FQP supervisor monitors all stages of the work's preparation and writing up until its defense. The student must report on the work's progress to the supervisor at least once a month.
The supervisor reviews the FQP and provides a written assessment within seven calendar days after receiving the completed work from the student.
Receiving negative assessments from either the supervisor or the external reviewer does not prevent the Final Qualification Paper from being presented for defense.
A copy of the external reviewer's written assessment must be provided to the student no later than three calendar days before the defense of the bachelor's FQP.
The proportion of original text in the bachelor's FQP must be no less than 80%.
The defense of bachelor's FQPs is conducted at a scheduled time during a meeting of the State Examination Board for the field of study 27.03.05 Innovatics, with at least two-thirds of its approved members present. It is recommended that, in addition to the members of the State Examination Board, the FQP supervisor be present at the defense.

Specifics of Preparing the Final Qualification Paper in the "Startup as a Thesis" Format

A student (or students) who has (have) chosen the "Startup as a Thesis" format for the preparation and defense of the FQP must, no later than one month prior to the approval date of the FQP topics,

submit a justification for the feasibility of developing their startup for practical application in the relevant professional field or at a specific professional entity.
The structure of the "Startup as a Thesis" FQP may include the following sections:

1. Introduction, in the form of a startup project summary (serves as the final stage of the work and as a promotional document for the startup project).
2. Main Body
   1) Methodology for developing the startup project:
   2) Business model and business plan of the startup project:
3. Conclusion
   The conclusion must present the results of the startup project's implementation or commercialization (if applicable) and/or its development prospects.
4. List of References
5. Appendices

The assessment criteria for the defense of the "Startup as a Thesis" FQP, as well as the defense procedure, are established by the State Final Certification Program (Appendix 7).
Detailed information regarding the content of the State Final Certification is presented in the SFC Program, which is a structural component of the Core Professional Educational Program of Higher Education (CPEP HE).

5.3.8 Extracurricular Education Program

The Extracurricular Education Program for the Core Professional Educational Bachelor's Program 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products," is a component of the CPEP mandated by Federal Law No. 273-FZ "On Education in the Russian Federation" dated December 29, 2012 (Articles 2, 12.1, 30). It characterizes the main provisions of educational work aimed at forming the graduate's universal competencies; provides information on key activities designed for graduate personality development, creating conditions for the professionalization and socialization of students based on socio-cultural, spiritual and moral values, and the rules and norms of behavior accepted in Russian society. This is done in the interests of the individual, family, society, and the state, and aims to foster in students a sense of patriotism, civic responsibility, respect for the memory of the defenders of the Fatherland and the heroic deeds of the Heroes of the Fatherland, for the law and legal order, for working people and the older generation, mutual respect, careful attitude towards the cultural heritage and traditions of the multinational people of the Russian Federation, and towards nature and the environment.
The main tasks and target indicators of the educational work are reflected in the "Youth Policy" section of the Strategic Development Program of FSBEI HE.
https://isu.ru/export/sites/isu/sveden/.galleries/docs/programma_razvitia_28.08.2023.pdf
The main directions of the university's educational work and the annual cycle of events and creative activities of FSBEI HE are outlined in the University's Extracurricular Education Program https://isu.ru/export/sites/isu/sveden/.galleries/docs/rpv.pdf and the Schedule of Extracurricular Activities https://isu.ru/export/sites/isu/sveden/.galleries/docs/rpv.pdf.
The Extracurricular Education Program for the Bachelor's CPEP 27.03.05 Innovatics outlines the capabilities of FSBEI HE "ISU" and the Student and Alumni Forum (SAF) in shaping the graduate's personality.
The Extracurricular Education Program presents the strategic documents of FSBEI HE "ISU" that define the concept for forming the university's educational environment, which ensures the development of students' universal competencies, as well as documents confirming the university's implementation of the chosen upbringing strategy.
It describes the conditions created for personal development and for regulating socio-cultural processes that help strengthen students' moral, civic, and general cultural qualities.
The tasks and main directions of the faculty's educational work and the conditions for their implementation are specified.

The Extracurricular Education Program has been developed for the duration of the CPEP HE implementation. The Extracurricular Education Program is a component of the Core Professional Educational Program 27.03.05 Innovatics and is presented in Appendix 6.

5.3.9. Schedule of Extracurricular Activities

The Schedule of Extracurricular Activities outlines the sequential implementation of the educational goals and objectives of the CPEP across academic years. This includes student participation in FSBEI HE "ISU" events, the activities of university public organizations, the volunteer movement, and other socially significant areas of educational work.

The Schedule of Extracurricular Activities is included in the CPEP (Appendix 8).

SECTION 6. CONDITIONS FOR THE IMPLEMENTATION OF THE BACHELOR'S DEGREE PROGRAM "MANAGEMENT OF INNOVATIVE AND IT PROJECTS AND PRODUCTS" IN THE FIELD OF STUDY 27.03.05 INNOVATICS

The requirements for the implementation of the bachelor's degree program comprise system-wide standards, as well as requirements for material, technical, educational and methodological support, staffing and financial conditions, as well as the mechanisms for assessing the quality of the educational process and student learning outcomes within the bachelor's degree program.

6.1. Characteristics of System-Wide Conditions for the Implementation of the Core Professional Educational Program (CPEP)

In accordance with the requirements of the Federal State Educational Standard for Higher Education (FSES HE), clause 4.2.1, Federal State Budgetary Educational Institution of Higher Education "Irkutsk State University" (FSBEI HE 'ISU') lawfully possesses material and technical resources (premises and equipment) necessary for the implementation of the bachelor's degree program for Block 1 "Disciplines (Modules)" and Block 3 "State Final Certification." This provision is in full compliance with the curriculum. Information regarding the buildings, structures, facilities, and territories owned or otherwise legally held by FSBEI HE 'ISU' and essential for its educational activities is available on the official website of the university (http://isu.ru/sveden/objects/index.html) in the section "Information about the Educational Organization."

Information about the buildings, structures, facilities, and territories owned or otherwise legally held by FSBEI HE 'ISU' that are adapted for educational activities of individuals with disabilities and special needs is published on the official website of the university (https://isu.ru/sveden/objects/index.html). It can be found in the section "Information about the Educational Organization", subsection "Material and Technical Resources and Equipment of the Educational Process. Accessible Environment."

The material and technical base (premises and equipment) complies with current fire safety rules and regulations and supports the execution of all types of disciplinary and interdisciplinary training, practical work, and students' research activities as outlined in the curriculum.

The fire safety compliance certificate issued by the Main Directorate of the Ministry of the Russian Federation for Civil Defence, Emergencies and Elimination of Consequences of Natural Disasters (EMERCOM) for the Irkutsk Region and the sanitary-epidemiological report issued by the Federal Service for the Oversight of Consumer Protection and Welfare (Rospotrebnadzor) for the Irkutsk Region are available on the official website of the university (http://isu.ru/sveden/document/index.html) in the section "Information about the Educational Organization" – "Documents".

In accordance with clause 4.2.2 of Federal State Educational Standard for Higher Education (FSES HE), every student is provided with individual and unrestricted access to the electronic information

and educational environment of FSBEI HE ‘ISU’ throughout the entire period of their studies. This access is available from any location with connection to the Internet, both on the University premises and off-campus.
The electronic informational and educational environment of FSBEI HE ‘ISU’, in accordance with clause 4.2.2 of the FSES HE, the Regulation on the Electronic Information and Educational Environment of FSBEI HE ‘ISU’, and the Procedure for the Application of E-learning and Distance Educational Technologies, provides access to educational and methodological documentation: curricula, syllabi of disciplines (modules), practices, electronic educational publications and electronic educational resources specified in the syllabi of all academic disciplines (modules), practices, etc., included in the curriculum.
The listed components of the Core Professional Educational Program of Higher Education (CPEP HE) are available on the official website of FSBEI HE ‘ISU’ (https://isu.ru/sveden/education/) in the section “Education”, subsection “Educational Programs”, as well as in the local network of the Baikal International Business School of ISU (Hecadem LMS – www.edu.buk.irk.ru).
The electronic information and educational environment of the Baikal International Business School facilitates the creation and storage of students' electronic portfolios.
Information on electronic educational resources adapted for use by individuals with disabilities and special needs is available on the university's official website (https://isu.ru/sveden/objects/index.html).
The student's electronic portfolio, which is a component of the electronic information and educational environment in accordance with the FSES HE and the Procedure for Forming a Student Portfolio at FSBEI HE ‘ISU’, incorporates the functionality to accumulate information on the student's learning progress. This includes storing student work (such as course projects, design assignments, and others) as well as reviews and evaluations of these works provided by any participants of the educational process.
When implementing the Core Professional Educational Program (CPEP) using e-learning and distance educational technologies, FSBEI HE ‘ISU’, in accordance with clause 4.2.2 of the Federal State Educational Standard of Higher Education (FSES HE) for the major ‘27.03.05 Innovatics’, additionally ensures:

- documentation of the educational process, results of summative assessments, and the outcomes of bachelor's program mastery.
- conducting classes, including lectures and seminars, as well as procedures for assessing learning outcomes (formative and summative assessment) designed to be delivered via e-learning and distance educational technologies.
- facilitation of interaction among participants of the educational process, including both synchronous and/or asynchronous interaction via the Internet.

The disciplines listed in section 3.10 of the educational program “Management of Innovative and IT Projects and Products” in the field of study 27.03.05 Innovatics, are delivered with the use of e-learning and distance educational technologies.
The operation of the electronic information and educational environment, which complies with the legislation of the Russian Federation, is supported by information and communication technology tools, such as electronic textbooks, dictionaries, reference materials, electronic library systems, and specialized software as well as by qualified technical staff who have undergone additional professional training and/or possess specialized education and by academic staff who utilize the environment in organizing and delivering the educational process.

6.2. Requirements for Material, Technical, Educational and Methodological Support for the Bachelor’s Degree Program

6.2.1. Material and Technical Conditions for the Implementation of the Core Professional Educational Program of Higher Education (Bachelor's Level)

Information on the equipped classrooms of Baikal International Business School

(https://isu.ru/sveden/objects/index.html#sved3):
The material and technical support for the implementation of the Core Professional Educational Program of Higher Education (CPEP HE) '27.03.05 Innovatics' complies with the requirements of clause 4.3 of the Federal State Educational Standard of Higher Education (FSES HE).
The premises, including classrooms for conducting classes as stipulated by the CPEP HE curriculum for the Bachelor's program in '27.03.05 Innovatics', are equipped with the necessary facilities and technical teaching aids. The specific inventory of this equipment is defined in the syllabi of the disciplines (modules), practice programs, and the state final certification program.
The material and technical support for the implementation of the Core Professional Educational Program (CPEP) in '27.03.05 Innovatics' includes:

- 1 classroom for lectures and seminars;
- 1 room for group and individual consultations, formative and summative assessment;
- 1 computer lab with Internet access;
- 1 self-study room for students, equipped with computers connected to the internet and providing access to the electronic information and educational environment of ISU.

Detailed information on the material and technical resources for the educational process is available on the official website of ISU in the section "Information about the Educational Organization", subsection "Material and Technical Resources and Facilities. Accessible Environment" (http://isu.ru/sveden/objects/index.html), as well as in the relevant sections of the Core Educational Program.
Information on specially equipped classrooms for people with disabilities and special needs is available on the official website of ISU (https://isu.ru/sveden/objects/index.html) in the section "Information about the Educational Organization", subsection "Material and Technical Resources and Facilities. Accessible Environment."
The University maintains the necessary suite of licensed and open-source software, including software of domestic (Russian) origin:

1. Base installation package for Office 2019. Services for granting the right to use the Microsoft Desktop Edu ALNG LicSAPk OLV E 1Y Acdmc Ent. program, 39 licenses for Baikal International Business School of Business (BIBS), ISU. Contract No. 03-K-1131 dated November 29, 2021, KOSGU 226.4.
2. Project Standard 2019, Access 2019 – ISU's subscription for Azure Dev Tools for Teaching (includes Visio, Project) for 1 Year. Microsoft Corporation, One Microsoft Way, Redmond, WA 98052.
3. Microsoft Project Professional 2019, ISU's subscription for Azure Dev Tools for Teaching (Visio, Project) for 1 Year. Microsoft Corporation, One Microsoft Way, Redmond, WA 98052.
4. Operating Systems: Windows 7, Windows 10. Services for granting the right to use the Microsoft Desktop Edu ALNG LicSAPk OLV E 1Y Acdmc Ent. program, 39 licenses for Baikal International Business School (BIBS), ISU. Contract No. 03-K-1131 dated November 29, 2021, KOSGU 226.4.
5. Antivirus Software: Dr.Web license renewal. Contract No. Tr000792739/0118/23 dated March 13, 2023, Invoice No. Tr000792739 dated March 09, 2023.
6. Archive Utilities: WinRAR 3.x: Standard License - for legal entities (100-199 licenses). Appendix No. 1 to Contract No. 15422/IRK11 with CJSC "SoftLine Trade" dated February 5, 2010.
7. Network Client Access: Software rights for Windows Server CAL 2012 Russian OLP NL Academic Edition Device CAL, 120 licenses. Invoice No. Tr000051059, CJSC "SoftLine Trade," dated October 27, 2015.
8. Firewall, Proxy Functionality: right to use the Traffic Inspector GOLD software (preferential license). Invoice No. Tr005456, CJSC "SoftLine Trade," dated August 27, 2013.
9. Traffic Inspector GOLD Special* for 5 years. Contract No. RSZ-0000276 dated November 16,

2021, KOSGU 226.4. License renewal.

10. 1C: Enterprise 8. Educational Suite for higher educational institutions and for secondary vocational schools. Electronic delivery. 25 licenses.

The software suite is specified in the syllabi of the courses (modules) and is subject to updates as necessary.

6.2.2. Educational, Methodological and Informational Support for the Implementation of the Bachelor's Degree Program

In accordance with clause 4.3.4 of the FSES HE, students are provided with unrestricted (remote) access to electronic library systems throughout their entire period of study.

The electronic library system provides the possibility of individual access for each student from any location with an internet connection, both on the premises of ISU and off-campus.

Information on the access of all students to collections of educational and methodological materials, including access to electronic library systems formed on the basis of direct agreements with copyright holders, is available on the website of the ISU Scientific Library (http://library.isu.ru/ru/inform_serv/For_teachers/useful_inform.html).

The V.G. Rasputin Scientific Library of Irkutsk State University provides access for faculty and students to educational and scientific electronic resources, including electronic library systems established on the basis of agreements, state contracts, and informational letters with copyright holders.

The electronic library systems contain publications for all courses taught in the program and comprise educational and academic literature curated in agreement with rights holders. The collection of the scientific library exceeds (as of 01.01.2025) 1,575,128 full-text electronic documents, including:

- 1,434,290 remote network resources, including 1,320,943 scientific titles and 111,450 educational titles;
- 140,828 local network resources, including 121,210 scientific titles and 19,618 educational titles;
- 5,067 copies of electronic publications on discs (scientific and educational).

Student access to library collections, including publications for studied courses, is provided through loan services, reading rooms, and open (free) access to periodicals and reference publications.

The collection of the V.G. Rasputin ISU Scientific Library in physical format comprises 2,329,965 items. Of these, there are 1,076,084 items of scientific literature; 1,026,629 items of educational literature, including 95,862 items of educational and methodological literature.

The library collection is stocked with printed and/or electronic editions of core educational literature for all courses (modules), practices, and state final certification specified in the curriculum of the CPEP HE “Management of Innovative and IT Projects and Products” in the field of study 27.03.05 Innovatics.

When printed publications are used in the educational process, the library collection provides printed copies at a ratio of no less than 0.25 copies of each publication specified in the syllabi of courses (modules) and practices per student from among those simultaneously studying the relevant course (module) or undergoing the relevant practice.

Students with disabilities and special needs are provided with printed and/or electronic educational resources in forms adapted to their health limitations.

Availability of electronic information resources and electronic educational resources which ensure comprehensive mastery of the educational program by students irrespective of their geographical location:

No.	Title of the electronic educational resource / electronic information resource	Document establishing the right of use for the electronic educational resource / electronic information resource (agreements, contracts, and other documents granting access to the electronic educational resource / electronic information resource, including their details and validity periods)
	3	4
1.	Electronic educational portal edu.isu.ru	GNU General Public License (GNU GPL) or GNU Open License Agreement - a free software license. License issue date: as per the rights holder's terms. License validity period: perpetual.
2.	The V.G. Rasputin Scientific Library of Irkutsk State University Digital electronic libraries and library systems: EBS “Bibliotech” operates on the Book on Lime platform. LLC “Intellect”.	LLC “Intellect. Contract 068/22 dated 31.05.2022 – 3 titles. Term of validity: perpetual.
	EBS “Lan Publishing House” LLC EBS “Lan” LLC “Lan Publishing House”	LLC “EBS Lan”. Contract No. 0432/24 dated 21.05.2024; Valid until 31.08.2025. LLC “Lan Publishing House”. Contract No. 251/24 dated 18.10.2024; Valid until 13.11.2025.
	EBS “ibooks.ru” Provider: LLC “ibooks”	LLC “ibooks.” Contract No. 261/24 dated 01.11.2024; Certificate of Acceptance No. 194 dated 14.11.2024. Valid until 13.11.2025.
	Urait Educational Platform LLC “EBS Urait”	LLC “Urait Electronic Publishing House”. Contract No. 094/24 dated 30.05.2024. Valid until 17.10.2025.
	EBS “National Digital Resource ‘Rucont’” Provider: LLC Central Library Collector “Bibcom”	Central Library Collector “Bibcom”. Contract No. 231/24 dated 01.10.2024; Certificate of Acceptance dated 14.11.2024. Valid until 13.11.2025.
	Database of Literary Works “Litres” LLC “IT”	LLC “IT”. Contract No. 302/24 dated 10.12.2024. Valid until 31.12.2025.
	IVIS database LLC “IVIS”	LLC “IVIS”, Contract No. 286/24 dated 21.11.2024; Certificate of Acceptance dated 28.11.2024. Valid from 01.01.2025 until 31.12.2025.
	Scientific Electronic Library “ELIBRARY.RU” LLC “Scientific Electronic Library”	LLC “Scientific Electronic Library”, Contract No. 263/24 dated 06.11.2024; License Acceptance Certificate dated 20.11.2024. Valid until 31.12.2025.
	EBS “National Digital Resource ‘Rucont’” LLC Central Library Collector “Bibcom”	Central Library Collector “Bibcom”. Contract No. 271/24 dated 13.11.2024; Certificate of Services Rendered dated 20.11.2024. Valid until 31.12.2025.
	EBSCO eBook academic collection (full-text book collection) Russian Scientific Information Center	Provided through the 2022 centralized subscription program. Access termination date: 31.12.2030.
	EBSCO eBooks Database Russian Scientific Information Center	Provided through the 2022 centralized subscription program. Access termination date: 31.12.2030.
	AIPP E-Book Collection I + Collection II Database Russian Scientific Information Center	Provided through the 2022 centralized subscription program. Access termination date: 31.12.2030.
	Electronic Versions of RAS (Russian Academy of Sciences) Journals Russian Scientific Information Center	Provided through the 2022 centralized subscription program. Access termination date: 31.12.2030.

Detailed information is available on the website of the ISU Library (http://library.isu.ru/ru/inform_serv/For_teachers/useful_inform.html).
The list of professional databases, information reference and search systems is updated as necessary. Its composition is defined in the syllabi of the courses (modules).

6.3. Staffing Conditions for the Implementation of the Bachelor's Degree Program

The implementation of the bachelor's degree program is ensured by teaching staff of ISU, as well as individuals involved in the program implementation under other arrangements.

The qualifications of ISU teaching staff involved in the implementation of the CPEP HE comply with the qualification characteristics established in the Unified Qualification Directory of Positions of Managers, Specialists, and Other Employees, section "Qualification Characteristics of Positions of Managers and Specialists of Higher Professional Education," approved by Order No. 1n of the Ministry of Health and Social Development of the Russian Federation dated January 11, 2011 (registered by the Ministry of Justice of the Russian Federation on March 23, 2011, registration number 20237), as confirmed by certificates of completion of continuing professional education programs.

31 people are involved in teaching the courses provided by the curriculum of the CPEP HE "Management of Innovative and IT Projects and Products", in 27.03.05 Innovatics.

The share of full-time academic and teaching staff (converted to integer full-time equivalents) exceeds 80% of the total number of academic and teaching staff of ISU.

The share of academic and teaching staff (converted to integer full-time equivalents) holding an academic degree (including degrees awarded abroad and recognized in the Russian Federation) and/or academic title (including titles obtained abroad and recognized in the Russian Federation) among the total number of academic and teaching staff implementing the bachelor's degree program exceeds 70%.

The share of academic and teaching staff (converted to integer full-time equivalents) with education corresponding to the profile of the taught course (module) among the total number of academic and teaching staff implementing the bachelor's degree program exceeds 70%.

The share of staff (converted to integer full-time equivalents) from among managers and employees of organizations whose activities are related to the major (specialization) of the implemented bachelor's degree program (with at least 3 years of work experience in this professional field) among the total number of staff implementing the bachelor's degree program exceeds 10%.

In accordance with the major of the CPEP HE, the graduating department is the Department of Strategic and Financial Management of Baikal International Business School of Business (BIBS), ISU.

Detailed information on the staffing conditions for the implementation of the bachelor's degree CPEP HE "Management of Innovative and IT Projects and Products", major "27.03.05 Innovatics" is available on the ISU website in the section "Information about the Educational Organization", subsection "Teaching Staff," tab "Information on the Teaching Staff for Each Implemented Educational Program" (https://isu.ru/sveden/employees/#BAK).

If necessary, the following specialists may be involved in the educational process for persons with disabilities and special needs: a tutor, a psychologist (educational psychologist), a social pedagogue (social worker), experts in special technical and software learning tools, as well as a teacher of the deaf, a sign language interpreter, and a teacher of the visually impaired.

6.4. Financial Conditions for the Implementation of the Bachelor's Degree Program (Amount of Funding for the Implementation of the CPEP HE)

Financial support for the implementation of the bachelor's degree program is provided in an amount not less than the baseline standards for the cost of providing state services for the implementation of higher education programs – bachelor's degree programs, and the values of adjusting coefficients to these baseline cost standards, as determined by the Russian Ministry of Education and Science.

6.5. Characteristics of Requirements for the Mechanisms Applied for Assessing the Quality of Educational Activities and Student Training in the Bachelor's Degree Program

The requirements for the mechanisms applied for assessing the quality of educational activities and student training in the bachelor's degree program are contained in clause 4.6 of the FSES HE; the Procedure for Organizing and Conducting Educational Activities for Higher Education Programs –

Bachelor's Degree Programs, Specialist Programs, Master's Degree Programs (Order of the Russian Ministry of Education and Science No. 245 dated April 6, 2021); Order of the Russian Ministry of Education and Science No. 860 dated July 31, 2020 “On the Approval of Indicators Characterizing the General Criteria for Assessing the Quality of Conditions for Educational Activities by Organizations Implementing Higher Education Programs”; Methodological Recommendations for the Organization and Conduct of Internal Independent Assessment of the Quality of Education in Higher Education Institutions for Higher Education Programs – Bachelor's Degree Programs, Specialist Programs, and Master's Degree Programs (Letter of the Ministry of Education and Science of the Russian Federation No. 05-436 dated February 15, 2018); and the Regulation on the “System for Independent Assessment of the Quality of Educational Activities and Student Training in Bachelor's, Specialist, and Master's Degree Programs at ISU” (https://isu.ru/export/sites/isu/ru/employee/umo/.galleries/docs/NOKO-30.06.23_10.pdf).

The quality of educational activities and student training in the bachelor's degree program “27.03.05 Innovatics” is determined within the framework of the internal assessment system, as well as the external assessment system, in which ISU participates on a voluntary basis.

6.5.1. System of Internal Quality Assessment of Educational Activities and Student Training

The system of internal quality assessment in Irkutsk State University is governed by the Regulation (https://isu.ru/export/sites/isu/ru/employee/umo/.galleries/docs/NOKO-30.06.23_10.pdf).

The main procedures of the internal assessment of the quality of educational activities and student training in the bachelor's degree program are monitoring the quality of student training and internal audits of the quality assurance of educational activities and student training based on established indicators.

Internal monitoring of student training is carried out through centralized computer testing (ISU CCT) of the level of students' residual knowledge in core and compulsory courses of the CPEP HE curricula, using a bank of tests for the disciplines (modules) developed by the course instructors, or through the Federal Internet Exam in the Sphere of Professional Education.

The subject of internal audit includes: the quality of preparation of educational and methodological documents supporting the implementation of the CPEP HE (e.g., curricula, including individual ones, syllabi of the disciplines (modules), practice programs, assessment materials, etc.); the quality and completeness of the necessary documentation submitted for the CPEP HE; student work products (e.g., final qualification papers, practice reports, e-portfolios, etc.); the readiness of educational programs for external assessment procedures, among others.

ISU conducts an internal independent assessment of the quality of material, technical, educational, methodological, library, and information support for the CPEP HE as part of the annual institutional self-evaluation and internal audits.

To improve the bachelor's degree program, ISU involves employers and/or their associations, other legal and/or physical persons, including ISU teaching staff, in the regular internal assessment of the quality of educational activities and student training in the bachelor's degree program.

Analysis of the results of the internal assessment of the quality of educational activities and student training in the bachelor's program is carried out through the following activities:

- review of the educational program by managers and/or employees of organizations whose activities are related to the major (specialization) of the implemented bachelor's degree program and who have at least 3 years of work experience in the relevant professional field;
- evaluation of the professional activities of bachelors by employers during internships, traineeships, and real professional practice;
- surveys of graduates from previous years, as well as employers and/or their representatives, including via the Internet;
- collection of feedback on student performance during participation in city, regional, national, and international competitions and olympiads in various types of professionally-oriented activities.

The quality assessment system for educational activities in the bachelor's degree program includes the possibility for students to evaluate the conditions, content, organization, and quality of the educational process as a whole, as well as individual disciplines (modules) and practices, through participation in anonymous online surveys (https://isu.ru/ru/education/quality_control/internal/questionnaire/main/).
The survey results are published on the ISU website in the section “Quality Assessment” (https://isu.ru/ru/education/quality_control/internal/survey_results/students/bachelor/).

6.5.2. System of External QualityAssessment of Educational Activities

The external assessment of the quality of educational activities in the bachelor's degree program, as part of the state accreditation procedure, is carried out to confirm the compliance of the education quality in the bachelor's degree program with the established accreditation indicators.
An independent assessment of the quality of student training in the bachelor's degree program is conducted on the initiative of participants in the field of education. Its purpose is to generate information about the level of students' mastery of the educational program or its parts, and to provide information about the quality of student training to the participants in the field of education.
An independent assessment of the quality of conditions for implementing educational activities at ISU is conducted by public councils for independent quality assessment no more than once a year and no less than once every three years.
The results of the assessment and recognition of the quality of the bachelor's degree program (reports, expert opinions, etc.) are published on the official website of ISU in the section “Quality Assessment” (https://isu.ru/ru/education/quality_control/main/).

7. ADDITIONAL REGULATORY AND METHODOLOGICAL DOCUMENTATION FOR EDUCATION QUALITY ASSURANCE

7.1. Within the framework of the curriculum implementation for 27.03.05 Innovatics, a point-rating system for assessing student performance has been introduced and operates alongside the traditional grading system (4-point scale).
The point-rating system (hereinafter referred to as the PRS) provides for continuous monitoring of students' knowledge at all study stages and includes the following:

- discipline (module) rating, which takes into account the students’ ongoing work and their results in the exam (test);
- a rating for multiple disciplines forming a module and studied over a specific period;
- a cumulative semester rating, reflecting the student's academic performance in all subjects studied during the semester;
- an integral rating, reflecting the student's overall academic performance over a defined period of university studies.

Main objectives of the point-rating system:

- to increase motivation for student active and regular work during the semester;
- to stimulate students' independent academic work during the semester;
- to enhance monitoring of students' systematic progress in mastering the curriculum for their major;
- to improve student discipline and reduce the number of unexcused class absences;
- to create conditions for competition among students, aiming at their maximum self-realization in academic activity;
- to objectively assess student performance and competence;
- to provide stakeholders (parents, employers) with objective information about students' academic achievements.

Organization of the Point-Rating System

The Point-Rating System for assessing student performance is based on evaluating each type of student work according to the type of learning activity in rating points. The Point-Rating System for assessing student performance applies to all types of learning activities of students enrolled in Bachelor's degree programs, with the exception of physical education. Points earned by students for various types of successfully completed work are accumulated throughout the entire period of studying that discipline (module) and show successful mastery of a specific academic discipline (module).

The specific number of points for certain topics and types of work depends on the following:

- discipline structure,
- the number of scheduled classroom hours and independent study hours,
- the significance of individual topics and specific types of work for mastering the discipline.

The mastery of each discipline studied in a semester by a student is assessed with a maximum of 100 points. This maximum number of points (S_total), which a student can accumulate per semester for each discipline consists of the following:

- points for semester work (S_current),
- and points received during the examination session (S_sess).

The maximum number of points for semester work (S_current) is limited to 60 points, while the maximum for an exam or test (S_sess) is 30 points. If a discipline requires both a test and an exam in the same semester, the 30 session points are divided between these two assessment forms in a proportion determined by the school. Points for the discipline are awarded to the student for semester work (S_current = 0...60) even if no formal assessment is scheduled in that semester. If a student fails to accumulate the required number of points, they are recorded in the register with a "-" sign. The student has the opportunity to earn the necessary points in the following semester. The rating system provides for "bonus" points (from 0 to 10), which may be added to the student by the instructor for the following:

- no missed classes,
- high work quality,
- participation in olympiads, exhibitions, conferences, and other forms of active engagement in a discipline study.

Bonus points must be recorded in the register before the tests and exams. The total sum of points a student can accumulate in a semester must not exceed 100, including points for semester work, bonus points, and points for the completed exam (test). The grading scale, i.e., the minimum and maximum number of rating points for each type of student's classroom and independent work should be

- developed by the instructor,
- approved by the department before the beginning of the semester,
- approved by the Educational and Methodological Board.

The list of mandatory types of work for the discipline and the corresponding number of rating points for each of them is stated in the discipline syllabus in the section "Assessment Materials for Formative and Summative Assessment." The rating points for specific types of learning activities in each discipline are communicated to students by the instructor during the first class at the beginning of each semester and cannot be changed during the semester.

1. REGULATIONS FOR THE ORGANIZATION OF PERIODIC UPDATING OF THE CPEP OF HE AS A WHOLE AND ITS CONSTITUENT DOCUMENTS

Change	Number of pages (p.)			Total number of pages (p.) in the document	No of Directive document	Signature	Date	Effective Date of the Changes
	changed	new	cancelled					

Core Professional Educational Program of Higher Education has been developed in accordance with the requirements of the Federal State Educational Standard of Higher Education (FSES HE) for the major 27.03.05 Innovation Management and takes into account the requirements of the professional standard: 06.012 Communication, Information and Communication Technologies:

1. Shulgina Polina Dmitrievna, undergraduate 1-st year, group 12111-ДБ, chairperson of the student trade union of SAF, Baikal International Business School (institute)

_____

(Full name, year of study, group, группа, public organization, signature, date)

2. Stetskaya Diana Valeryevna, grad student, 2-nd year, group 12211-BM, student Council of SAF, Baikal International Business School (institute)

_____

(Full name, year of study, group, группа, public organization, signature, date)

The development of the Core Professional Educational Program of Higher Education involved leaders and employees of the relevant organization Svyaztelecom LLC.
The Core Professional Educational Program of Higher Education 27.03.05 Innovation Management, specialization "Management of Innovative and IT Projects and Products," has been approved by the following employer representatives:

1. Bogdanovich Ivan Olegovich, Managing Partner of LLC “Pravovaya Bezopasnost” (Legal Security

_____

(Full name, position, signature, stamp, date)

2. Solsky Maxim Borisovich, General Director of LLC “Nadezhnaya Bukhgalteriya” (Reliable Accounting)

_____

(Full name, position, signature, stamp, date)

Head of the CPEP of HE,
PhD in Economics,
Dean of SAF, Baikal International Business School (institute)_____ N.B. Grosheva
(signature) (Full name)

Appendix 1

List of general work functions and professional work functions of a bachelor's program graduate majoring in 27.03.05 Innovatics, specialization "Management of Innovative and IT Projects and Products"

Code and name of the professional standard	**General work functions**			**Work functions**		
	code	title	Qualification level	name	code	Qualification level (sublevel)
IIC 06.012 Information and communication technologies	**C**	Product portfolio management and team leadership in IT	**6**	Development, alignment, and control of business plans, pricing policies, and development strategy for an IT product portfolio.	**C/02.6**	**6**
	C		**6**	Budget management of IT product portfolio	**C/04.6**	**6**
	C		**6**	Promotion of IT products	**C/06.6**	**6**
	C		**6**	Commissioning and overseeing the development of a project program for the creation, development, market launch, and sales of IT products.	**C/07.6**	**6**
	C		**6**	Development of proposals for the acquisition and sale of technological, product-related, and other intellectual assets and organizations.	**C/09.6**	**6**

Appendix 2

CPEP Competency and Curriculum Alignment Matrix

CPEP Curriculum	**COMPETENCIES**																									
	Universal competencies											General professional competencies										Professional competencies				
Б1 Disciplines(modules)	К	К	К	К	К	К	К	К	К	К 0	К11	ПК	ПК	ПК	ПК4	ПК	ПК	ПК 7	ПК	ПК	ПК 0	К	К2	К	К4	К
General disciplines																										
Б1. О.01 Introduction to Research	К .1 .2.																ПК 6.3									
Б1. О.02 Project Management		К 2.1 К 2.2.																								
Б1. О.03 Psychology of Social Interaction, Self-Development, and Self-Organization			К 3.1 .2. .3			К 6.1 .2 .3																				
Б1. О.04 Russian Language and Culture of Speech				К 4.1 .3																						
Б1. О.05 Foreign Language				К .1 .2 .3																						
Б1. О.06 History of Russia					К 5.1 .2 .3																					
Б1. О.07 Philosophy					К 5.2																					
Б1. О.08 Physical Education and Sports							К 7.1 .2																			
Б1. О.09 Life safety								К			К															

								.1 .2			11.1 1.2 1.3															
Б1. О.10 Basics of Inclusive Interaction									К 9.1 .2 .3																	
Б1. О.11 Economic Culture and Fundamentals of Financial Literacy										К 10.1 0.2																
Б1. О.12 Mathematics												ПК 1.1.	ПК 2.1		ПК 4.1 .2				ПК 8.1 .2							
Б1. О.13 Applied Programming and Database Tools																		ПК 7.1	ПК 8.3		ПК 10.1 0.2 0.3					
Б1. О.14 Management														ПК 3.1 .2						ПК 9.3						
Б1. О.15 Digital marketing														ПК 3.1						ПК 9.3						
Б1. О.16 Economics (microeconomics and macroeconomics)														ПК 3.1 .2						ПК 9.3						
Б1. О.17 Organizational Behaviour														ПК 3.1 .2												
Б1. О.18 Financial Management at an Innovative Company																ПК 5.2						К 1.3	К 2.2			

																							.3			
Б1. О.19 Applied Innovatics																ПК 5.2	ПК 6.1 .2		ПК 8.1 .2 .3	ПК 9.1 .2					К .3	
Б1. О.20 Statistics															ПК 4.1 .2											
Б1. О.21 Fundamentals of Russian State System					К 5.1 .2 .3																					
Б1. О.22 Ecology												ПК 1.2	ПК 2.3				ПК 6.1 .2 .3									
Б1. О.23 Law: Intellectual Property Management																ПК 5.1	ПК 6.1 .3									К .1
Б1. О.24 Information Technologies												ПК 1.3	ПК 2.2					ПК 7.2			ПК 10.1 0.2 0.3					
Б1. О.25 Marketing of Innovations	К 1.1	К 2.1															ПК 6.3					К 1.2		К 3.1 .2		К .3
Б1. О.26 Introduction to Innovation Management																	ПК 6.1 .2		ПК 8.1							

																		.3									
Б1. О.27 Environmental Management												ПК 1.2	ПК 2.3				ПК .1 .2 .3					К 1.1				
School-Specific Disciplines																											
Б1. В.01 Strategic Management																							К 1.1				
Б1. В.02 Entrepreneurial Psychology			К 3.1 .2 .3																								
Б1. В.03 International Innovation Environment and Public Relations						К 6.2																		К 3.1 .2 .3			
Б1. В.04 Business Process Management: Digital Technologies																											К 5.3
Б1. В.05 Startups and Small Business																							К 1.2				К 5.3
Б1. В.06 Business Taxation																							К 1.3	К 2.3			
Б1. В.07 Financial Infrastructure of Business																								К 2.3 .			
Б1. В.08 Entrepreneur Personal Brand Development			К 3.1 .2 .3																						К 3.1. .2		
Б1. В.09 Risk Management at an Innovative Company																										К 4.2	
Б1. В.10 Fundamentals of Digital Literacy	К 1.1.																										

	.2																									
Б1. В.11 Introduction to Team Management			К 3.1 .2 .3																							
Б1. В.12 Human Resource Management			К 3.1 .2 .3																					К 4.1 .2		
Б1. В.13 Mathematical Methods in Management																						К 1.3				
Б1. В.14 Theory and Practice of Effective Communication																								К 3.1 .2		
Б1. В.15 Management of Innovative Projects																							К 2.2	К 3.1	К 4.1 .2 .3	
Б1. В.16 Management of Entrepreneurial Challenges																									К 4.1 .2 .3	
Б1. В.17 Information Technologies in Innovative Project Management																									К 4.1 .2 .3	
Б1. В.18 Management Accounting and Budgeting																						К 1.2 .3	К 2.1			
Б1. В.19 Entrepreneurial Risk Management																									К 4.2	
Б1. В.20 Mathematical Statistics																							К 2.3			
Б1. В.21 Management																										

Decision-Making Methods	К 1.2	К 2.1 .2																								
Б1. В.22 Business and Asset Valuation										К 10.1 0.2														К 2.3			К 5.1 .2 .3
Б1.В.ДВ.0 Elective Disciplines 1																											
Б1.В.ДВ.01.01 Research	К 1.1 .2																										
Б1.В.ДВ.01.02 Organizational Theory	К 1.1 .2																										
Adaptive Discipline 1 Б1.В.ДВ.01.03.01 Personality Psychology and Professional Identity						К 6.1 .2 .3																					
Б1.В.ДВ.02. Elective Disciplines 2																											
Б1.В.ДВ.02.01 Management of Technical Innovations																								К 3.1 .2			
Б1.В.ДВ.02.02 Product Management																								К 3.1 .2			
Adaptive Discipline 2 Б1.В.ДВ.02.03.01 Adaptive Information Technologies	К .1 .2																										
Б1.В.ДВ.03. Elective Disciplines 3																											
Б1.В.ДВ.03.01 Product Innovations																								К 2.2			К 5.3
Б1.В.ДВ.03.02 Project Innovations																											
Б1.В.ДВ.04. Elective Disciplines 4																											

Б1.В.ДВ.04.01 Startup Culture			К 3.2 .3	К 4.1	К 5.1																						
Б1.В.ДВ.04.02 Leadership and Startup Team Development			К 3.2 .3	К 4.1	К 5.1																						
Б1.В.ДВ.05. Elective Disciplines 5																											
Б1.В.ДВ.05.01 Business Planning																							К 1.2	К 2.1 .3			
Б1.В.ДВ.05.02 Business Forecasting																							К 1.2	К 2.1 .3			
Б1.В.ДВ.06. Elective Disciplines 6																											
Б1.В.ДВ.06.01 Preparation for International English Language Proficiency Testing				К 4.2 .3																							
Б1.В.ДВ.06.01 Foreign Language in Professional Communication				К 4.2 .3																							
Б2 Practice																											
General																											
Academic Practice. Introductory Practice	К .1 .2	К 2.1 .2	К 3.1 .3	К 4.1		К 6.1 .2 .3																					
Academic Practice. Project Practice	К .1 .2	К 2.1 .2	К 3.1 .2	К 4.1 .2 .3	К 5.1 .2 .3	К 6.1 .2 .3				К 10.1 0.2																	
Pre-graduation Practice	К .1	К 2.1 .2	К 3.1 .2	К 4.1 .3		К 6.1 .2				К 10.1	К 11. 1		ПК 2.2			ПК 5.2	ПК 6.1						К 1.1 .2	К 2.1	К 3.1 .2	К 4.1	К 5.1 .2

	.2		.3			.3				0.2							.2					.3	.2 .3		.2	.3
School-Specific																										
Industrial Practice. Organizational and Management Practice	К .1 .2	К 2.1 .2	К 3.1 .2 .3	К 4.1 .3		К 6.1 .2 .3							ПК 2.2			ПК 5.2	ПК 6.1 .2					К 1.1 .2 .3	К 2.1 .2 .3	К 3.1 .2	К 4.1 .2	К 5.1 .2 .3
Б3. State Final Certification																										
Preparation of Final Qualification Paper and its Defense	К .1 .2	К 2.1 .2	К 3.1 .2 .3	К 4.1 .2 .3	К 5.1 .2 .3	К 6.1 .2 .3	К 7.1 .2	К .1 .2	К .1 .2 .3	К 10.1 0.2	К 11.1 1.2 1.3	ПК .1 .2 .3	ПК .1 .2 .3	ПК 3.1 .2	ПК 4.1 .2	ПК 5.1 .2	ПК 6.1 .2 .3	ПК 7.1 .2	ПК 8.1 .2 .3	ПК 9.1 .2 .3	ПК 10.1 0.2 0.3	К 1.1 .2 .3	К 2.1 .2 .3	К 3.1 .2	К 4.1 .2 .3	К 5.1 .2 .3
Optional																										
ФТД. 01 Team Building and Group Work Methods			К 3.1 .2 .3																							
ФТД. 02 Digital Economy																									К 4.3	
Б4. 01 Elective Disciplines (Modules) in Physical Education and Sports							К 7.1 .2																			