MASTER PROJECT MANAGEMENT

MASTER PROGRAMME

Astana IT University, 2024

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1. History and Philosophy of Science

Module name:	History and Philosophy of Science
Code	
Trimester	1
Person responsible for the module	Assoc. Prof. A. Uyzbayeva, PhD
Lecturer(s)	Assoc. Prof. A. Uyzbayeva, PhD
Language	English, Russian
Relation to curriculum	Compulsory course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
4	20	20	20	60	120

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Oral presentation	35	Oral defense	3rd week
	Oral presentation	35	Oral defense	4th week
	Mid-term MCQ (Multiply Choice Quiz)	30	Test	5th week
	1st attestation total	**100**		
2nd attestation	Oral presentation	35	Oral defense	7th week
	Oral presentation	35	Oral defense	9th week
	Mid-term MCQ	30	Test	10th week

	(Multiply Choice Quiz)			
	2nd attestation total	**100**		
Final Exam MCQ		100	Test	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites	Philosophy
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Application of philosophical knowledge in complex research; – Critical analysis and evaluation modern scientific achievements; – Searching for scientific literature on the philosophy of science; – Writing reviews of scientific articles. **Students will have the skill to** – Know the genesis and history of science from the formation of its models, images and styles of thinking; – see the relationship of scientific and philosophical thoughts; – know the fundamental basis and conceptual apparatus of the history and philosophy of science; – understand basic principles of research activities. **In terms of competences, students will be able to** – Formulate and solve problems that arise in the course of research activities and require in-depth professional knowledge; – choose the necessary research methods, modify existing and develop new methods based on the objectives of a particular study; – analyze and comprehend the realities of modern theory and practice on the basis of the history and philosophy of science, the methodology of natural science, socio-humanitarian and technical knowledge.
Content	The course "History and Philosophy of Science" introduces the problem of the phenomenon of science as a subject of special philosophical analysis, forms knowledge about the history and theory of science; the laws of development of science and the structure of scientific knowledge; science as a profession and a social institution; on methods of conducting scientific research; the role of science in the development of society.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.

Reading list	**Basic literature:** 1. History and philosophy of science. Ed. Kryaneva Yu.V., Motorina L.E. - M.: INFRA-M, 2011. - 416 p. 2. Stepin V.S. History and philosophy of science. - M.: Academic Project, 2011. - 423 p. 3. Khasanov M.Sh., Petrova V.F. History and philosophy of science. - Almaty: Kazakh University, 2013. - 150 p. 4. Philosophy of science. Edited by A.I. Lipkin. - M.: Eksmo, 2009. - 608 p. **Supplementary literature:** 5. Myrzaly S. Philosophy, 2018. 6. Lebedev S.A., Ilyin V.V. Introduction to the philosophy and history of science. - M.: Editorial URSS, 2009. - 344 p. 7. Kokhanovsky V.P. etc. Fundamentals of philosophy of science. - M.: Phoenix, 2010. - 603 p. 8. 4. Nurysheva G.Zh. Philosophy. - Almaty, 2016.

2. Higher Education Pedagogy

Module name:	Higher Education Pedagogy
Code	
Trimester	1
Person responsible for the module	Assoc. Prof. Zh.Tleshova, Candidate of Pedagogical Sciences
Lecturer(s)	Assoc. Prof. Zh.Tleshova, Candidate of Pedagogical Sciences
Language	English
Relation to curriculum	Compulsory course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
4	20	20	10	70	120

Course assessment and forms of examination	

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)

1st attestation	Reading material discussions	25	Presentation and discussion of oral reports based on the reading material	Once in two weeks
	Quiz	5	Written	5th week
	1st attestation total	**30**		
2nd attestation	Reading material discussions	25	Presentation and discussion of oral reports based on the reading material	Once in two weeks
	Quiz	5	Written	10th week
	2nd attestation total	**30**		
Final Exam		40	Oral	During final exam session
Total for the course		100		
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites	History and Philosophy of Education; Psychology; Introduction to Research Methodology
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Higher education methodology, system, and processes – Management in Higher Education: processes, faculty members and students. – Design of educational programs. – Teaching and learning outcomes, assessment methodology and methods of teaching and learning. – Organization of teaching and learning environments. – Regulation Acts in education on teaching in higher education. – Student-centered teaching approach and the roles of self-study. – Roles of IT technology in teaching and learning. – Design of a course and a lesson plan – Research questions in higher education teaching and learning problems **Students will have the skill to** – Give arguments for and against the concepts in higher education methodology, system, and processes and discuss them in the class. – Design the content of educational programs. – Design assessment forms. – Define favorable learning environment.

	– Follow regulations in teaching and learning processes and learning environment. – Apply student-centered teaching approach and self-study assignments. – Design a course and a lesson plan – Research local problems in higher education problems **In terms of competences, students will be able to** – Critically evaluate the concepts in methodology of pedagogical sciences; – Evaluate modern tendencies in higher education – Employ modern educational technologies – Apply teaching and learning methods – Define assessment forms based on the educational program content, goals and objectives; – Interpret the findings of research questions on higher education problems.
Content	The course "Pedagogy of Higher Education" is designed for MA degree students to shape their knowledge about Higher Education systems, paradigm, university teacher competence, teaching and learning theories, assessment methodology and organization of teaching and learning processes.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic literature:** 1. Hartley, M.&Ruby, A. (2017). *Higher Education Reform and Development: The Case of Kazakhstan*. Cambridge Press, UK. 2. Silova, I.&Niyozov, S. (2020). *Globalization on the Margins. Education and Post-Socialist Transformations in Central Asia.* Information Age Publishing Inc., USA. 3. Shunk D. H.(2019). Learning Theories: An Educational Perspective 8th Edition. Pearson 4. OECD. (2017). *Higher Education in Kazakhstan. Reviews of National Policies for Education.* OECD Publishing, Paris. 5. UNESCO. (2021). Thinking Higher and Beyond. Perspectives on the Futures of Higher Education to 2050. **6.** Fry, H., Ketteridge, S.,&Marshal, S. (2009). A Handbook for Teaching and Learning in Higher Education. Taylor&Francis. NY., USA **Supplementary literature:** 1. Мынбаева, А. (2008). *Основы педагогики высшей школы*. Учебное пособие. Алматы., Казахстан.

3. Foreign Language (Professional)

Module name:	Foreign Language (Professional)
Code	
Trimester	1
Person responsible for the module	Aliya Ayazbayeva, Assistant Professor, Candidate pf Philological Sciences Elmira Gerfanova, Assistant Professor, PhD
Lecturer(s)	Aliya Ayazbayeva, Assistant Professor, Candidate pf Philological Sciences Elmira Gerfanova, Assistant Professor, PhD Diana Zhanabilova, Senior lecturer, MA, Candidate to PhD degree
Language	English
Relation to curriculum	Compulsory course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
4		40	40	40	120

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Preparing and defending presentations	15	Presentation defense	Week 3
	Quiz	15	Computer-based	Week 5
	1st attestation total	**30**		
2nd attestation	Preparing and defending presentations	15	Presentation defense	Week 8
	Quiz	15	Written	Week 10
	2nd attestation total	**30**		

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<tr><td></td><td>
<table>
<tr><td>Final Exam</td><td>40</td><td>Oral</td><td>During final exam sessions</td></tr>
<tr><td>Total for the course</td><td>100</td><td></td><td></td></tr>
<tr><td colspan="4">Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.</td></tr>
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<tr><td>Recommended prerequisites</td><td>English for Academic Purposes</td></tr>
<tr><td>Module objectives/intended learning outcomes</td><td>
The student will show a working knowledge in:

reading authentic professionally oriented texts and identifying reading structures
reading authentic professionally oriented texts for understanding main ideas and identifying supporting details
listening effectively to a range of formal and informal discussions presented in the relevant professional fields
developing adequate speaking skills to communicate effectively in a professional setting

Students will have the skill to:

synthesize, draw conclusions, evaluate and discuss ideas from a reading
follow and comprehend professional discourse
plan and deliver oral presentations based on course project and answer questions
analyze written professionally oriented texts

In terms of competences, students will be able to:

write texts on professional topics
read and understand a range of vocabulary and stylistics in authentic sources
listen to lectures and presentations related to professional fields
participate in group discussions, prepare and give presentations
recognize and use grammar and specific vocabulary
self-reflect and evaluate reasoning

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<tr><td>Content</td><td>Foreign Language (Professional) is designed to help Master program students focus on basic skills in listening, reading, writing and speaking with an emphasis on professional English, research and presentation structures, vocabulary and language usage. The learning outcomes are designed in a way so that the students can successfully apply their knowledge and skills in professional English in the academic context and demonstrate their professional English language competence.</td></tr>
<tr><td>Media employed</td><td>Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.</td></tr>
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Reading list	*Main:* Esteras, S.R.., & Fabre, E.M. (2010). Professional English in Use –ICT. Cambridge University Press *Additional:* Paterson, K. (2013). Oxford Grammar for EAP. London: Oxford University Press. Chazal, E. &Moore, J. (2022). Oxford EAP. A Course in English for Academic Purposes. London: Oxford University Press. Swales, J.& Feak Ch. (2012). Academic Writing for Graduate Students. Michigan Series in English for Academic and Professional Purposes

4. Psychology of Management

Module name:	Psychology of Management
Code	
Trimester	1
Person responsible for the module	Assoc. Prof. A.Issakhanova, PhD in Pedagogy and psychology
Lecturer(s)	Assoc. Prof. A.Issakhanova, PhD in Pedagogy and psychology
Language	English, Russian
Relation to curriculum	Compulsory course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
4	20	20	10	50	120

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Problem Sets	60	Submission of written reports	Weekly
	Mid-term Exam	40	Written. Individual project	5th week

	1st attestation total	**100**		
2nd attestation	Problem Sets	60	Submission of written reports	Weekly
	End-term Exam	40	Written. Individual project	10th week
	2nd attestation total	**100**		
Final Exam		100	Quiz	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites	Psychology, Philosophy, History.
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Know the conceptual apparatus describing management activities; – Mastering the theoretical laws of life and dynamics of control systems; – Manage the ways of introspection, self-development and self-organization; – The ability to organize methods of organizing teamwork; – Apply the techniques of discussions, group work, independent analysis of cases arising in the practical work of a psychologist. **Students will have the skill to** – Independently navigate the various approaches existing in domestic and world science to psychological processes and phenomena arising in management; – Use socio-psychological mechanisms for managing group phenomena and processes; analyze employee motivation. **In terms of competences, students will be able to** – To organize management activities; to explain the psychological phenomena of management, selection of diagnostic tools and corrective techniques in the analysis of cases arising in the practice of applied psychological work.
Content	This course provides scientifically - based training of highly qualified specialists based on the study and analysis of psychological conditions and features of managerial activity in the process of professional formation within the chosen specialty and orientation on personal self - development.

Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic Literature:** 1. Akhtaeva N. S., Abdigapparova A. I., Bekbaeva Z. N. Management psychology. - Almaty: Kazakh University, 2018. 2. Essentials of Organizational Behavior / S. P. Robbins, T. A. Judge. - 14th ed. - Almaty : National Translation Bureau, 2019 3. Balzac R. Organizational Psychology for Managers / R. Balzac, R. Stephen. 2020 4. Looij, August van. Series: Psychology of Emotions, Motivations and Actions. New York : Nova. 2019. 5. Susan W. Weinschenk. 100 Things Every Desinger Needs To Know About People / W. W. Susan. - USA : Pearson, 2020. 6. Social Psychology: Handbook of Basic Principles / Van Lange A.M. Paul, H.E. Tory, W. A. Kruglanski. - New York : The Guilford Press, 2021. 7. Psychology/ G.M. David, C. Nathan DeWall. - 13 ed. - New York: Macmillan International Higher Education, 2021. 8. Susan W. Weinschenk. 100 Things Every Desinger Needs To Know About People / W. W. Susan. - USA: Pearson, 2020 **Supplementary literature:** 1. Duane P. Schultz.Theories of Personality / P. S. Duane, E.S. Sydney. - 11 ed. - Mexico : Cengage, 2017. 2. Armstrong M. Strategic human resource management. - M.: INFRA-M., 2014. 3. Bakirova G.H. Human resource management. - St. Petersburg: Speech, 2008. 4. Becker G.S. Human capital: Theoretical and Empirical Analysis. - N-Y., 2011. 5. Dobrenkov V. I. Human resource management: a socio-psychological approach. Studies.manual. - M.: KDU, 2015. 6. Ignatov V. G. Theory of management: a course of lectures / V.G. Ignatov, L.N. Albastova. - M. ICC "March"; Rostov-n/A: Publishing center "March", 2012

5.Teaching Practicum (Internship)

Module name:	Teaching Practicum (Internship)

Code	
Trimester	2
Person responsible for the module	Assoc. Prof. Zh.Tleshova, Candidate of Pedagogical Sciences
Lecturer(s)	Assoc. Prof. Zh.Tleshova, Candidate of Pedagogical Sciences
Language	English
Relation to curriculum	Compulsory course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
4					8 weeks period of internship

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
Final grade	Organizing a tutorial hour with BA students	100	Report on a tutorial hour	1-3 weeks
	Class and lesson observation	100	Report	1-3 weeks
	Three lessons that MA students give	100		4-8 weeks
	A teaching Philosophy statement	100	Written	4-8 weeks
	Discipline instructor's grade	100	Written	4-8 weeks
	Total	100		

Recommended prerequisites	Pedagogy of Higher Education, Psychology of Management; Methodology and Methods of Research
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – pedagogy of a major discipline – methodology of teaching a major discipline – methodology of assessment – management in Higher Education – design of educational programs – teaching and learning outcomes, assessment methodology and methods of teaching and learning – organization of teaching and learning environments. **Students will have the skill to** – demonstrate hard and soft skills in a major discipline and pedagogy – apply the principles of learning and teaching processes – apply methods and approaches in teaching – apply various IT technologies – apply approaches of motivation (engagement) of BA students to study **In terms of competences, students will be able to** – work with students as tutors; – evaluate student behaviour and their response to teaching and content – employ modern educational technologies – apply teaching and learning methods – assess student knowledge and skills – define their own teaching philosophy
Content	Teaching Internship is designed for MA degree students to shape their knowledge and develop their skills of working with students to deliver knowledge, apply various teaching methods and approaches, and cooperate with discipline instructors in order to develop MA student competences in pedagogy of teaching.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Main literature:** 1. Оқыту теориясы. Д. Х Шунк. Тараулар 1, 3,4,5,6,7, 8,9,10,11 және 12. Баспа: Pearson, 2019 2. Рефлективті оқыту негіздері. Э.Поллард. Бөлімдер 2, 3, и 4. Баспа: Bloomsbury Academic, 2019 **Additional resources:** For the reading list and Resources, please find the attached links. These are the open sources by Massachusetts Institute of Technology (MIT), the US. MITOOPENCOURSEWARE https://ocw.mit.edu/courses/chemistry/5-95j-teaching-college-level-science-and-engineering-fall-2015/instructor-insights/ **Reading list:** "What Ails Elite Education? Debating Deresiewicz's 'Excellent Sheep'," *The Chronicle of Higher Education*, August 19, 2014.

	Hooks, Bell. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, 1994, pp. 1–12. ISBN: 9780415908085. Berrett, Dan. "The Day the Purpose of College Changed," *The Chronicle of Higher Education*, January 26, 2015. Seymour, E., and N. M. Hewitt. *Talking about Leaving: Why Undergraduates Leave the Sciences*. Westview Press, 2000, pp. 145–77. ISBN: 9780813366425. Halpern, D. F., and M. D. Hakel. "Applying the Science of Learning." *Change* (2003). Lang, J. M. "Week 7-Students as Learners." In *On Course: A Week by Week Guide to Your First Semeseter of College Teaching*. Harvard University Press, 2008, pp. 153–77. ISBN: 9780674028067. [Preview with Google Books] Boettcher, J. V. "Ten Core Principles for Designing Effective Learning Environments: Insights from Brain Research and Pedagogical Theory." 2007. Short Film: Teaching Teaching and Understanding Understanding. Aarhus University Press, 2006. Garrison, D. R. Chapter 1 in *E-Learning in the 21st Century: A Framework for Research and Practice*. Routledge, 2011, pp. 59–70. ISBN: 9780415885836. Mayer, Richard. "Elements of a Science of E-Learning." *Journal of Educational Computing Research* 29, no. 3 (2003): 297–313. Berrett, Dan. "How 'Flipping' the Classroom Can Improve the Traditional Lecture," *The Chronicle of Higher Education*, February 19, 2012. Dahlstrom, Eden, J. D. Walker, and Charles Dziuban, foreward by Glenda Morgan. "*ECAR Study of Undergraduate Students and Information Technology*." (PDF - 2.6MB) 2013 (Research Report). Louisville, CO: EDUCAUSE Center for Analysis and Research, September 2013. Aleman, L. and D. Shah. *Guidelines on Ed Tech Usage* (PDF). Created for the MIT Teaching Certificate Program, 2012. Carl Wieman Science Education Initiative-Assessments That Support Student Learning (PDF) *From*: Key points and factors from the review paper "Conditions under which Assessment Supports Student Learning." By G. Gibbs and C. Simpson. McKeachie, W. J. "The A, B, C's of Assigning Grades." Chapter 9 in *Teaching Tips: A Guidebook for the Beginning College Teacher*. Heath, 1969. Piontek, Mary E. "CRLT Occasional Paper No. 24: Best Practices for Designing and Grading Exams." (PDF) Center for Research on Teaching and Learning, University of Michigan, 2001. Glenn, Weslee S., Elizabeth M. V., and Catherine L. Drennan. "But I Don't Like Beer: A Guide to Identifying and Reducing Stereotype Threat to Maximize Student Performance." (PDF - 4.6MB) Department of Chemistry, Department of Biology, Massachusetts Institute of Technology, Cambridge, Massachusetts. Howard Hughes Medical Institute Professors grant. http://drennan.mit.edu/education/education-interests/teacher-and-mentor-training/ (under Resources). McIntosh, Peggy. "White Privilege: Unpacking the Invisible Backpack." (PDF) *Independent School Magazine*, 1998, 31.

	Crosley-Corcoran, Gina. "Explaining White Privilege to a Broke White Person," Huffington Post, May 8, 2014. (A slightly different perspective on White Privilege) Davis, Barbara Gross. "Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender." Chapter 5 in *Tools for Teaching*. Jossey-Bass, 1993. ISBN: 9781555425685. Barad, Karen. "A Feminist Approach to Teaching Quantum Physics." Chapter 2 in *Teaching the Majority: Breaking the Gender Barrier in Science, Mathematics, and Engineering*. Edited by S. Rosser. Teachers College Press, 1995, pp. 43–75. ISBN: 9780807762769.

6.Introduction to Research

<table>
<tr><td>Module name:</td><td>Introduction to Research</td></tr>
<tr><td>Code</td><td></td></tr>
<tr><td>Trimester</td><td>1</td></tr>
<tr><td>Person responsible for the module</td><td>Gaukhar Yeshenkulova, PhD
Professor of the School of Creative Industries</td></tr>
<tr><td>Lecturer</td><td>Gaukhar Yeshenkulova, PhD
Professor of the School of Creative Industries</td></tr>
<tr><td>Language</td><td>English</td></tr>
<tr><td>Relation to curriculum</td><td>Compulsory course</td></tr>
<tr><td>Type of teaching</td><td>Lectures serve to introduce new concepts and provide theoretical and methodological foundations.
Practice sessions (seminars) are active sessions to develop student’s confidence through new examples and discussions on the problems.
Instructor-supervised independent study (ISIS) deals with review and exploration in greater depth of the course material.
Student’s independent study (SIS): Self-study time including the time required to prepare for and complete all course assessments.</td></tr>
<tr><td>Workload of course components and credits per trimester</td><td>
<table>
<tr><td rowspan="2">ECTS credits</td><td colspan="2">Contact hours</td><td rowspan="2">ISIS</td><td rowspan="2">SIS</td><td rowspan="2">Total hours</td></tr>
<tr><td>Lectures</td><td>Practice sessions</td></tr>
<tr><td>6</td><td>30</td><td>30</td><td>110</td><td>10</td><td>180</td></tr>
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<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><td>Period</td><td>Assessment type</td><td>Number of points</td><td>Exam Form</td><td>Schedule (Week #)</td></tr>
<tr><td rowspan="3">1st attestation</td><td>Weekly assignments</td><td>30</td><td>Submission of written reports</td><td>Weekly</td></tr>
<tr><td>Group project assignment</td><td>30</td><td>Written assignment</td><td>4th week</td></tr>
<tr><td>Mid-term</td><td>40</td><td>Written</td><td>5th week</td></tr>
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	Exam		assignment	
	1st attestation total	**100**		
2nd attestation	Weekly assignments	30	Submission of written reports	Weekly
	Group project assignment	30	Written assignment	9th week
	End-term Exam	40	Written assignment	10th week
	2nd attestation total	**100**		
Final Exam		100	Written	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites	-
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Key aspects of qualitative and quantitative methods of analysts from both theoretical and practical perspectives and from a wide variety of comparative cross-institutional and cross-country contexts; – Understanding key trends, challenges and opportunities in building research methodology for effective management and leadership in various areas; – Skills of content, context, stakeholder, comparative and policy analysis through investigating actual projects in the area, analyzing interesting cases from different countries and comparing concrete research methods and tools, unique innovative strategies in advancing effective management of research and development processes at both national and local levels. **Students will have the skill to:** – apply research methods to solve various socioeconomic challenges and propose effective implementation strategies to address the challenges and advance management and leadership. – use major theories and methodologies of qualitative and quantitative analysis; – understand the benevolent effects of management strategies aimed to advance research and development at national levels from different contexts; – identify key drivers, challenges and opportunities for the development of research methodology for effective IT and media technology management; – master such useful methods of investigation as stakeholder, content,

	context analysis as well as survey research and statistical analysis; – identify and assess key benchmarks in measuring the progress of research and development agendas in promoting more competitive and efficient management and leadership in the area. **In terms of competences, students will be able:** – Understand structure and components of scientific research; – Apply a wide range of qualitative and quantitative methods of analysis for effective management and leadership; – Conduct individual and group research projects, using scientific methods of analysis; – Identify, locate, select and read scientific references for research assignments.
Content	The key goal of the course is to provide students with the knowledge that will help them to understand and apply various qualitative and quantitative methods of research for effective management and leadership.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic Literature:** 1. Sofaer, S. (1999). Qualitative methods: what are they and why use them?. Health services research, 34(5 Pt 2), 1101. 2. Gerring, J. (2017). Qualitative methods. Annual review of political science, 20, 15-36. 3. Seaman, C. B. (2008). Qualitative methods. In Guide to advanced empirical software engineering (pp. 35-62). Springer, London. 4. Crang, M. (2003). Qualitative methods: touchy, feely, look-see?. Progress in human geography, 27(4), 494-504. 5. Potter, W. J. (2013). An analysis of thinking and research about qualitative methods. Routledge. 6. Taylor, G. R. (Ed.). (2005). Integrating quantitative and qualitative methods in research. University Press of America. 7. Sechrest, L., & Sidani, S. (1995). Quantitative and qualitative methods:: Is There an Alternative?. Evaluation and program planning, 18(1), 77-87. 8. Crang, M. (2002). Qualitative methods: the new orthodoxy?. Progress in human geography, 26(5), 647-655. 9. Osborne, J. W. (Ed.). (2008). Best practices in quantitative methods. Sage. 10. Cook, T. D., & Reichardt, C. S. (Eds.). (1979). Qualitative and quantitative methods in evaluation research (Vol. 1). Beverly Hills, CA: Sage publications.

11. Steckler, A., McLeroy, K. R., Goodman, R. M., Bird, S. T., & McCormick, L. (1992). Toward integrating qualitative and quantitative methods: an introduction. Health education quarterly, 19(1), 1-8.

12. Stockemer, D., Stockemer, G., & Glaeser. (2019). Quantitative methods for the social sciences (Vol. 50, p. 185). Quantitative methods for the social sciences: Springer International Publishing.

13. Lewin, C. (2005). Elementary quantitative methods. Research methods in the social sciences, 215-225.

14. Nardi, P. M. (2018). Doing survey research: A guide to quantitative methods. Routledge.

Supplementary literature:

1. Adda, J., & Cooper, R. W. (2003). Dynamic economics: quantitative methods and applications. MIT press.

2. Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2009). Handbook on impact evaluation: quantitative methods and practices. World Bank Publications.

3. Waters, D., & Waters, C. D. J. (2008). Quantitative methods for business. Pearson Education.

4. Gray, P. S., Williamson, J. B., Karp, D. A., & Dalphin, J. R. (2007). The research imagination: An introduction to qualitative and quantitative methods. Cambridge University Press.

5. Spicer, N. (2004). Combining qualitative and quantitative methods. Researching society and culture, 2, 293-303.

6. Kidder, L. H., & Fine, M. (1987). Qualitative and quantitative methods: When stories converge. New directions for program evaluation, 1987(35), 57-75.

7. Curvin, J., & Slater, R. (2002). Quantitative methods for business decisions. Thomson Learning.

8. Morgan, D. L. (2013). Integrating qualitative and quantitative methods: A pragmatic approach. Sage publications.

9. Gorard, S. (2003). Quantitative methods in social science research. A&C Black.

10. Teo, T. (Ed.). (2014). Handbook of quantitative methods for educational research. Springer Science & Business Media.

11. Davies, M. B., & Hughes, N. (2014). Doing a successful research project: Using qualitative or quantitative methods. Bloomsbury Publishing.

2. 12. Lampard, R., & Pole, C. (2015). Practical social investigation: Qualitative and quantitative methods in social research. Routledge.

7. Research methods and tools

Module name:	**Research Methodology**
Code	
Trimester	1
Person responsible for the module	Gaukhar Yeshenkulova, PhD Professor of the School of Creative Industries
Lecturer	Gaukhar Yeshenkulova, PhD Professor of the School of Creative Industries
Language	English
Relation to curricu	Compulsory course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course componen per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
6	30	30	110	10	180

Course assessmen of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestatio n	Weekly assignments	30	Submission of written reports	Weekly
	Group project assignment	30	Written assignment	4th week
	Mid-term Exam	40	Written assignment	5th week
	1st attestation total	**100**		
2nd attestatio n	Weekly assignments	30	Submission of written reports	Weekly
	Group project assignment	30	Written assignment	9th week
	End-term Exam	40	Written assignment	10th week
	2nd attestation	**100**		

	total			
Final Exam		100	Written	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended pr	-
Module objectives learning outcome	**The student will show a working knowledge in:** − Main aspects of qualitative and quantitative methods of analysts from both theoretical and practical perspectives and from a wide variety of comparative cross-institutional and cross-country contexts; − Identifying key trends, challenges and opportunities in building research methodology for effective management and leadership in various areas; − Competencies of content, context, stakeholder, comparative and policy analysis through investigating actual projects in the area, analyzing interesting cases from different countries and comparing concrete research methods and tools, unique innovative strategies in advancing effective management of research and development processes at both national and local levels; − Analytic skills to understand better the potential of scientific methods to solve various socioeconomic challenges and propose effective implementation strategies to address the challenges and advance management and leadership. **By the end of the course, students will be expected to be able to:** − know major theories and methodologies of qualitative and quantitative analysis; − understand the benevolent effects of management strategies aimed to advance research and development at national levels from different contexts; − identify key drivers, challenges and opportunities for the development of research methodology for effective IT and media technology management; − master such useful methods of investigation as stakeholder, content, context analysis as well as survey research and statistical analysis; − identify and assess key benchmarks in measuring the progress of research and development agendas in promoting more competitive and efficient management and leadership in the area. **In terms of competences, students will be able:** − Understand structure and components of scientific research; − Apply a wide range of qualitative and quantitative methods of analysis for effective management and leadership; − Conduct individual and group research projects, using scientific

	methods of analysis; – Identify, locate, select and read scientific references for research assignments.
Content	The key goal of the course is to provide students with the knowledge that will help them to understand and apply various qualitative and quantitative methods of research for effective management and leadership.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic Literature:** 1. Sofaer, S. (1999). Qualitative methods: what are they and why use them?. Health services research, 34(5 Pt 2), 1101. 2. Gerring, J. (2017). Qualitative methods. Annual review of political science, 20, 15-36. 3. Seaman, C. B. (2008). Qualitative methods. In Guide to advanced empirical software engineering (pp. 35-62). Springer, London. 4. Crang, M. (2003). Qualitative methods: touchy, feely, look-see?. Progress in human geography, 27(4), 494-504. 5. Potter, W. J. (2013). An analysis of thinking and research about qualitative methods. Routledge. 6. Taylor, G. R. (Ed.). (2005). Integrating quantitative and qualitative methods in research. University Press of America. 7. Sechrest, L., & Sidani, S. (1995). Quantitative and qualitative methods:: Is There an Alternative?. Evaluation and program planning, 18(1), 77-87. 8. Crang, M. (2002). Qualitative methods: the new orthodoxy?. Progress in human geography, 26(5), 647-655. 9. Osborne, J. W. (Ed.). (2008). Best practices in quantitative methods. Sage. 10. Cook, T. D., & Reichardt, C. S. (Eds.). (1979). Qualitative and quantitative methods in evaluation research (Vol. 1). Beverly Hills, CA: Sage publications. 11. Steckler, A., McLeroy, K. R., Goodman, R. M., Bird, S. T., & McCormick, L. (1992). Toward integrating qualitative and quantitative methods: an introduction. Health education quarterly, 19(1), 1-8. 12. Stockemer, D., Stockemer, G., & Glaeser. (2019). Quantitative methods for the social sciences (Vol. 50, p. 185). Quantitative methods for the social sciences: Springer International Publishing. 13. Lewin, C. (2005). Elementary quantitative methods. Research

	methods in the social sciences, 215-225. 14. Nardi, P. M. (2018). Doing survey research: A guide to quantitative methods. Routledge. **Supplementary literature:** 1. Adda, J., & Cooper, R. W. (2003). Dynamic economics: quantitative methods and applications. MIT press. 2. Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2009). Handbook on impact evaluation: quantitative methods and practices. World Bank Publications. 3. Waters, D., & Waters, C. D. J. (2008). Quantitative methods for business. Pearson Education. 4. Gray, P. S., Williamson, J. B., Karp, D. A., & Dalphin, J. R. (2007). The research imagination: An introduction to qualitative and quantitative methods. Cambridge University Press. 5. Spicer, N. (2004). Combining qualitative and quantitative methods. Researching society and culture, 2, 293-303. 6. Kidder, L. H., & Fine, M. (1987). Qualitative and quantitative methods: When stories converge. New directions for program evaluation, 1987(35), 57-75. 7. Curvin, J., & Slater, R. (2002). Quantitative methods for business decisions. Thomson Learning. 8. Morgan, D. L. (2013). Integrating qualitative and quantitative methods: A pragmatic approach. Sage publications. 9. Gorard, S. (2003). Quantitative methods in social science research. A&C Black. 10. Teo, T. (Ed.). (2014). Handbook of quantitative methods for educational research. Springer Science & Business Media. 11. Davies, M. B., & Hughes, N. (2014). Doing a successful research project: Using qualitative or quantitative methods. Bloomsbury Publishing. 2. 12. Lampard, R., & Pole, C. (2015). Practical social investigation: Qualitative and quantitative methods in social research. Routledge.

8. Fundamentals of Project Management

Module name:	**Fundamentals of Project Management**
Code	
Trimester	1

<table>
<tr><td>Person responsible for the module</td><td>Nassanbekova S.</td></tr>
<tr><td>Lecturer(s)</td><td>Nassanbekova S.</td></tr>
<tr><td>Language</td><td>English, Russian</td></tr>
<tr><td>Relation to curriculum</td><td>Compulsory course</td></tr>
<tr><td>Type of teaching</td><td>Lectures serve to introduce new concepts and provide theoretical and methodological foundations.
Practice sessions (seminars) are active sessions to develop student’s confidence through new examples and discussions on the problems.
Instructor-supervised independent study (ISIS) deals with review and exploration in greater depth of the course material.
Student’s independent study (SIS): Self-study time including the time required to prepare for and complete all course assessments.</td></tr>
<tr><td>Workload of course components and credits per trimester</td><td>
<table>
<tr><td rowspan="2">ECTS credits</td><td colspan="2">Contact hours</td><td rowspan="2">ISIS</td><td rowspan="2">SIS</td><td rowspan="2">Total hours</td></tr>
<tr><td>Lectures</td><td>Practice sessions</td></tr>
<tr><td>4</td><td>20</td><td>20</td><td>70</td><td>10</td><td>120</td></tr>
</table>
</td></tr>
<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><th>Period</th><th>Assignment</th><th>Number of points</th></tr>
<tr><td>1st attestation</td><td>Quiz 1 (Week 3)
Presentation (Week 5)</td><td>15
15</td></tr>
<tr><td>2nd attestation</td><td>Quiz 2 (Week 7)
Group project (Week 10)</td><td>15
15</td></tr>
<tr><td>Final exam*</td><td>Individual project</td><td>40</td></tr>
<tr><td>Total</td><td>0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final</td><td></td></tr>
</table>
</td></tr>
<tr><td>Recommended prerequisites</td><td>-</td></tr>
<tr><td>Module objectives/intended learning outcomes</td><td>The student will show a working knowledge in:
– Key terms and definitions of project management,
– Description of the project cycle and the management processes,
– Identification of project structures,
– Main roles and responsibilities,
– Organizational culture and its influence on projects
– Various categories of project stakeholders.
Students will have the skill to:
– recognize issues in a realistic project scenario.
– employ work breakdown structures (WBS) in a project application
– demonstrate the use of appropriate network scheduling techniques.</td></tr>
</table>

	– produce a project proposal. – discuss the implementation of a proposed plan **In terms of competences, students will be able to:** – Execute effective communication – Maintain scheduling and time management – Solve problems – Implement risk management – Analize the project.
Content	The course teaches the core fundamentals of project management and builds on knowledge for effectively initiating a project and managing the project scope. This course lays the foundation for creating a project plan, work breakdown structure (WBS), schedule, budget, and communication plan, and for managing resources, identifying and managing risks, and understanding the project quality and procurement processes.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	*Names of textbooks, articles, etc.* **Joseph Heagney.** Fundamentals of Project Management / H. Joseph. - 5 ed. - USA : American Management Association,2016. - 228 p. - ISBN 978-081-443-73-60 **Project Management:** The Managerial Process – Sixth Edition **A Guide to the Project Management Body of Knowledge (**PMBOK® Guide) – Sixth Edition **Gregory M.Horine.**Project Managment [Текст] : Absolute Beginner's guide / M.H. Gregory. - 4 ed. - Indiana : Que , 2017.- 434 p. - ISBN 978-0-7897-5675-6 **A Guide to the Project Management Body Of Knowledge** [Текст] . - 6 ed. - Pennsylvania : ProjectManagement Institute, 2017. - 756 p. - ISBN 978-1-62825-184-5 **John M. Nicholas.**Project Management For Engineering, Business and Technology [Текст] / M. N. John, S. Herman. - 6ed. - New York : Routledge, 2021. - 732 p. - ISBN 978-0-367-27734-5 : *An Introduction to Project Management: Predictive, Agile, and Hybrid Approaches 7th by Kathy Schwalbe ISBN / ASIN: 9798695713459*

9. Fundamentals of Financial Accounting

Module name:	**Fundamentals of Financial Accounting**
Code	
Trimester	1
Person responsible for the module	-
Lecturer(s)	-
Language	English

<table>
<tr><td>Relation to curriculum</td><td>Compulsory course</td></tr>
<tr><td>Type of teaching</td><td>Lectures serve to introduce new concepts and provide theoretical and methodological foundations.
Practice sessions (seminars) are active sessions to develop student’s confidence through new examples and discussions on the problems.
Instructor-supervised independent study (ISIS) deals with review and exploration in greater depth of the course material.
Student’s independent study (SIS): Self-study time including the time required to prepare for and complete all course assessments.</td></tr>
<tr><td>Workload of course components and credits per trimester</td><td>
<table>
<tr><td rowspan="2">ECTS credits</td><td colspan="2">Contact hours</td><td rowspan="2">ISIS</td><td rowspan="2">SIS</td><td rowspan="2">Total hours</td></tr>
<tr><td>Lectures</td><td>Practice sessions</td></tr>
<tr><td>4</td><td>20</td><td>20</td><td>70</td><td>10</td><td>120</td></tr>
</table>
</td></tr>
<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><td>Period</td><td>Assessments</td><td>Number of points</td><td>Total</td></tr>
<tr><td>1st attestation</td><td>Problem-solving assignments with team & individual work</td><td>30</td><td>100</td></tr>
<tr><td>2nd attestation</td><td>Problem-solving assignments with team & individual work</td><td>30</td><td>100</td></tr>
<tr><td>Final Exam</td><td>Exam</td><td>40</td><td>100</td></tr>
<tr><td colspan="4">Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final 100.</td></tr>
</table>
</td></tr>
<tr><td>Recommended prerequisites</td><td>Management and Organization, Accounting and Financial Management</td></tr>
<tr><td>Module objectives/intended learning outcomes</td><td>The student will show a working knowledge in:
– Modern corporate accounting and finance fundamentals.
– Principles of accounting and financial situation analysis through financial ratios based on the company’s results.
– Financial statements of publicly traded companies from investor’s point of view.
– Theory and practice of financial analysis of projects
Students will have the skill to:
– apply the key differences between financial accounting and managerial accounting;
– describe how managerial accounting is used in different types of organizations to support the key functions of management;
– apply standards in ethics, sustainability, and decision analytics to managerial accounting;</td></tr>
</table>

	– understand financial fundamentals through reading textbooks and lecturing on course topics; – communicate effectively on financial concepts; – define and analyze the financial situation of the company; – forecast the company's future by analyzing financial documents; – advance in concepts that will assist the student in his/her development academically, ethically, analytically, and develop financially. **In terms of competences, students will be able to:** – Manage financial resources of the company. – Make decisions from manager's financial accounting perspective.
Content	The course includes the study of the theoretical aspects of the financial analysis of projects, financial business planning of a single investment project. Students will understand the company's accounting and financial decision-making processes, acquire knowledge of how to make accounting and financial decisions. Main corporate accounting and finance topics will include capital budgeting decisions, valuation analysis, financing decisions, risk management, and dividend policy. Undergraduates will examine how company performs throughout a fiscal year by analyzing the yearly reports disclosed by companies. They will learn how to calculate and use the financial ratios for analyzing company's results.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Core Text:** Whitecotton S., Libby R., Phillips F., Managerial Accounting, Fourth Edition, 2020, ISBN 978-1-259-96495-4, McGraw-Hill Education. Berk J., DeMarzo P., Corporate Finance, 2019| ISBN 13: 978-0135183809| 5th Edition, Pearson Education Inc. Sherman E.H. A Manager's Guide to Financial Analysis: Powerful Tools for Analyzing the Numbers and Making the Best Decisions for Your Business [Internet]. Vol. Sixth edition. [Place of publication not identified]: AMA Self-Study; 2015 [cited 2020 Sep 23]. Available from: http://search.ebscohost.com/login.aspx?direct=true&db=e020tww&AN=1520883&site=ehost-live *Грачева М. Проектный анализ. Финансовый аспект. Учебное пособие. -М.: Кнорус, 2022, 224 с. Подробнее: https://www.labirint.ru/books/684063/* **Supplementary** Hillier, D., Clacher, R., Westerfield & Jordan, Fundamentals of Corporate Finance, 2nd European edition, 2014, McGrawHill, ISBN 978-0077149772

	Kelly, J., Stock Market Investing: Neatest Little Guide to Stock Market Investing, , Paperback, 336 pages, Plume, December 24, 2012, ISBN-10: 0452298628, ISBN-13: 978-0452298620 Deporre, J., Investing Like a Shark, 2008, FT Press, ISBN-10: 0132213087, ISBN-13: 978-0132213080 Stanley Block, Geoffrey Hirt, Bartley Danielsen, Foundations of Financial Management, 2020, McGraw-Hill Education, ISBN-13: 978-1259277160, ISBN-10: 125927716X Eugene F. Brigham, Michael C. Ehrhardt, Financial Management: Theory & Practice (MindTap Course List), Cengage Learning, 16th Edition, 2019, ISBN-13: 978-1337902601, ISBN-10: 1337902608

10. Project Management Methods and Techniques

Module name:	Project Management Methods and Techniques
Code	
Trimester	2
Person responsible for the module	Professor Yessimova Sholpan
Lecturer(s)	Professor Yessimova Sholpan
Language	English, Russian
Relation to curriculum	Compulsory course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
5	20	30	90	10	150

Course assessment and forms of examination	

Period	Assignments	Number of points	Total

1st attestation	Assignments**: Individual written assignment 1 Individual written assignment 2 Individual written assignment 3 Mid Term	60 20 20 20 30	100
2nd attestation	Assignments**: Individual written assignment 4 Individual written assignment 5 Individual written assignment 6 End Term	60 20 20 20 30	100
Final exam*	Individual Project and Presentation	40	100
Total	0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final		100

Recommended prerequisites	
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Modern methodology and technology of project management and understanding the place and role of project management in the overall system of organizational and economic knowledge. – Development history, accumulated experience and state of program and project management in our country and abroad. – The content and structure of the project, its life cycle; theory of project management organization; the main content and structure of the project management process. **Students will have the skill to:** – apply organizational project management tools and acquired professional knowledge and skills in practice. – manage a project at all stages of its life cycle development and use modern information technologies. **In terms of competences, students will be able to:** – Apply knowledge in project management as the newest highly effective professional activity of managers. – Understand the relevance, prospects and necessity of using project management methods and their adequacy to modern requirements of management, production and society.
Content	Give a clear idea of the modern concept of project management, teach how to use it in real practice, also give the basics of modern knowledge on project management, considering world and domestic achievements, help develop a new common language for civil servants,

	which is the basis for the formation of a modern management culture in activities government agencies
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	Basic Literature: 1. Project Management: The Managerial Process. 8th Edition by Erik Larson (Author), Clifford Gray (Author), 2020 – 704 p. 3. A Guide to the Project Management Body of Knowledge (PMBOK® Guide)–Sixth Edition, Project Management Institute, ISBN-10: 9781628251845, ISBN-13: 978-1628251845, 2017 4. Agile Practice Guide 1st Edition, Project Management Institute, Inc., ISBN: 978-1-62825-199-9, 2017 5. PMP Exam Prep, What You Really Need to Know to Pass the Exam Tenth Edition, Upgraded, Rita Mulcahy, ISBN-10: 1943704279, ISBN-13: 978-1943704279, 2022 6. The PRINCE2® Training Manual - https://pmstudent.com/wp-content/uploads/The-PRINCE2-Training-Manual.pdf Supplementary literature: 1. Клиффорд Ф- Грей, Эрик У. Ларсон Управление проектами: Практическое руководство/ Пер с англ — М.: Издательство «Дело и Сервис», 2003. — 528 с. 2. Полковников А.В. Управление проектами. Полный курс MBA / А.В. Полковников, М.Ф. Дубовик. – М.: ЗАО «Олимп-Бизнес», 2015 – 552 с. 3. PMI-ACP Exam Prep: A Course in a Book for Passing the PMI Agile Certified Practitioner (PMI-ACP) Exam (Updated Second Edition). Mike Griffith, ISBN-10: 1932735984, ISBN-13: 978-1932735987, 2018 4. Department for Business, Enterprise and Regulatory Reform www.berr.gov.uk First published August 2007. Crown Copyright. BERR/8/07/NP. URN 07/1280 - https://webarchive.nationalarchives.gov.uk/ukgwa/20090609003228/http://www.berr.gov.uk/files/file40647.pdf

11. Project Management

Module name:	Project Management
Code	
Trimester	2
Person responsible for the module	Associate professor N. Ibadildin, PhD
Lecturer(s)	Associate professor N. Ibadildin, PhD
Language	English

<table>
<tr><td>Relation to curriculum</td><td>Compulsory course</td></tr>
<tr><td>Type of teaching</td><td>Lectures serve to introduce new concepts and provide theoretical and methodological foundations.
Practice sessions (seminars) are active sessions to develop student’s confidence through new examples and discussions on the problems.
Instructor-supervised independent study (ISIS) deals with review and exploration in greater depth of the course material.
Student’s independent study (SIS): Self-study time including the time required to prepare for and complete all course assessments.</td></tr>
<tr><td>Workload of course components and credits per trimester</td><td>
<table>
<tr><td rowspan="2">ECTS credits</td><td colspan="2">Contact hours</td><td rowspan="2">ISIS</td><td rowspan="2">SIS</td><td rowspan="2">Total hours</td></tr>
<tr><td>Lectures</td><td>Practice sessions</td></tr>
<tr><td>5</td><td>20</td><td>30</td><td>90</td><td>10</td><td>150</td></tr>
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</td></tr>
<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><td>Period</td><td>Assessments</td><td>Number of points</td><td>Total</td></tr>
<tr><td>1st attestation</td><td>Problem-solving assignments with team & individual work</td><td>30</td><td>100</td></tr>
<tr><td>2nd attestation</td><td>Problem-solving assignments with team & individual work</td><td>30</td><td>100</td></tr>
<tr><td>Final Exam</td><td>Exam</td><td>40</td><td>100</td></tr>
<tr><td colspan="4">Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.</td></tr>
</table>
</td></tr>
<tr><td>Recommended prerequisites</td><td>Accounting and Financial management</td></tr>
<tr><td>Module objectives/intended learning outcomes</td><td>The student will show a working knowledge in:
– Major concepts necessary for starting new projects and methods of controlling and monitoring new or existing projects of companies.
– Methodologies and frameworks of project management characterized in various publications and reference literature for analysis and apply them on a needed basis.
Students will have the skill to:
– understand project management fundamentals through reading the textbook and lecturing on course topics;
– communicate effectively on project management;
– apply work breakdown structures (WBS) for the project;
– employ necessary network scheduling techniques.
In terms of competences, students will be able to:
– Create a project management plan,</td></tr>
</table>

	– Implement a developed project management plan, – Advance in concepts that will assist the student in his/her development academically, ethically, analytically, and develop as a project manager, – Manage limited resources on the project such as time, finance and human resources etc. – Use modern methodologies and frameworks of project management.
Content	Project management course will concentrate on the lifecycle of the project from the project manager's position. Students will understand the company's decision-making processes from the inception of the project and acquire knowledge of how to start and control new and existing projects. Main topics will include project integration, project scope management, project time and cost management, quality management, human resource considerations, communications, risk management, and procurement management. Undergraduates will learn how a company will initiate, plan, execute, monitor and close projects under certain restrictions including scope, timeline, budget and resources.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Core Text:** 1. A Systems Approach to Planning, Scheduling, and Controlling, 12th ed. Harold Kerzner, ISBN-10: 9781119165354, ISBN-13: 978-1119165354, 2017 2. Project Management Case Studies 5th Edition, Harold Kerzner, ISBN-10: 1119385970, ISBN-13: 978-1119385974, 2017 3. A Guide to the Project Management Body of Knowledge (PMBOK® Guide)–Sixth Edition, Project Management Institute, ISBN-10: 9781628251845, ISBN-13: 978-1628251845, 2017 4. Agile Practice Guide 1st Edition, Project Management Institute, Inc., ISBN: 978-1-62825-199-9, 2017 5. PMP Exam Prep, What You Really Need to Know to Pass the Exam Tenth Edition, Upgraded, Rita Mulcahy, ISBN-10: 1943704279, ISBN-13: 978-1943704279, 2022 6. PMI-ACP Exam Prep: A Course in a Book for Passing the PMI Agile Certified Practitioner (PMI-ACP) Exam (Updated Second Edition). Mike Griffith, ISBN-10: 1932735984, ISBN-13: 978-1932735987, 2018 **Supplementary** 1. Successful Project Management 7th Edition, Cengage Learning, ISBN-10: 1337095478, ISBN-13: 978-1337095471, 2017 2. Contemporary Project Management 4th Edition, Timothy Kloppenborg, Vittal S. Anantatmula, Kathryn Wells, Cengage Learning, ISBN-10: 9781337406451, ISBN-13: 978-1337406451, 2018 3. Information Technology Project Management 9th Edition, Kathy Schwalbe, Cengage Learning, ISBN-10: 9781337101356, ISBN-13: 978-13371013562018, 2018

	4. Girvan L., Paul D. Agile and Business Analysis: Practical Guidance for IT Professionals. BCS, The Chartered Institute for IT; 2017. Accessed November 24, 2022. https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1426600&lang=ru&site=ehost-live

12. Behavioural Competencies for Project Management

Module name:	**Behavioural Competencies for Project Management**
Code	
Trimester	2
Person responsible for the module	Assoc. Prof. A. Koitanova, Candidate of Economics
Lecturer(s)	Assoc. Prof. A. Koitanova, Candidate of Economics
Language	English, Russian
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
5	20	30	90	10	150

Course assessment and forms of examination	

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Quiz 1	50	Submission of written reports	3rd week
	Quiz 2	50	Written	5th week
	1st attestation total	**100**		
2nd attestation	Quiz 3	50	Submission of written reports	8th week

	Quiz 4	50	Written	10th week
	2nd attestation total	**100**		
Final Exam		100	Research project presentation	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites	Management, Management and Organization, Business Administration
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Theoretical foundations of behavioural competences in project management, – Familiarity and mastery of modern technology behavioural competence management, – Developing a modern approach to management systems in behavioural competence management. **Students will have the skill to:** – apply theoretical foundations of behavioural competence management; – use concepts, methods, principles of behavioural competence management; – analyse behavioural competence processes in the organization, factors and requirements of behavioural competence efficiency; – develop methods of improving the efficiency and quality of work, – apply principles of business communication; – use methods of diagnosing and solving problems of search, selection, adaptation, relocation and development of personnel; – develop methods for assessing the behavioural competence management system of the organization; – apply methods of research of working time costs and methods of labour standardization, development of labour standards; – use methods for determining the economic efficiency of the personnel management system at the enterprise, improving the organization and behavioural competence management. **In terms of competences, students will be able to**: – Use tools to analyse the qualitative and quantitative parameters of the personnel composition; – Organize the processes of personnel selection, recruitment, make a workplace model;

	– Develop the creative potential, manage the career of employees of the company; – Conduct analytical work with personnel to form stable teams and manage conflicts at the enterprise; – Apply methods of research of labour processes in the organization; – Use information technology to solve problems in the organization and use of behavioural competences in the enterprise.
Content	The structure of the course is built based on the allocation of enlarged, logically interrelated and consistently developing each other sections devoted to the theoretical foundations of behavioural competence in project management, basic technologies of behavioural competence management and performance assessment of human resource management systems.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	Basic Literature: 1. Armstrong, M. The Practice of Human Resource Management / Michael Armstrong, Steven Taylor. - 14th ed. - St. Petersburg: Peter, Progress Book, 2018. - 1038 pp. 2. Gorelov, N. A. Human Resource Management: A Modern Approach: Textbook and Practice for Higher Education Institutions. - Moscow: Publishing house Yurait, 2021. - 270 pp. 2. Supplementary literature: 3. Lovcheva M.V. Personnel management: theory and practice. record keeping in personnel service: tutorial. - Moscow: RG-Press, 2021. - 78 pp. 4. 4. Malkova T.B. Personnel management in the digital economy: a textbook / T.B. Malkova. - Moscow: Knorus, 2020. - 232 pp.

13. Human Resources Management

Module name:	**Human Resources Management**
Code	
Trimester	2
Person responsible for the module	Assoc. Prof. A. Koitanova, Candidate of Economics
Lecturer(s)	Assoc. Prof. A. Koitanova, Candidate of Economics
Language	English, Russian
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations.

	Practice sessions (seminars) are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
5	20	30	90	10	150

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Quiz 1	50	Submission of written reports	3rd week
	Quiz 2	50	Written	5th week
	1st attestation total	**100**		
2nd attestation	Quiz 3	50	Submission of written reports	8th week
	Quiz 4	50	Written	10th week
	2nd attestation total	**100**		
Final Exam		100	Research project presentation	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites	Management, Management and Organization, Business Administration
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Theoretical foundations of human resource management; – Concepts, methods, principles of human resource management; – Ways to analyze human resource processes in the organization; – Factors and requirements of human resource efficiency; – Methods of improving the efficiency and quality of work;

	– Principles of business communication; **Students will have the skill to:** – use methods of diagnosing and solving problems of search, selection, adaptation, relocation and development of personnel; – apply methods for assessing the state of the human resource management system of the organization; – apply methods of research of working time costs and methods of labor standardization, development of labor standards; – develop methods for determining the economic efficiency of the personnel management system at the enterprise, improving the organization and human resource management. **In terms of competences, students will be able to:** – Use tools to analyze the qualitative and quantitative parameters of the personnel composition; – Organize the processes of personnel selection, recruitment, make a workplace model; – Develop the creative potential, manage the career of company staff; – Conduct analytical work with personnel in order to form stable teams and manage conflicts at the enterprise; – Apply methods of research of labor processes in the organization; – Use information technology to solve problems in the organization and use of human resources in the enterprise.
Content	The structure of the course is built based on the allocation of enlarged, logically interrelated and consistently developing each other sections devoted to the theoretical foundations of human resource management, basic technologies of human resource management and performance assessment of human resource management system.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic Literature:** 1. Armstrong, M. The Practice of Human Resource Management / Michael Armstrong, Steven Taylor. - 14th ed. - St. Petersburg: Peter, Progress Book, 2018. - 1038 pp. **2.** Gorelov, N. A. Human Resource Management: A Modern Approach: Textbook and Practice for Higher Education Institutions. - Moscow: Publishing house Yurait, 2021. - 270 pp. **Supplementary literature:**

	1. Lovcheva M.V. Personnel management: theory and practice. record keeping in personnel service: tutorial. - Moscow: RG-Press, 2021. - 78 pp. 2. Malkova T.B. Personnel management in the digital economy: a textbook / T.B. Malkova. - Moscow: Knorus, 2020. - 232 pp.

14. Economic Evaluation of Projects

Module name:	**Economic Evaluation of Projects**
Code	
Trimester	2
Person responsible for the module	Khoich Aizhan PhD, Associate professor
Lecturer(s)	Khoich Aizhan PhD, Associate professor
Language	English
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
3	10	20	50	10	90

Course assessment and forms of examination

Period	Assignment	Number of points
1st attestation	Quiz 1 (Week 3) Presentation (Week 5)	15 15
2nd attestation	Quiz 2 (Week 7) Individual project (Week 10)	15 15

Final exam*	Individual project	40
Total	**0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final**	

Recommended prerequisites	Economic theory
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Economic evaluation of projects not only with the digitalization aspects. – Process of making economic decisions about investing money and other resources **Students will have the skill to:** – adopt the techniques of preparing, structuring, evaluation and monitoring of Digitalization projects that makes student competent for the practical application of acquired knowledge in real situations; – adopt techniques of modelling the economic-financial analysis of projects. **In terms of competences, students will be able to:** – Conduct effectively the economic evaluation of projects – Carry out cost-effectiveness analysis – Analize project cycles
Content	The course is designed to explore the basic concepts of a cost-effectiveness analysis of projects in various sectors. The course content focuses on the economic evaluation of projects. *This course contains following topics:* Introduction to Economic Evaluation of Digitalization Projects. Project cycle and Economic evaluation. Analysis of the main Entities. Cost-Efficiency analysis. Technical Analysis in narrow and wider perspective. Financial Analysis in narrow and wider perspective. Economic Analysis in narrow and wider perspective. Risks and uncertainty. Sustainability of Digitalization Projects. Overall Assessment of the Digitalization Projects.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	1. William A.Ward and Barry J., The Economics of project Analysis. World Bank 1991 2. Eugene F.Brigham, Financial management: Theory and practice. 10th edition.2009 3. Richard A. Brealey, Principles of Corporate finance. 7th edition.2008 4. Грачева М.В., Проектный анализ. Продвинутый курс. (Магистратура). Учебное пособие. МГУ, Москва, 2021 5. Инвестиционный анализ : подготовка и оценка инвестиций в реальные активы: учебник для бакалавров, Липсиц, И. В., 2012

	6. Ye Zhu, Jinchao Li, Xinyi Lan, Shiqiang Lu and Jie Yu // Research on Evaluation Method of Digital Project Cloud Model Considering Weight Sensitivity // *Energies* 2022, *15*(15), 5738; https://doi.org/10.3390/en15155738 7. Robert Joppen et al, Evaluation of investments in the digitalization of a production // Procedia CIRP Volume 81, 2019, Pages 411-416 https://doi.org/10.1016/j.procir.2019.03.071 8. A.A. Zhigir, Methodology for evaluating effectiveness and forecast of the digital economy projects, Proceedings of the International Scientific and Practical Conference on Digital Economy (ISCDE 2019) https://doi.org/10.2991/iscde-19.2019.55 9. Matthess, M.; Kunkel, S. Structural change and digitalization in developing countries: Conceptually linking the two transformations. Technology in Society. 2020, 63, 101428 https://doi.org/10.1016/j.techsoc.2020.101428 10. Brynjolfsson, E., and McElheran, K. 2016. "The Rapid Adoption of Data-Driven Decision-Making," American Economic Review (106:5), pp. 133-139. 11. Brynjolfsson, E., and Chong Wang, 2021. "The Economics of IT and Digitization: Eight questions for research", MIS quarterly Vol.45 No.1 pp. 473-477/ March 2021

15. Financial Analysis of Projects

Module name:	**Financial Analysis of Projects**
Code	
Trimester	2
Person responsible for the module	Urpash Shalbolova
Lecturer(s)	Urpash Shalbolova
Language	English, Russian
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of	

<table>
<tr><td>course components and credits per trimester</td><td>
<table>
<tr><td rowspan="2">ECTS credits</td><td colspan="2">Contact hours</td><td rowspan="2">ISIS</td><td rowspan="2">SIS</td><td rowspan="2">Total hours</td></tr>
<tr><td>Lectures</td><td>Practice sessions</td></tr>
<tr><td>3</td><td>10</td><td>20</td><td>50</td><td>10</td><td>90</td></tr>
</table>
</td></tr>
<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><td>Period</td><td>Assessments</td><td>Number of points</td><td>Total</td></tr>
<tr><td>1st attestation</td><td>Problem-solving assignments with team & individual work</td><td>30</td><td>100</td></tr>
<tr><td>2nd attestation</td><td>Problem-solving assignments with team & individual work</td><td>30</td><td>100</td></tr>
<tr><td>Final Exam</td><td>Exam</td><td>40</td><td>100</td></tr>
<tr><td colspan="4">Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.</td></tr>
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</td></tr>
<tr><td>Recommended prerequisites</td><td>Fundamentals of Project Management</td></tr>
<tr><td>Module objectives/intended learning outcomes</td><td>
The student will show a working knowledge in:

Possession of methods for conducting financial and economic evaluation of projects;
Studying the forms of organization and financing of real projects;
Studying the theory and practice of financial analysis of projects;
Development of the flow of cash resources when financing the project;
Drawing up a financial plan for an investment project;
Determining break-even project financing.

Students will have the skill to:

use the acquired economic knowledge in various fields of activity and sectors of the national economy;
select financial and economic instruments for processing the database to achieve the goal and solve the set tasks, analyse the results of economic calculations and substantiate the findings;
collect and analyse informational initial data (factual materials) necessary for calculating the financial and economic indicators of the project's effectiveness;
work in small groups temporarily created for the implementation of a single investment project.

In terms of competences, students will be able to:

Apply fundamentals of the modern theory of financial analysis and methods in economic evaluation of projects;
Apply features of accounting for changes over time (inflation), risks in financing investment projects;

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	– Apply various methods of financial and economic evaluation of projects, their financial analysis based on available information; – Choose the most cost-effective version of the project, using the techniques and methods of comparative analysis; – Conduct a comprehensive economic and mathematical evaluation of investment projects; – Draw up a financial business plan for an investment project; – Develop methods of collecting, processing, analysing the database for the financial and economic evaluation of projects and determining the effectiveness of investments; – Use skills of economic analysis of the financial section of projects in conditions of risks and uncertainty.
Content	The course includes the study of the theoretical aspects of the financial analysis of projects, financial business planning of a single investment project. The main content of the course is the study of the stages of both financial analysis and financial evaluation of projects: static (determination of simple project performance indicators) and dynamic (calculation of discounted project performance indicators). The use of methods of financial evaluation and analysis of projects is fixed in practical classes by solving problems, performing exercises, compiling analytical tables with calculations. The calculation of the break-even of the project will be accompanied by a graphical analysis of the compilation of a working format for the break-even of investments. The course contains the study of accounting for inflation, time lags and risks in the financial and economic evaluation of investment projects. The course work must be accompanied by analytical and calculation tables, illustrations in the form of graphs, diagrams, various schemes and algorithms. The main result of mastering the materials by the undergraduate is the development of a business plan, which includes calculations of indicators of economic efficiency, financial assessment and financial analysis (performing a term paper).
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	Main literature: 1. 1.Финансовый анализ проекта / Financial analysis of a project /: учебное пособие для обучающихся вузов по программам подготовки “Менеджмент” (квалификация “магистр”) / В. П. Масловский [и др.]; Сиб. федер. ун-т, ин-т упр. бизнес-процессами и экономики. - Красноярск: СФУ, 2016. - 202 с. URL: https://elib.sfu-kras.ru/handle/2311/65245 2. Кольцова И В., Рябых Д.А. Практика финансовой диагностики и оценки проектов. -2007. - М.: Альт-Инвест. – 411 с. URL: https://www.williamspublishing.com/Books/978-5-8459-1137-7.html

	3. 3.Грачева М. Проектный анализ. Финансовый аспект. Учебное пособие. -М.: Кнорус, 2022, 224 с. Подробнее: https://www.labirint.ru/books/684063/ 4. 4.Сироткин С. А. & Кельчевская Н. Р. Экономическая оценка инвестиционных проектов: учебное пособие. -М.: ИНФРА, 2020.- 274 с. 5. 5.Касьяненко Т. Г., Маховикова Г. А. Экономическая оценка инвестиций.-М.: ЮРАЙТ, 2019.-559 с. 6. 6.Марголин А. Экономическая оценка инвестиционных проектов. Учебник для вузов.-М.: Экономика, 2018.- 334 с. 7. 7.Barrow C., Barrow P. & Brown R. (2018). The Business Plan Workbook: A Step-By-Step Guide to Creating and Developing a Successful Business. Kogan Page. 8. Виленский П. Л., Лившиц В. Н. Оценка эффективности инвестиционных проектов: теория и практика. 5-е изд., перераб. и доп.-М.: Поли Принт Сервис Москва, 2015.-1300 с. 9. 9.Бурименко Ю.И. Проектный анализ: учеб. пособ. – Одесса: ОНАС им. А. С. Попова, 2014. – 160 с. 10. 10.Непомнящий Е.Г. Экономическая оценка инвестиций. Учебное пособие. – Таганрог: Изд-во ТРТУ, 2005. – 292 с. 11. 11.Серогородский В.Э. Экономическая оценка инвестиций: практикум.-Пермь: 12. Изд-во Пермская ГСХА, 2015.- 53 с. Additional literature: 1. Садчикова Т. А. Теоретические основы финансового анализа инвестиционного проекта. // Современные наукоемкие технологии. – 2014. – № 12–2. – С. 236–237. URL: https://top-technologies.ru/ru/article/view?id=34976 2. Алиев В. С. Бизнес-планирование с использованием программы Project Expert (полный курс): Учебное пособие. — М.: Инфра-М, 2018. — 64 с. 3. 14.Станиславчик Е.Н. Бизнес-план: Управление инвестиционными проектами. — М.: Ось-89, 2018. — 128 с. 4. 15.Любанова Т. П. Сборник бизнес-планов. Методика и примеры: предпринимательская деятельность, экономическое обоснование инженерных решений в курсовом, дипломном проектировании, диссертационных работах: Учебное и научно-практическое пособие. —М.: ИКЦ МарТ, 2017. — 408 с.

16. Project Quality Management

<table>
<tr><td>Module name:</td><td>Project Quality Management</td></tr>
<tr><td>Code</td><td></td></tr>
<tr><td>Trimester</td><td>2</td></tr>
<tr><td>Person responsible for the module</td><td>Tursynzada Kuangaliyeva
PhD, Associate professor</td></tr>
<tr><td>Lecturer(s)</td><td>Tursynzada Kuangaliyeva
PhD, Associate professor</td></tr>
<tr><td>Language</td><td>English</td></tr>
<tr><td>Relation to curriculum</td><td>Elective course</td></tr>
<tr><td>Type of teaching</td><td>Lectures serve to introduce new concepts and provide theoretical and methodological foundations.
Practice sessions (seminars) are active sessions to develop student’s confidence through new examples and discussions on the problems.
Instructor-supervised independent study (ISIS) deals with review and exploration in greater depth of the course material.
Student’s independent study (SIS): Self-study time including the time required to prepare for and complete all course assessments.</td></tr>
<tr><td>Workload of course components and credits per trimester</td><td>
<table>
<tr><td rowspan="2">ECTS credits</td><td colspan="2">Contact hours</td><td rowspan="2">ISIS</td><td rowspan="2">SIS</td><td rowspan="2">Total hours</td></tr>
<tr><td>Lectures</td><td>Practice sessions</td></tr>
<tr><td>2</td><td>10</td><td>10</td><td>30</td><td>10</td><td>60</td></tr>
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</td></tr>
<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><th>Period</th><th>Assignment</th><th>Number of points</th></tr>
<tr><td>1st attestation</td><td>Quiz 1 (Week 3)
Presentation (Week 5)</td><td>15
15</td></tr>
<tr><td>2nd attestation</td><td>Quiz 2 (Week 7)
Individual project (Week 10)</td><td>15
15</td></tr>
<tr><td>Final exam*</td><td>Individual project</td><td>40</td></tr>
<tr><td>Total</td><td>0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final</td><td></td></tr>
</table>
</td></tr>
<tr><td>Recommended prerequisites</td><td>Economic theory</td></tr>
<tr><td>Module objectives/intende</td><td>The student will show a working knowledge in:
– Formation of the necessary knowledge on the subject</td></tr>
</table>

d learning outcomes	– Implementation of projects aimed at the development of the organization; **Students will have the skill to:** – collect, process and analyze information; – achieve the required quality at any stage of the project implementation; – master project quality assessment techniques **By the end of this course students will be able to:** – Manage quality in project implementation; – Develop project management modeling; – Analyze and manage quality in a project
Content	The course structure is based on the study. The purpose of studying the discipline is to form postgraduates' theoretical ideas about the Esselte of project quality management, skills and abilities for the preparation, implementation and evaluation of the effectiveness of project implementation related to the identification of expected risks and positive effects of management decisions at various stages of project implementation in modern conditions
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	Basic Literature: 1. Tebekin, A.V. Quality management: textbook for magistracy fElectronic resource] / A.V. Tebekin. * 2nd ed., reprint. And additional. - M.: Yurayt Publishing House, 2018. - 410 p. - Access mode: www. b i b I i o - o n I i ne. ru/b o o k/2 D 9,l\ D C 6 8 - C D D C - 4F 29 - 8 A A4 -6B6AE97A6BF2, 2. Pro.ject managernent: textbook and worksl'rop [Electrorric resource] I A.I. Balashov, E. M, Rogova, M. V. Tikhonova, E. A. Tkachenko; under the general editorship of E. M. Rogova. - M.: Yurayt Publishing Flouse, 2018. - 383 p. - Access mode: www.biblio-online.ru/book/3 E4A8BBO-AF83 -4 I F8-B6C9-D8BD411AA056. 3. Shkurko, V. E. Project risk management: textbook. Handbook for universities fElectronic resource] / V. E. Shkurko; under the scientific editorship of A.V. Grebenkin. - 2nd ed. - Moscow: Yuravt Publishins House. 2018. - 182 p. - Access mode: www.biblio-online.ru/book/98B 1 0AB3 -0 I 5 5 -45 5 I -8DA2-1EOAA6E566l\C Supplementar), litelature: 4. Vasin, S. G. Quality management. Universal approach: textbook for undergraduate and graduate studies [Electronic resource] / S. G. Vasin. - M.: Yurayt Publishing House, 2021. - 404 p. - Access mode: www.biblioonline.ru/book/EBA4B 09E-ECD7-4F2A-A6DDAB1CA3618518. 5. Gorbashko, E. A. Quality management: textbook for academic bachelor's degree fElectronic resource] / E. A. Gorbashko. - 3rd ed., r'eprint. and additional. - M.: Yurayt Publishing House, 2018. - 352 p. - Access mode: www. bi b l i o - o nl i ne. ru/b o o k/9 C 8 5 4 28 4 - Al 4 4 -4 2 C 8 - 8 8 9 C - 17 5466D2C54t .

	6. Zub, A. T. Project management: textbook and workshop fbr academic bachelor's degree [Electronic resource] I A.T. Ztb. -M.: Ytrrayt Publishing House, 2018. - 422 p. - Access mode: www. b ib I io onl ine. ru/b o okl 29 6 6 A02 5 -2 AC 5 -4E3 6 -B E0 6 - 456F3F9ECE3B . 7. Management of investment projects in conditions of risk and uncertainty: studies. handbook for bachelor's and master's degrees fElectronic resource] I L. G. Matveeva, A. Y. Nikitaeva, O. A. Chernova, E. F. Shchipanov. - M.: Yurayt Publishing House, 2018. 298 p. Access mode: www.biblioonline. ru/book/9D2 3 0 4 57 -29 5D -4 5 9F -A3 A 9 -9F \29 I E 241'0C. 8. Frolov, Yu. V. Strategic management. Strategy formation and business process design: studies. handbook fbr bachelor's aud Master's degree progl'alns [Electronic resource] / Yu. V. 9. llrolov, R. V. Seryshev. - 2nd ed., ispr. and add. - M.: Yurayt Pnblishing House, 2018. -166 p. - Access mode: www.bibliorilirre.ru/book/E7EC4F0D-5 B6 8-4707-B 8 9D-D7 F 67 E3DCE3 D 10. Fedotova, M. A. Project financing and analysis: studies. handbook for bachelor's and Master's degrees [Electronic resource] / M. A. Fedotova, I. A. Nikonova, N. A. Lysova. - M.: Yurayt Publishing llouse, 2018. -144 p. - Access mode: www.biblio-online.rr.r/book/7BAE I EBAD4FO -4250-8 A27 -597495F38962.

17. Agile Project Management

Module name:	**Agile Project Management**
Code	
Trimester	2
Person responsible for the module	Maxat Kassen, PhD Professor of Digital Public Administration
Lecturer	Maxat Kassen, PhD Professor of Digital Public Administration
Language	English
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**

Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
5	20	30	90	10	150

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Weekly assignments	30	Submission of written reports	Weekly
	Group project assignment	30	Written assignment	4th week
	Mid-term Exam	40	Written assignment	5th week
	1st attestation total	**100**		
2nd attestation	Weekly assignments	30	Submission of written reports	Weekly
	Group project assignment	30	Written assignment	9th week
	End-term Exam	40	Written assignment	10th week
	2nd attestation total	**100**		
Final Exam		100	Written	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites	-
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Key theoretical and practical aspects of agile project management; – Understanding the nature of agile project management, its values and place in project performance analysis through conceptual and empirical ways, especially in synthesizing and updating current knowledge in the area and relying on concrete cases for the analysis and examination; – Key methodological and analytic skills in researching various agile project management approaches and techniques, especially in understanding how project managers motivate staff and subordinates, coordinate their operation with other

	stakeholders, both public and private ones, deal with various administrative, organizational, socioeconomic and technological challenges along the way, etc.; – Ways of how project managers ensure efficient and ethical organization of agile project activities in both domestic and international settings; – Skills of how to evaluate agile project management performance and propose their own practical recommendations to a wide range of challenges that will be discussed throughout the course. **Students will have the skill to:** – apply key theories and concepts of agile project management in understanding their manifestations from real life settings; – identify, categorize, contextualize and analyze various agile project management challenges and issues in a wide range of institutional, political and socioeconomic contexts through collection, indexing and analysis of secondary and primary data; – propose data-driven practical recommendations on how to improve agile project management and inform related decision making in transparent, technologically well-informed, cost-effective and methodologically sound ways; – master skills in being a good and effective project manager, in particular, in learning on how to effectively initiate, analyze, write, present and discuss innovative ideas and strategies as well as learn from institutional peers, counteragents and constituents, including government agents, citizens and businesses; – manage time, demonstrate rigor, perseverance and perform effectively in various group work activities and analysis of projects. **In terms of Competences, students will be able:** – Understand and harness key practical values and benefits of agile public management in various areas of human activity; – Understand and apply a wide range of techniques and methods of analysis for effective management and performance evaluation in the area; – Conduct individual and group research projects, incorporating various technologies of agile public management; – Identify, locate, select and read professional references and cases for practical assignments in the area.
Content	The key goal of the course is to provide students with the knowledge that will help them to understand and apply various methods and technologies of agile project management.

Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic Literature:** 1. Highsmith, J. (2009). Agile project management: creating innovative products. Pearson education. 2. Fernandez, D. J., & Fernandez, J. D. (2008). Agile project management—agilism versus traditional approaches. Journal of Computer Information Systems, 49(2), 10-17. 3. Dybå, T., Dingsøyr, T., & Moe, N. B. (2014). Agile project management. In Software project management in a changing world (pp. 277-300). Springer, Berlin, Heidelberg. 4. Hass, K. B. (2007). The blending of traditional and agile project management. PM world today, 9(5), 1-8. 5. Augustine, S., Payne, B., Sencindiver, F., & Woodcock, S. (2005). Agile project management: steering from the edges. Communications of the ACM, 48(12), 85-89. 6. Hoda, R., & Murugesan, L. K. (2016). Multi-level agile project management challenges: A self-organizing team perspective. Journal of Systems and Software, 117, 245-257. 7. Crowder, J. A., & Friess, S. (2015). Agile project management: managing for success. Springer: Switzerland. 8. Lee, S., & Yong, H. S. (2010). Distributed agile: project management in a global environment. Empirical software engineering, 15(2), 204-217. 9. Bergmann, T., & Karwowski, W. (2018, July). Agile project management and project success: A literature review. In International Conference on Applied Human Factors and Ergonomics (pp. 405-414). Springer, Cham. 10. Rasnacis, A., & Berzisa, S. (2017). Method for adaptation and implementation of agile project management methodology. Procedia Computer Science, 104, 43-50. 11. Salameh, H. (2014). What, when, why, and how? A comparison between agile project management and traditional project management methods. International Journal of Business and Management Review, 2(5), 52-74. 12. Stare, A. (2014). Agile project management in product development projects. Procedia-Social and Behavioral Sciences, 119, 295-304. **Supplementary literature:** 1. Conforto, E. C., Salum, F., Amaral, D. C., Da Silva, S. L., & De Almeida, L. F. M. (2014). Can agile project management be adopted by industries other than software development?.

Project Management Journal, 45(3), 21-34.

2. Alleman, G. B. (2005). Agile project management methods for IT projects. The story of managing projects: An interdisciplinary approach, 324-333.
3. Shastri, Y., Hoda, R., & Amor, R. (2017, February). Understanding the roles of the manager in agile project management. In Proceedings of the 10th Innovations in Software Engineering Conference (pp. 45-55).
4. Buganová, K., & Šimíčková, J. (2019). Risk management in traditional and agile project management. Transportation Research Procedia, 40, 986-993.
5. Gustavsson, T. (2016). Benefits of agile project management in a non-software development context: A literature review. In Fifth International Scientific Conference on Project Management in the Baltic Countries, April 14-15, 2016, Riga, University of Latvia (pp. 114-124). Latvijas Universitate.
6. Sutherland, J., Viktorov, A., Blount, J., & Puntikov, N. (2007, January). Distributed scrum: Agile project management with outsourced development teams. In 2007 40th annual Hawaii international conference on system sciences (HICSS'07) (pp. 274a-274a). IEEE.
7. Fitsilis, P. (2008). Comparing PMBOK and Agile Project Management software development processes. In Advances in Computer and Information Sciences and Engineering (pp. 378-383). Springer, Dordrecht.
8. Gonzalez, W. (2014). Applying agile project management to predevelopment stages of innovation. International Journal of Innovation and Technology Management, 11(04), 1450020.
9. Conforto, E. C., & Amaral, D. C. (2016). Agile project management and stage-gate model—A hybrid framework for technology-based companies. Journal of Engineering and Technology Management, 40, 1-14.
10. Pope-Ruark, R. (2015). Introducing agile project management strategies in technical and professional communication courses. Journal of Business and Technical Communication, 29(1), 112-133.
11. Loiro, C., Castro, H., Ávila, P., Cruz-Cunha, M. M., Putnik, G. D., & Ferreira, L. (2019). Agile project management: A communicational workflow proposal. Procedia Computer Science, 164, 485-490.
12. Nicholls, G. M., Lewis, N. A., & Eschenbach, T. (2015). Determining when simplified agile project management is right

for small teams. Engineering Management Journal, 27(1), 3-10.

13. Serrador, P., & Pinto, J. K. (2015). Does Agile work?—A quantitative analysis of agile project success. International journal of project management, 33(5), 1040-1051.

14. Hidalgo, E. S. (2019). Adapting the scrum framework for agile project management in science: case study of a distributed research initiative. Heliyon, 5(3), e01447.

18. Communication in Project Management

Module name:	**Communication in Project Management**
Code	
Trimester	3
Person responsible for the module	-
Lecturer(s)	-
Language	English
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
2	10	10	30	10	60

Course assessment and forms of examination

Period	Assignment	Number of points
1st attestation	Self-evaluation memo (Week 2) Quiz 1 (Week 4)	15 15
2nd attestation	Clear, Concise Writing in E-Mail (Week 6) Quiz 2 (Week 9)	15 15

	Final exam*	Team project presentation	40
	Total	**0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final**	

Recommended prerequisites	Project Management
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – The basic terms and definitions. – Understanding the significance of communication strategy for collaboration and information sharing across organizational boundaries; – Distinguishing the types, means and methods of communication in projects **Students will have the skill to** – Identify both internal (project team) and external (stakeholders from external environment) communication participants in projects – Develop an effectively communicate strategy within a project – Communicate with various stakeholders **In terms of competences, students will be able to** – Plan a communication management process; – Track, control and analyze the execution of communication management plan
Content	The goal of this course is to help students learn how to strategically communicate in a professional environment. Students are asked to analyze their intended audience, the purpose of their communication, and the context in which they work, before developing a message. The course is specifically aimed at improving students' ability to write, speak, work in a team and communicate between cultures in the role of future managers.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	1. Bell R. & St. Clair Martin J. (2019). Managerial Communication or Organizational Development (1st Edition). Business expert press. 2. Dow W., PMP & Taylor B. (2008). Project Management Communications (Bible). Wiley Publishing Inc.; 3. Guffey M.E. & Loewy D. (2021). Business Communication: Process & Product (10th ed.). Cengage Learning; 4. Munter M. M. (2012). Guide to Managerial Communication (9th ed.). Prentice Hall; 2. 5. PMI (2017). A guide to the project management body of knowledge (PMBOK guide) (6th ed.). Project Management Institute, Inc.

19. Business Communication

Module name:	**Business Communication**
Code	
Trimester	3
Person responsible for the module	Prof. Gaukhar Yeshenkulova
Lecturer(s)	Prof. Gaukhar Yeshenkulova
Language	English
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS): Self-study time including the time required to prepare for and complete all course assessments.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
2	10	10	10	30	60

Course assessment and forms of examination

Period	Assignments	Type of assignment	Theme	Moodle Deadline	Number of points	Sum	Weights
Midterm	Assignment 1	Business Writing	Business Process Analysis Essay	Week3 (by Sunday)	50%	100%	**30%**
	Assignment 2	Business Writing	Internet Policy Portfolio	Week5 (by Wednesday)	50%		
Endterm	Assignment 3	Business Writing	Business Website Analysis and Report	Week7 (by Sunday)	50%	100%	**30%**

	Assignment 4	Business Writing	Cover letter, Resume and Letter recommendation	Week9 (by Monday)	50%		
Total							**60%**
Final exam	Business writing exam assignment	Business Writing	Professionalization Report and oral/visual presentation	TBA	100%	100%	**40%**
Overall		**0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final**					**100 %**

Recommended prerequisites	-
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Essence of the communication process, – Theories and concepts as applied to business communication through textbook, scientific articles, and course practical exercises and business writing assignments, – Understanding professional applications of technology and Internet policy in business communication **Students will have the skill to** – Develop effective written business communications by successfully completing professional e-mail messages, memos, business letters, reports – Create a professional resume, cover letter and letter recommendation; – Build interpersonal and group communications by actively participating in classroom group activities, discussions and completing assignments; – Develop international and cross-cultural collaboration and corporate communication, while clearing the obstacles required for successful communication in global enterprises. **In terms of competences, students will be able to** – Recognize the importance of business communication in project management team formation, particularly in national, international and global contexts; – Understand the principles of effective project management teamwork and leadership, including team accountability,

	emotional intelligence, empathy, conflict resolution and communicate project scope and report as needed to stay on track in all project stages; – Identify the characteristics and structure of projects, professional e-mail messages, memos, business letters, analyses, reports, presentations, public speeches, cover letters, recommendation letters and professional resume; – Identify understand the need to communicate the status of a project and to build networks, business ties, collaboration, and cooperation with business partners among the business worlds.
Content	This course provides master students with information and abilities in business communication in the IT industry, as well as learning how to successfully communicate in business environment, with a focus on using these talents as a project manager. The course presents key principles of effective communication, including examples of advanced communication and opportunity for learners to practice these skills further. The training includes business communication fundamentals such as professional business writing, visual aids, oral/visual presentations, public speeches, phone and online communication, and both getting recruited and finding new hires.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Main:** - Business Communication Skills for Managers by Lumen Learning is licensed under a Creative Commons Attribution 4.0 International License https://lumenlearning.s3.amazonaws.com/success/Master+PDFs/Waymaker/BusinessCommunication_7-23-19.pdf https://courses.lumenlearning.com/wmopen-businesscommunicationmgrs/ https://courses.lumenlearning.com/wmopen-businesscommunicationmgrs/chapter/powerpoints/ https://courses.lumenlearning.com/wmopen-businesscommunicationmgrs/chapter/assignments/ - Rajendra Pal, J.S. Korlahalli ,Essentials of Business Communication by, Sultan Chand & Sons, 13th Editio - Meenakshi Raman, Prakash Singh ,Business Communication by, Oxford, 2 nd edition, 2012 - Ludlow R , Panton ,The Essence of Effective Communications , Prentice Hall of India Pvt. Ltd. 2, 1995 - R. C. Sharma , Krishna Mohan ,Business Correspondence & Report Writing , Tata McGraw Hill, 5th Edition, 2017 - Malcolm Goodale , Developing Communication Skills, 2nd Edition Professional Presentations, Cambridge University Press **Recommended:** - Supplementary Reading Material Business Communication - Harvard Business Essentials Series, HBS Press - Adair, J , Effective Communication. , Pan Macmillan Excellence in Business Communication by Thill, J. V. &Bovee, G. L, McGraw Hill, New York. Business Communications: From Process to Product by Bowman, J.P. &Branchaw, P.P., Dryden Press, Chicago.

	Websites: www.businesscommunicationskills.com www.kcitraining.com www.mindtools.com

20. Project Procurement and Contracting

Module name:	**Project Procurement and Contracting**
Code	
Trimester	3
Person responsible for the module	T. Assanova, LLM
Lecturer(s)	T. Assanova, LLM
Language	English, Russian
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
2	10	10	30	10	60

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Team Presentation	30	Presentation Defense	Weekly
2nd attestation	Individual Presentation	30	Presentation Defense	Weekly
Final Exam		100	Written	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites	-

Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Basic concepts of project procurement and its types (public, quasi-public); – Methods and principles of project procurement; – Concepts of qualification requirements for a potential supplier; – Concept of a register of unfair procurement participants and its use in the procurement process; – Terms and conditions of contract conclusion; – Skills to search for solutions to managerial tasks in the field of project procurement. **Students will have the skill to** – conducts the procurement procedure and enters into a contract (contract) based on its results on the electronic platform; – draw correct decisions based on assessing of qualification requirements for a potential supplier; – construct and maintain a register of contracts in the unified procurement information system; – assess the qualification requirements for a potential supplier in accordance with the relevant legislation of the Republic of Kazakhstan; – evaluate the terms and conditions of procurement contracts; **In terms of competences, students will be able to** ● Critically evaluate the requirements of legislation of the Republic of Kazakhstan on public procurement and on procurement by certain quasi-public sector entities; ● Use various procurement processes and planning to assess the significance of procurement principles and methods; ● Employ confident analysis of qualification requirements for a potential supplier to construct a register of unfair procurement participants; ● Use of legal requirements in decision making and conclusion of procurement contract and execution; ● Interpret the grounds for making changes to the draft of public procurement contract or a concluded public procurement contract.
Content	This course covers the fundamental concepts of project procurement and conclusion of contracts. Topics include: legislation of the Republic of Kazakhstan on public procurement and on procurement by certain quasi-public sector entities; procurement process and planning; qualification requirements for a potential supplier; methods of

	procurement; register of unfair procurement participants; conclusion of procurement contract and execution; grounds for making changes to the draft of public procurement contract or a concluded public procurement contract.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic Literature:** 1. Civil Code of the Republic of Kazakhstan, December 27, 1994. 2. Law of the Republic of Kazakhstan On Public Procurement, No. 434-V, December 4, 2015. 3. Law of the Republic of Kazakhstan On Procurement by Certain Quasi-Public Sector Entities, No. 47-VII, June 8, 2021. **Supplementary literature:** 1. Michael Flynn. Legal Aspects of Public Procurement / F. Michael, W.B. Kirk, P. Richard. - 3 ed. - New York : Routledge, 2020. - 267 p. 2. Григорян Т.Р. Государственный контракт на закупку товаров, работ, услуг для обеспечения государственных нужд: проблемы теории и практики: монография / Т.Р. Григорян. - 3-е изд. - М. : Дашков и К, 2022. - 210с.

21. Service Model in Project Management

Module name:	**Service Model in Project Management**
Code	
Trimester	3
Person responsible for the module	-
Lecturer(s)	-
Language	English, Russian
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload (incl. contact hours, self-study hours)	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
2	10	10	30	10	60

Course assessment and forms of examination

Period	Assignment	Number of points
1st attestation	Quiz 1 Group presentation 1 of a project plan, using Oracle Primavera Cloud	15 15
2nd attestation	Quiz 2 Group presentation 2 of a project plan, using Oracle Primavera Cloud	15 15
Final exam	Written examination at the end of the course (60 minutes)	40
Total	**0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final**	

Recommended prerequisites

Project management

Module objectives/intended learning outcomes

The student will show a working knowledge in:

- Basic terms and definitions, including the service model,
- Understanding and applying the concept of service model in projects

Students will have the skill to

- Identify ITIL service management frameworks
- Adopt modern technologies and ways of working

In terms of competences, students will be able to

- Communicate effectively with team and project stakeholders
- Apply the concept of service management framework in various applications

Content

Service oriented companies create value for themselves and their customers. IT component is becoming a tremendous benefit for companies in creating, expanding, and improving their IT service management capability. New technologies are evolving rapidly nowadays. Cloud computing, infrastructure as a service (IaaS), machine learning, and blockchain are opening new opportunities for value creation, and IT became an essential business driver of competitive advantage. All these changes position IT service management as a key strategic capability for all companies. In order to stay competitive, many corporations are trying to transform themselves. Digital transformation is a game changer for global companies. Companies are balancing the need for stability and predictability in highly volatile environment. Information and technology should be integrated with other organizational capabilities, reducing the number of office layers, and use cross-functional teams for service projects. Service

	management is changing competitive landscape and ensure opportunities from new technologies, and new ways of working, are maximized. Students should learn service management, and in particular about ITIL, which is the most widely adopted guidance on IT service management (ITSM) in the world
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	• Agutter C. ITIL(R) Foundation Essentials ITIL 4 Edition: The ultimate revision guide 2nd Edition. (2020), Itgp • ISO (2012): ISO 21500 - Guidance on project management. • J. Hermarij, Better Practices of Project Management (2016), 4th fully revised edition. Based on IPMA Competences - ICB Version 4 • ISO 31000 (2009), Risk Management - Principles and guidelines • Mulcahy, Rita (2019): Risk Management, 3rd edition, Rmc Pubns Inc. • Pandian, C. Ravindranath (2006): Applied Software Risk Management: A Guide for Software Project Managers 1st Edition International Project Management Association IPMA (2015): Individual Competence Baseline 4th version (ICB4) • Project Management Institute (2017): A guide to the project management body of knowledge (PMBOK guide) Sixth edition; Agile practice guide. Newtown Square, PA

22. Business Simulation Innovation and Investment Projects

Module name:	**Business Simulation Innovation and Investment Projects**
Code	
Trimester	3
Person responsible for the module	-
Lecturer(s)	-
Language	English
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of	

course components and credits per trimester	ECTS credits	Contact hours		ISIS	SIS	Total hours
		Lectures	Practice sessions			
	4	20	20	70	10	120

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Problem Sets	30	Submission of written reports	Weekly
	Quiz	30	Written	3rd week
	Mid-term Exam	40	Written	5th week
	1st attestation total	**100**		
2nd attestation	Problem Sets	30	Submission of written reports	Weekly
	Quiz	30	Written	8th week
	End-term Exam	40	Written	10th week
	2nd attestation total	**100**		
Final Exam		100	Written	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites

Technological Entrepreneurship

Module objectives/intended learning outcomes

The student will show a working knowledge in:

- Creation of business models;
- Decision making in volatile environment;
- Breakeven point and profit generation.

Students will have the skill to

- analyze information from different informational channels;
- demonstrate working ethics in volatile environment;
- implement decisions with scarce resources.

In terms of competences, students will be able to

- Understand the external and internal dependencies of the company;

	– Present professionally information to key stakeholders; – Manage project communications.
Content	This course is based on a computer-based innovation and investment projects of a technology company start-up. Students on the course are formed into teams of four members who will try roles of different top executives (Strategy, Finance, Marketing, Operations, HR/Organization and Innovation) to manage virtual company through a series of simulation rounds that represent limited time period in the life of the company.
Media employed	Multimedia classrooms equipped with a computer, a projector and an audio system; board; Microsoft Teams LMS Moodle.
Reading list	**Basic Literature:** 1. Business Process Modeling, Simulation and Design (Textbooks in Mathematics) 3rd Edition. 2018, Chapman and Hall/CRC. 2. Sid Kemp, PMP Quality management demystified. 2014, Mc Grow Hill. 3. Peter G. Northouse, Western Michigan University, Leadership Theory and Practice 2016, SAGE 4. Denis Lock, Project management, 9 ed. 2007 5. Simulation Modelling for Business (Innovative Business Textbooks). 2003, Routledge. **Additional Literature:** 1. Any Business articles about IT Innovation, Springer, Web of Science

23. Managerial Economics

Module name:	**Managerial Economics**
Code	
Trimester	3
Person responsible for the module	Assoc. Prof. A. Koitanova, Candidate of Economics
Lecturer(s)	Assoc. Prof. A. Koitanova, Candidate of Economics
Language	English, Russian
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations.

	Practice sessions (seminars) are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
4	20	20	70	10	120

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Quiz 1	50	Submission of written reports	3rd week
	Quiz 2	50	Written	5th week
	1st attestation total	**100**		
2nd attestation	Quiz 3	50	Submission of written reports	8th week
	Quiz 4	50	Written	10th week
	2nd attestation total	**100**		
Final Exam		100	Research project presentation	During final exam session
Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.				

Recommended prerequisites	Management, Micro and Macroeconomics
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Key aspects of qualitative and quantitative methods of analysts from both theoretical and practical perspectives and from a wide variety of comparative cross-institutional and cross-country contexts; – Basics of macro- and microeconomics;

	– Economic mechanism of organization functioning, about the regularities, rules, and procedures of organization. **Students will have the skill to:** – identify key drivers, challenges and opportunities for managerial economics; – master skills in modeling the main types of economic and management decisions; – identify and assess key benchmarks in the industry. **In terms of competences, students will be able:** – Analyze existing forms of management organization; – Apply methods of investment calculations, calculate the break-even point, perform calculate the break-even point; – Process and evaluate information, be responsible for processing and evaluating information for management decision-making.
Content	The structure of the course includes the concept of "Managerial Economics" and the behavior of the firm, reveals methods of decision optimization, the basics of production and cost theory, as well as planning and profit management, pricing decisions in different market structures and ways of state regulation. The course is aimed at formation of key competencies, development of practical approaches for making managerial decisions, improvement of professional qualification in economics and management.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic Literature:** 1. Managerial Economics: An Introduction. Dr. Binod K Sinha 2. Управленческая экономика: Учебное пособие/Г.В.Голикова, Д.С.Петров, И.В.Трушина и др. - М.: НИЦ ИНФРА-М, 2015. - 216 с. http://znanium.com/bookread2.php?book=487965 3. Управленческая экономика: Учебное пособие / Лифшиц А.С. - М.: ИЦ РИОР, НИЦ ИНФРА-М, 2016. - 121 с. http://znanium.com/bookread2.php?book=533564 **Supplementary literature:** 1. Yogesh Maheswari, Managerial Economics, Phi Learning, Newdelhi, 2005 Gupta G.S., 2. Managerial Economics, Cengage Learning, Newdelhi, 2005 Geetika, Ghosh & Choudhury 3. Managerial Economics, Tata Mcgrawhill, Newdelhi, 2011

24. Qualitative and Quantitative Research Methods

Module name:	Qualitative and Quantitative Research Methods

Code	
Trimester	2
Person responsible for the module	Gaukhar Yeshenkulova, PhD Professor of the School of Creative Industries
Lecturer	Gaukhar Yeshenkulova, PhD Professor of the School of Creative Industries
Language	English
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
5	20	30	90	10	150

Course assessment and forms of examination

Period	Assessment type	Number of points	Exam Form	Schedule (Week #)
1st attestation	Weekly assignments	30	Submission of written reports	Weekly
	Group project assignment	30	Written assignment	4th week
	Mid-term Exam	40	Written assignment	5th week
	1st attestation total	**100**		
2nd attestation	Weekly assignments	30	Submission of written reports	Weekly
	Group project assignment	30	Written assignment	9th week
	End-term Exam	40	Written assignment	10th week
	2nd attestation total	**100**		
Final Exam		100	Written	During final exam session

	Cumulative total for the course = 0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final = 100.
Recommended prerequisites	-
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Key aspects of qualitative and quantitative methods of analysts from both theoretical and practical perspectives and from a wide variety of comparative cross-institutional and cross-country contexts; – Trends, challenges and opportunities to build the research methodology for effective management and leadership in various areas; – content, context, stakeholder, comparative and policy analysis through investigating actual projects in the area, analyzing interesting cases from different countries and comparing concrete research methods and tools, unique innovative strategies in advancing effective management of research and development processes at both national and local levels; – Analytic skills to understand better the potential of scientific methods to solve various socioeconomic challenges and propose effective implementation strategies to address the challenges and advance management and leadership. **Students will have the skill to:** – apply the major theories and methodologies in qualitative and quantitative analysis; – diagnose and understand the benevolent effects of management strategies aimed to advance research and development at national levels from different contexts; – identify key drivers, challenges and opportunities for the development of research methodology for effective IT and media technology management; – master useful methods of investigation such as stakeholder, content, context analysis as well as survey research and statistical analysis; – identify and assess key benchmarks in measuring the progress of research and development agendas in promoting more competitive and efficient management and leadership in the area. **In terms of competences, students will be able:** – Understand structure and components of scientific research; – Apply a wide range of qualitative and quantitative methods of analysis for effective management and leadership;

	– Conduct individual and group research projects, using scientific methods of analysis; – Identify, locate, select and read scientific references for research assignments.
Content	The key goal of the course is to provide students with the knowledge that will help them to understand and apply various qualitative and quantitative methods of research for effective management and leadership.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic Literature:** 1. Sofaer, S. (1999). Qualitative methods: what are they and why use them?. Health services research, 34(5 Pt 2), 1101. 2. Gerring, J. (2017). Qualitative methods. Annual review of political science, 20, 15-36. 2. Seaman, C. B. (2008). Qualitative methods. In Guide to advanced empirical software engineering (pp. 35-62). Springer, London. 3. Crang, M. (2003). Qualitative methods: touchy, feely, look-see?. Progress in human geography, 27(4), 494-504. 4. Potter, W. J. (2013). An analysis of thinking and research about qualitative methods. Routledge. 5. Taylor, G. R. (Ed.). (2005). Integrating quantitative and qualitative methods in research. University Press of America. 6. Sechrest, L., & Sidani, S. (1995). Quantitative and qualitative methods:: Is There an Alternative?. Evaluation and program planning, 18(1), 77-87. 7. Crang, M. (2002). Qualitative methods: the new orthodoxy?. Progress in human geography, 26(5), 647-655. 8. Osborne, J. W. (Ed.). (2008). Best practices in quantitative methods. Sage. 9. Cook, T. D., & Reichardt, C. S. (Eds.). (1979). Qualitative and quantitative methods in evaluation research (Vol. 1). Beverly Hills, CA: Sage publications. 10. Steckler, A., McLeroy, K. R., Goodman, R. M., Bird, S. T., & McCormick, L. (1992). Toward integrating qualitative and quantitative methods: an introduction. Health education quarterly, 19(1), 1-8. 11. Stockemer, D., Stockemer, G., & Glaeser. (2019). Quantitative methods for the social sciences (Vol. 50, p. 185). Quantitative methods for the social sciences: Springer International Publishing. 12. Lewin, C. (2005). Elementary quantitative methods. Research

	methods in the social sciences, 215-225. 13. Nardi, P. M. (2018). Doing survey research: A guide to quantitative methods. Routledge. **Supplementary literature:** 1. Adda, J., & Cooper, R. W. (2003). Dynamic economics: quantitative methods and applications. MIT press. 2. Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2009). Handbook on impact evaluation: quantitative methods and practices. World Bank Publications. 3. Waters, D., & Waters, C. D. J. (2008). Quantitative methods for business. Pearson Education. 4. Gray, P. S., Williamson, J. B., Karp, D. A., & Dalphin, J. R. (2007). The research imagination: An introduction to qualitative and quantitative methods. Cambridge University Press. 5. Spicer, N. (2004). Combining qualitative and quantitative methods. Researching society and culture, 2, 293-303. 6. Kidder, L. H., & Fine, M. (1987). Qualitative and quantitative methods: When stories converge. New directions for program evaluation, 1987(35), 57-75. 7. Curvin, J., & Slater, R. (2002). Quantitative methods for business decisions. Thomson Learning. 8. Morgan, D. L. (2013). Integrating qualitative and quantitative methods: A pragmatic approach. Sage publications. 9. Gorard, S. (2003). Quantitative methods in social science research. A&C Black. 10. Teo, T. (Ed.). (2014). Handbook of quantitative methods for educational research. Springer Science & Business Media. 11. Davies, M. B., & Hughes, N. (2014). Doing a successful research project: Using qualitative or quantitative methods. Bloomsbury Publishing. 2. 12. Lampard, R., & Pole, C. (2015). Practical social investigation: Qualitative and quantitative methods in social research. Routledge.

25. IT Tools for Project Management

Module name:	**IT Tools for Project Management**
Code	
Trimester	3

<table>
<tr><td>Person responsible for the module</td><td>-</td></tr>
<tr><td>Lecturer(s)</td><td></td></tr>
<tr><td>Language</td><td>English, Russian</td></tr>
<tr><td>Relation to curriculum</td><td>Elective course</td></tr>
<tr><td>Type of teaching</td><td>Lectures serve to introduce new concepts and provide theoretical and methodological foundations.
Practice sessions (seminars) are active sessions to develop student's confidence through new examples and discussions on the problems.
Instructor-supervised independent study (ISIS) deals with review and exploration in greater depth of the course material.
Student's independent study (SIS): Self-study time including the time required to prepare for and complete all course assessments.</td></tr>
<tr><td>Workload of course components and credits per trimester</td><td>
<table>
<tr><td rowspan="2">ECTS credits</td><td colspan="2">Contact hours</td><td rowspan="2">ISIS</td><td rowspan="2">SIS</td><td rowspan="2">Total hours</td></tr>
<tr><td>Lectures</td><td>Practice sessions</td></tr>
<tr><td>5</td><td>20</td><td>30</td><td>90</td><td>10</td><td>150</td></tr>
</table>
</td></tr>
<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><th>Period</th><th>Assignment</th><th>Number of points</th></tr>
<tr><td>1st attestation</td><td>Quiz 1
Group presentation 1 of a project plan, using Oracle Primavera Cloud</td><td>15
15</td></tr>
<tr><td>2nd attestation</td><td>Quiz 2
Group presentation 2 of a project plan, using Oracle Primavera Cloud</td><td>15
15</td></tr>
<tr><td>Final exam</td><td>Written examination at the end of the course (60 minutes)</td><td>40</td></tr>
<tr><td>Total</td><td>0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final</td><td></td></tr>
</table>
</td></tr>
<tr><td>Recommended prerequisites</td><td>Project management</td></tr>
<tr><td>Module objectives/intended learning outcomes</td><td>The student will show a working knowledge in:
– Specific IT tools that used in real projects;
– Application of project software based on the scale of the project;
– Visualization of current project process.
Students will have the skill to
– initiate the process of managing a project;
– apply the project planning process.
– Implement an IT project</td></tr>
</table>

	In terms of competences, students will be able to – Identify potential project impacts and associated risks with vendors – Communicate effectively with team and project stakeholders by using relevant IT systems; – Understand concept of benefits of implementation with the help of advanced AI chatbots.
Content	It is almost impossible to ensure high quality projects without the help of special tools and software. This course provides an overview of Oracle Primavera Cloud application for achieving high-performance goals in project management. To deliver a project successfully, it's important to start by clearly identifying what the project is, and what its outcomes will be. In the course, students will learn practical ways to explore and understand project goals from the outset of a project, and to consider all the factors that may affect its execution. Step by step students will learn how to plan, scope, schedule, cost and manage a project from beginning to end, using project management techniques. Since every project relies on the people who are delivering it, this course will enable students to explore how to effectively communicate, manage people and employ leadership skills to successfully deliver a project.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	• ISO (2012): ISO 21500 - Guidance on project management. • J. Hermarij, Better Practices of Project Management (2016), 4th fully revised edition. Based on IPMA Competences - ICB Version 4 • ISO 31000 (2009), Risk Management - Principles and guidelines • Mulcahy, Rita (2019): Risk Management, 3rd edition, Rmc Pubns Inc. • Pandian, C. Ravindranath (2006): Applied Software Risk Management: A Guide for Software Project Managers 1st Edition International Project Management Association IPMA (2015): Individual Competence Baseline 4th version (ICB4) • Project Management Institute (2017): A guide to the project management body of knowledge (PMBOK guide) Sixth edition; Agile practice guide. Newtown Square, PA

26. Content and Project Cost Management

Module name:	**Content and Project Cost Management**
Code	
Trimester	3
Person responsible for the module	Nassanbekova S.
Lecturer(s)	Nassanbekova S.
Language	English, Russian

<table>
<tr><td>Relation to curriculum</td><td>Elective course</td></tr>
<tr><td>Type of teaching</td><td>Lectures serve to introduce new concepts and provide theoretical and methodological foundations.
Practice sessions (seminars) are active sessions to develop student’s confidence through new examples and discussions on the problems.
Instructor-supervised independent study (ISIS) deals with review and exploration in greater depth of the course material.
Student’s independent study (SIS): Self-study time including the time required to prepare for and complete all course assessments.</td></tr>
<tr><td>Workload of course components and credits per trimester</td><td>
<table>
<tr><td rowspan="2">ECTS credits</td><td colspan="2">Contact hours</td><td rowspan="2">ISIS</td><td rowspan="2">SIS</td><td rowspan="2">Total hours</td></tr>
<tr><td>Lectures</td><td>Practice sessions</td></tr>
<tr><td>2</td><td>10</td><td>10</td><td>30</td><td>10</td><td>60</td></tr>
</table>
</td></tr>
<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><th>Period</th><th>Assignment</th><th>Number of points</th></tr>
<tr><td>1st attestation</td><td>Individual assignment 1 (Week 3)
Group project 2 (Week 5)</td><td>15
15</td></tr>
<tr><td>2nd attestation</td><td>Individual asiignment 3 (Week 7)
Multiple choice 4 (Week 10)</td><td>15
15</td></tr>
<tr><td>Final exam*</td><td>Individual project</td><td>40</td></tr>
<tr><td>Total</td><td>0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final</td><td></td></tr>
</table>
</td></tr>
<tr><td>Recommended prerequisites</td><td>Project management</td></tr>
<tr><td>Module objectives/intended learning outcomes</td><td>The student will show a working knowledge in:
– Content management from a systems perspective;
– Scope of a content management implementation;
– Variables and dynamics of an associated professional services relationship;
– Fluency in cost estimating methods;
– Skills and tools allowing the development of a project cost estimate;
– Development and management of the Cost Baseline;
– Ongoing cost baseline management and control.
Students will have the skill to
– research different segments in the content technology space, what do they do, and where do they fit on the lifecycle of the management of content;
– understand the breadth of content management from a systems perspective;</td></tr>
</table>

	– develop Project Cost Baseline. **In terms of competences, students will be able to** – Edit content of the project; – Identify relevant costs; – Calculate product costs using different methods; – Assess value-adding costs; – Advise management on decision to buy or create necessary products or services.
Content	Content and Cost Project Management course addresses the identification, elaboration, planning, and management of the project content and budget. Including selected processes from the PMI Integration, Cost, Scope and Risk Knowledge Areas, this class addresses the development of the ideas, architecture, and technical basis behind the modern Content Management System, Project Cost Estimate, Project Budget, and the Project Budget Baseline. Emphasis is given to the lifecycle of content within a CMS, from modeling and aggregation, through editorial workflow, and finally to transformation and publication. In addition, it addresses the preparation of a spending profile that supports variance analysis and corrective action using Earned Value Management. Using a combination of theory-based lecture and hands on exercises, students are provided with an effective skill set for developing and controlling the project content and budget baseline.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	Names of textbooks, articles, etc. Wilson, R. (2015) Mastering Project Time Management, Cost Control, and Quality Management: Proven Methods for Controlling the Three Elements that Define Project Deliverables, Pearson FT Press. Gregory M.Horine.Project Managment [Текст] : Absolute Beginner's guide / M.H. Gregory. - 4 ed. - Indiana : Que , 2017.- 434 p. - ISBN 978-0-7897-5675-6 Harold Kerzner.Project Management [Текст] : A Systems Approach to Planning, Scheduling, and Controlling / K.Harold. - 12 ed. - New Jersey : John Wiley & Sons, 2017. - 814 p. - ISBN 9781119165354 A Guide to the Project Management Body Of Knowledge [Текст] . - 6 ed. - Pennsylvania : ProjectManagement Institute, 2017. - 756 p. - ISBN 978-1-62825-184-5 Кузнецова Е.В.Управление портфелем проектов как инструмент реализации корпоративной стратегии [Текст] :учебник / Е.В. Кузнецова. - 2-е изд., перераб. и доп. - М. : Издательство Юрайт, 2022. - 177с. -ISBN 978-5-534-07425-3 Кон Майк.Agile:Оценка и планирование проектов [Текст] / М. Кон. - пер. с англ. - М. : Альпина Паблишер,2022. - 418 с. - (Гибкие методы управления). - ISBN 978-5-9614-6947-9 Deane Barker (2016) Web Content Management: Systems, Features, and Best Practices (“Squirrel”, O’Reilly Media

	Deane Barker (2019) Real World Content Modeling: A Field Guide to CMS Features and Architecture ("RWCM"), Amazon Direct Publishing, 2019 A Guide to the Project Management Body of Knowledge (PMBOK Guide and The Standard for Project Management 7th, by Project Management Institute ISBN / ASIN: 9781628256642 An Introduction to Project Management: Predictive, Agile, and Hybrid Approaches 7th by Kathy Schwalbe ISBN / ASIN: 9798695713459

27. Program and Project Portfolio Management

Module name:	**Program and Project Portfolio Management**
Code	
Trimester	3
Person responsible for the module	-
Lecturer(s)	-
Language	English, Russian
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
3	10	20	50	10	90

<table>
<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><th>Period</th><th>Assignment</th><th>Number of points</th></tr>
<tr><td>1st attestation</td><td>Individual assignment 1
Group presentation 1</td><td>15
15</td></tr>
<tr><td>2nd attestation</td><td>Individual assignment 2
Group presentation 2</td><td>15
15</td></tr>
<tr><td>Final exam</td><td>Written examination</td><td>40</td></tr>
<tr><td>Total</td><td>0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final</td><td></td></tr>
</table>
</td></tr>
<tr><td>Recommended prerequisites</td><td>Project management
Economic Assessment of Projects
Project Quality Management</td></tr>
<tr><td>Module objectives/intended learning outcomes</td><td>The student will show a working knowledge in:
– Achievement of the goals of programs and a portfolio of projects;
– Modern methods, techniques and technologies of portfolio management.
Students will have the skill to
– learn effective management of programs and portfolios;
– understand difference between programs and portfolios;
In terms of competences, students will be able to
– Critically evaluate the data and information;
– Understand certain programs and portfolio of projects in terms of the composition and scope of work, cost, timing, quality;
– Familiarize with the standards of program and project portfolio management.</td></tr>
</table>

Content	The course includes the study of the concepts of "program of projects", "portfolio of projects", "program management", "management of a portfolio of projects", "standards for managing a portfolio of programs and projects". The main content of the course is the study of systems, structures, processes for managing a portfolio of programs and projects. The course includes an introduction to the basics of program and project portfolio management: the main factors of program management, financing and risk management of programs, the formation of a project portfolio and the selection of its components, quick results in the execution of a project portfolio and reporting, balancing and optimizing project portfolio management (support, resource management, resource management). risks), income from program and project portfolio management, program and project portfolio management system in an organization (in an enterprise), tools and methods for managing programs and project portfolios, program and project portfolio management planning, program and project portfolio management standards. The study of the problems of managing programs and a portfolio of projects is intended to clarify and clarify knowledge, to include in the process of studying the preliminary disciplines "Project Management", "Economic Assessment of Projects", "Project Quality Management".
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.

Reading list	1. Кузнецова Е. В. Управление портфелем проектов как инструмент реализации корпоративной стратегии. -Москва: Издательство “Юрайт”, 2016.-224 с. 2. Куценко Е. И. Управление портфелем проектов и сетевое моделирование [Электронный ресурс]: учебное пособие / Е.И. Куценко; Оренбургский гос. ун-т. – Оренбург: ОГУ, 2019. – 130 с. 3. Ершов С. В. Управление проектами и программами. Конспект лекций. – Архангельск: САФУ. 2015–226 с. 4. Мазур И.И., Шапиро В. Д., Ольдерогге Н.Г. Управление проектами: Учебное пособие / Под общ. ред. И.И. Мазура. — 2-е изд. — М.: Омега-Л, 2004. — с. 664. 5. Управление инновационными проектами и программами: учебное пособие / В.В. Быковский, Е.С. Мищенко, Е.В. Быковская и др. – Тамбов: Изд-во ГОУ ВПО ТГТУ, 2011. – 104 с. 6. Agile: практическое руководство. — М.: Олимп-Бизнес, 2019. — 182 с. 7. A Guidebook of Program & Project Management for Enterprise Innovation (International Edition). — https://www.pmaj.or.jp/ENG/p2m/p2m_guide/p2m_guide.html. 8. Individual Competence Baseline for Programme Management (2018). Amsterdam: IPMA, 202 p. 9. ISO 21503:2017. Project, Programme and Portfolio Management — Guidance on Programme Management. — https://www.iso.org/obp/ui/#iso:std:iso:21503:ed-1:v1:en. 10. Managing Successful Programmes. — https://www.axelos.com/best-practice-solutions/msp. 11. Основы портфельного инвестирования : учебник для бакалавриата и магистратуры / Т. В. Никитина, А. В. Репета-Турсунова, М. Фрёммель, А. В. Ядрин. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2018. — 195 с. — (Серия : Бакалавр и магистр. Академический курс). — ISBN 978-5-534-07092-7 12. Управление социально-экономическими портфелями программ и проектов организации [Электронный ресурс] : учеб. пособие / В.В. Герасимов [и др.]; Новосиб. гос. агр. ун-т. – Новосибирск: Золотой колос, 2014. – 200 с. 13. Забродин Ю. Н., Михайличенко А. М., Сарухано А. М. Управление инвестиционными программами и портфелями проектов. -2010.- 576 с. 13. Управление программами и портфелями проектов на платформе ServiceNow (видео) // https://it-guild.com/info/blog/upravlenie-programmami-i-portfelyami-proektov-na-platforme-servicenow-video/

	14. Портфель проектов - управление портфелем проектов (видео) // https://www.youtube.com/watch?v=MTKr4rU3HaE 16. Управление портфелем проектов (видео) // https://www.youtube.com/watch?v=zi88qVVEUaI

28. Project Risk Management

Module name:	**Project Risk Management**
Code	
Trimester	3
Person responsible for the module	Tursynzada Kuangaliyeva PhD, Associate professor
Lecturer(s)	Tursynzada Kuangaliyeva PhD, Associate professor
Language	English
Relation to curriculum	Elective course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
2	10	10	30	10	60

<table>
<tr><td>Course assessment and forms of examination</td><td>
<table>
<tr><th>Period</th><th>Assignment</th><th>Number of points</th></tr>
<tr><td>1st attestation</td><td>Quiz 1 (Week 3)
Presentation (Week 5)</td><td>15
15</td></tr>
<tr><td>2nd attestation</td><td>Quiz 2 (Week 7)
Individual project (Week 10)</td><td>15
15</td></tr>
<tr><td>Final exam*</td><td>Individual project</td><td>40</td></tr>
<tr><td>Total</td><td>0,3 * 1st Att + 0,3 * 2nd Att + 0,4*Final</td><td></td></tr>
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<tr><td>Recommended prerequisites</td><td>Economic theory</td></tr>
<tr><td>Module objectives/intended learning outcomes</td><td>
The student will show a working knowledge in:

Management methods and methods to minimize the negative consequences of risk cases;
Competences in solving incorrectly set tasks with uncertainty of the initial information on the conditions of the project;
Ability to manage risks in project implementation;
Proficiency in delegation of authority and outsourcing of risks, project security management.

Students will have the skill to

manage risks and use practices repeatedly tested in quality programs;
apply modern methods of planning the timing, cost, and resource needs of a project, considering risks, as well as to form appropriate practical skills;
recognize risks in time and identify them correctly;
measure risks, as well as calculate the probability of their occurrence and possible consequences;
find risk factors and develop risk response strategies;
be able to evaluate the effectiveness of measures taken.

In terms of Competences, students will be able to

Manage risks in project implementation;
Delegate authority and outsource risks, project security management;
Master the psychological aspects of risk analysis;
Develop risk modeling, assess of the consequences of processes with non-zero risks and the probability of events with non-zero risk;
Analyze and manage risks in the project.

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Content	The course structure is based on the study. The purpose of studying the discipline is to form undergraduates' theoretical ideas about the excellence of project quality management, skills and abilities for the preparation, implementation and evaluation of the effectiveness of project implementation related to the identification of expected risks and positive effects of management decisions at various stages of project implementation in modern conditions
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic:** 1. Urodovskikh V. N. Enterprise risk management: textbook. allowance / V. N. Urodovskikh. - M .: Vuzovsky textbook; INFRA-M, 2017. 2. Baldin K. V. Risk management in business / K. V. Baldin, 3. S. N. Vorobev. — M. : Dashkov i K, 2015. 4. Ivanov A. A. Risk management. Educational-methodical complex / A. A. Ivanov, S. Ya. Oleinikov, S. A. Bocharov. - M .: Ed. Center EAOI, 2018. - 193 p. 5. Bugrova S. M. Risk management: textbook. allowance / S. M. Bugrova, N. M. Guk. - Kemerovo: Kemerovo Technological Institute of Food Industry, 2015. - 132 p. 5. A Guide to the Project Management Body of Knowledge (PMBoK). PMI, 2018 6. Risk management - Principles and guidelines. ISO/FDIS 31000:2019 **Supplementary:** 1. Recovery of the density function. Electronic management [Electronic resource]. — URL: http://www.franklin-grant.ru/ru/technologies/03.shtml. 2. Giniyatov R. Risk and control [Electronic resource]. - URL: http://www.iiaru.ru/publication/st11.html. 3. Kiseleva I. A. Bank audit [Electronic resource]. — URL: http://www.optim.ru/fin/2002/1/rkiseleva/rkiseleva.asp. 4. Moore Michel. Information risk management [Electronic resource]. - URL: http://www.fd.ru/article/4380.html. 5. Pichalova M.Yu. Organization of risk management in a commercial bank [Electronic resource]. — URL: http://www.cfin.ru/press/management/2001-1/pechalova.shtml. 2. Information resource about risk management. — URL: http://www.risk24.ru/index.htm. 3. 7. Information resource about risk management. — URL: http://www.risk-manage.ru/biblio/study.

29. Master's Research Work

Module name:	**Master's Research Work**

Code	
Trimester	2, 3, 4, 5
Person responsible for the module	-
Lecturer(s)	-
Language	English
Relation to curriculum	Compulsory course
Type of teaching	**Lectures** serve to introduce new concepts and provide theoretical and methodological foundations. **Practice sessions (seminars)** are active sessions to develop student's confidence through new examples and discussions on the problems. **Instructor-supervised independent study (ISIS)** deals with review and exploration in greater depth of the course material. **Student's independent study (SIS):** Self-study time including the time required to prepare for and complete all course assessments**.**
Workload of course components and credits per trimester	

ECTS credits	Contact hours		ISIS	SIS	Total hours
	Lectures	Practice sessions			
24				720	720

Course assessment and forms of examination

#	Development rate	Characteristics	Points	
			1 course	**2 course**
1.	Supervisor evaluation	Responsibility, literacy, accuracy, initiative in the performance of work is assessed	10	10
2.	Mastering the theoretical part	Answering questions, participating in the discussion of the topic. Conducting a literature review	40	30
3.	Presentation of work	Preparing for conferences (writing abstracts, reports and presentations). Participation in scientific seminars, conferences	10	30
4.	Report preparation	Literacy in the design of the report (structure), the ability to draw conclusions	30	15

	5.	Participation in conferences	Writing an abstract and preparing a report	10	15
		Total		100	100

Recommended prerequisites	Management, Management and Organization, Business Administration
Module objectives/intended learning outcomes	**The student will show a working knowledge in:** – Major theories and methodologies in qualitative and quantitative analysis; – Effects of management strategies aimed to advance research and development at national levels from different contexts; – Key drivers, challenges and opportunities for the development of research methodology for effective IT and media technology management; – Methods of investigation such as stakeholder, content, context analysis as well as survey research and statistical analysis; – Key benchmarks in measuring the progress of research and development agendas in promoting more competitive and efficient management and leadership in the area. **Students will have the skill to:** – formulate the goals and objectives of research; – critically analyze scientific information; – assess the relevance, scientific novelty and practical significance of the research work. **In terms of ccompetences, students will be able:** – Plan experiment with selection of necessary research methods, – Modify existing methods and develop new ones, necessary for obtaining specific results; – Conduct theoretical and experimental research using modern methods and technologies in science and technology; – Find the best approach to solving practical issues; – Analyze the discussion and evaluation of obtained results; – Formulate conclusions and recommendations based on the research results; – Present results of educational and research work (reviews, reports, articles, abstracts, presentations); – Participate in scientific discussion.
Content	Topics of laboratory classes:

	1. Preparatory session (choosing the direction of scientific research, defining the problem and the resulting goals and objectives, proposing a hypothesis for their solution, discussion of research methods). 2. Planning, preparation and carrying out experiments on the chosen topics. 3. Discussion of the obtained results (data analysis). Formulating conclusions on the work. Drawing up a report and preparing presentation material. 4. Defending the results of the research work.
Media employed	Multimedia classrooms equipped with computer, projection and audio system; Whiteboard; Microsoft Teams; LMS Moodle.
Reading list	**Basic Literature:** 1. Sofaer, S. (1999). Qualitative methods: what are they and why use them?. Health services research, 34(5 Pt 2), 1101. 2. Gerring, J. (2017). Qualitative methods. Annual review of political science, 20, 15-36. 2. Seaman, C. B. (2008). Qualitative methods. In Guide to advanced empirical software engineering (pp. 35-62). Springer, London. 3. Crang, M. (2003). Qualitative methods: touchy, feely, look-see?. Progress in human geography, 27(4), 494-504. 4. Potter, W. J. (2013). An analysis of thinking and research about qualitative methods. Routledge. 5. Taylor, G. R. (Ed.). (2005). Integrating quantitative and qualitative methods in research. University Press of America. 6. Sechrest, L., & Sidani, S. (1995). Quantitative and qualitative methods:: Is There an Alternative?. Evaluation and program planning, 18(1), 77-87. 7. Crang, M. (2002). Qualitative methods: the new orthodoxy?. Progress in human geography, 26(5), 647-655. 8. Osborne, J. W. (Ed.). (2008). Best practices in quantitative methods. Sage. 9. Cook, T. D., & Reichardt, C. S. (Eds.). (1979). Qualitative and quantitative methods in evaluation research (Vol. 1). Beverly Hills, CA: Sage publications. 10. Steckler, A., McLeroy, K. R., Goodman, R. M., Bird, S. T., & McCormick, L. (1992). Toward integrating qualitative and quantitative methods: an introduction. Health education quarterly, 19(1), 1-8. 11. Stockemer, D., Stockemer, G., & Glaeser. (2019). Quantitative methods for the social sciences (Vol. 50, p. 185). Quantitative methods for the social sciences: Springer International Publishing. 12. Lewin, C. (2005). Elementary quantitative methods. Research methods in the social sciences, 215-225. 13. Nardi, P. M. (2018). Doing survey research: A guide to quantitative methods. Routledge.

	Supplementary literature: 1. Adda, J., & Cooper, R. W. (2003). Dynamic economics: quantitative methods and applications. MIT press. 2. Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2009). Handbook on impact evaluation: quantitative methods and practices. World Bank Publications. 3. Waters, D., & Waters, C. D. J. (2008). Quantitative methods for business. Pearson Education. 4. Gray, P. S., Williamson, J. B., Karp, D. A., & Dalphin, J. R. (2007). The research imagination: An introduction to qualitative and quantitative methods. Cambridge University Press. 5. Spicer, N. (2004). Combining qualitative and quantitative methods. Researching society and culture, 2, 293-303. 6. Kidder, L. H., & Fine, M. (1987). Qualitative and quantitative methods: When stories converge. New directions for program evaluation, 1987(35), 57-75. 7. Curvin, J., & Slater, R. (2002). Quantitative methods for business decisions. Thomson Learning. 8. Morgan, D. L. (2013). Integrating qualitative and quantitative methods: A pragmatic approach. Sage publications. 9. Gorard, S. (2003). Quantitative methods in social science research. A&C Black. 10. Teo, T. (Ed.). (2014). Handbook of quantitative methods for educational research. Springer Science & Business Media. 11. Davies, M. B., & Hughes, N. (2014). Doing a successful research project: Using qualitative or quantitative methods. Bloomsbury Publishing. 2. 12. Lampard, R., & Pole, C. (2015). Practical social investigation: Qualitative and quantitative methods in social research. Routledge.