

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution for Higher Education
«North-Caucasus Federal University»

APPROVED BY
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ASSESSMENT TOOLS

**for the Educational Practice
Introductory Practice**

Field of study	13.04.02 Electric Power Engineering and Electrical Engineering
Specialization (Profile)	Training Program of Electrical Engineering
Year of commencement of studies	2026
Mode of study	full-time
Implemented in semester(s)	2

Foreword

1. Purpose: The assessment tools for the educational practice " Introductory Internship " are intended to assess students' knowledge during ongoing progress control and intermediate assessment. The assessment tools include a set of control assignments for the practice.

2. The assessment tools are an appendix to the program of the educational practice "Introductory Internship ".

3. Developer: Associate Professor of the Department of Automated Electric Power Systems and Power Supply, Kostyukov D.A.

4. The assessment tools have undergone expert review.

Members of the expert group:

Chairperson: Kononov Yu.G., Head of the Department of Automated Electric Power Systems and Power Supply.

Committee members:

Demin M.S., Associate Professor of the Department of Automated Electric Power Systems and Power Supply.

Petrov A. V., Associate Professor of the Department of Automated Electric Power Systems and Power Supply.

Representative of the employer organization: I.S. Solovyev, Deputy Chief Engineer of the Western Electric Networks, branch of PAO "Rosseti North Caucasus" – "Stavropolenergo".

Expert opinion: The assessment tools correspond to the educational program of higher education in the field of study and are recommended for assessing the level of competency formation during ongoing progress control and intermediate assessment of students in the practice " Introductory Internship ".

5. The validity period of the assessment tools is determined by the period of implementation of the educational program.

1. Description of indicators and assessment criteria at various stages of their formation, description of grading scales

Competency(ies), indicator(s)	Levels of competency formation			
	Minimum level not achieved (Unsatisfactory) – 2 points	Minimum level (Satisfactory) – 3 points	Medium level (Good) – 4 points	High level (Excellent) – 5 points
<i>UC-2 Capable of managing a project at all stages of its life cycle</i>				
Understands the principles of project management in the professional field. Able to analyze the stages of the project life cycle. Familiar with risk control tools. ID-1 UC-2 Participates in project management at all stages of the project life cycle.	Lacks an understanding of project management principles; cannot name the stages of the project life cycle or risk management tools.	Knows the basic stages of the project life cycle but cannot describe them in detail. Has a superficial understanding of risk control tools..	Demonstrates an understanding of the project life cycle stages and is able to describe them with examples. Possesses knowledge of fundamental risk control tools; however, practical application is not always consistent.	Demonstrates a thorough understanding of project management principles, provides detailed descriptions of the project life cycle stages, and is capable of applying risk control tools effectively in practical scenarios.
<i>UC-3 Capable of organising and leading a team, developing a team strategy to achieve the set objective</i>				
Demonstrates a solid understanding of team roles – including executor, coordinator, expert, and others – and recognizes their significance in project work. Is also familiar with leadership styles (authoritarian, democratic, laissez-faire) and comprehends how each influences team effectiveness. ID-1UC-3 Demonstrates understanding of teamwork principles (knows roles within a team, types of leaders, and methods of workforce management);	Lacks knowledge of team roles and fails to understand the distinctions between leadership styles.	Is able to identify basic team roles (executor, coordinator) and leadership styles; however, fails to understand how they affect team performance.	Possesses knowledge of team roles and leadership styles and can explain their importance; however, experiences difficulty applying this knowledge in practical settings.	Demonstrates a profound understanding of team roles and leadership styles, and is capable of analyzing how they influence team effectiveness.
Able to delegate tasks within his/her team based on their competencies. ID-2 UC-3 Leads team members to achieve the assigned task.	Lacks the ability to assign tasks and fails to consider the professional competencies of the team members.	Can distribute simple tasks, but does not always take into account the competencies of the performers.	Is able to distribute tasks taking into account the competencies of the performers, but sometimes makes mistakes in planning.	Effectively distributes tasks, taking into account the competencies of the performers, and ensures the achievement of set goals.

UC-4 Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction				
Possesses skills in searching for information from foreign sources. ID-1UC-4 Engages in academic and professional interaction, including in a foreign language;	Lacks the ability to retrieve information from foreign sources and fails to comprehend key terminology.	Can find simple information using a dictionary, but experiences significant difficulties.	Capable of locating and comprehending information from foreign sources; however, occasional assistance from a dictionary is needed.	Operates proficiently with foreign sources; can analyze and utilize information without the aid of a dictionary.
Translates scientific articles using a dictionary. ID2UC-4 Translates academic texts (abstracts, annotations, reviews, articles, etc.) from or into a foreign language	Is unable to translate even simple sentences and does not understand the structure of the text	Translates text with a large number of errors and requires constant use of a dictionary.	Translates text with minor errors and uses a dictionary for complex terms.	Translates text accurately and competently, using a dictionary only for rare terms.
UC-5 Capable of analysing and accounting for cultural diversity in the process of intercultural interaction				
Establishes and maintains professional communication with peers from other regions. ID-1UC-5 Demonstrates understanding of the characteristics of different cultures and nations; Able to assemble a team for the execution of a scientific-technical project while considering the individual attributes of the team members. ID-2UK-5 Builds social interaction taking into account the commonalities and distinctions of different cultures and religions.	Lacks the ability to engage in professional communication and fails to consider cultural distinctions. Lacks the ability to assemble a team and fails to comprehend the individual attributes of team members.	Capable of communicating; however, cultural particularities are not always considered. Is capable of assembling a team; however, individual characteristics are not always considered.	Capable of engaging in professional communication and accounting for cultural distinctions; however, occasional errors occur. Is able to assemble a team based on individual attributes; however, encounters challenges in assigning roles.	Communicates effectively while respecting cultural and religious differences, and exhibits a high degree of tolerance. Efficiently assembles a team by considering individual attributes and delegating roles to accomplish project objectives.
GPC-1 Capable of formulating research objectives and tasks, identifying task-solving priorities, and selecting evaluation criteria				
Is capable of independently defining and clearly formulating the goal, objectives, and success criteria of a scientific or applied research project in the field	Lacks the ability to define the aim and tasks of the study.	Is able to state the aim and tasks; however, these are not consistently clear or attainable.	Articulates the aim and tasks with clarity; however, available resources are not always considered.	Autonomously establishes clear and attainable aims and tasks, considering all available resources and specifications.

of electric power engineering and electrical engineering, taking into account the relevance of the problem, available resources (time, equipment, data), and the requirements of the customer/scientific supervisor. ID-1GPC-1 Formulates research objectives and tasks;				
Establishes the workflow sequence for completing an individual assignment. ID-2GPC-1 Determines the sequence for solving tasks;	Lacks the ability to establish a logical sequence of steps.	Determines the sequence, but with errors or omissions.	Determines the order correctly, though sometimes needs correction.	Defines the order of task performance accurately and logically, accounting for every step.
Defines project risks and constructs a risk matrix. ID-3GPC-1 Formulates decision-making criteria.	Is incapable of naming risks or forming a risk matrix.	Identifies some risks, but is unable to classify or assess them.	Identifies risks and develops a risk matrix; however, the evaluation is not consistently precise.	Defines risks with precision, produces a detailed risk matrix, and suggests ways to minimize them.
GPC-2 Capable of applying modern research methods, evaluating and presenting the results of completed work				
Selects a scientific research method and mathematical apparatus for result processing. ID-1GPC-2 Selects the appropriate research method to solve the assigned task;	Lacks the ability to choose an appropriate research methodology.	Is able to choose a method; however, the choice is not consistently well-founded.	Is capable of choosing a suitable method; however, occasional guidance is needed for its implementation.	Independently selects the optimal research method and justifies his/her choice.
Performs an analysis of the results, including with modern software, and compiles a SWOT analysis. ID-2GPC-2 Conducts analysis of the obtained results.	Lacks the ability to perform an analysis or to interpret the findings.	Conducts a simple analysis, but with errors or incomplete results.	Conducts analysis and uses software tools, but the conclusions are not always accurate.	Conducts comprehensive analysis, uses modern tools, and draws accurate and well-founded conclusions.
Presents the results of the completed work, including through the use of modern software tools.	Is unable to present the results or does so in an illogical manner.	Presents the results, but the structure and formatting require improvement.	Presents findings in a logical manner utilizing software applications; however,	Presents outcomes efficiently utilizing contemporary instruments,

ID-3GPC-2 Presents the results of the completed work.			the analysis occasionally lacks thoroughness.	with flawless structure and content.
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Assessment criteria for competencies

Grade «Excellent» is awarded to the student if the student fully understands the principles of project management, describes the stages of the project lifecycle in detail, and is able to apply risk control tools in real-world situations; demonstrates a deep understanding of team roles and leadership styles, and can analyze their impact on team performance; effectively distributes tasks, taking into account the competencies of the performers, and ensures the achievement of set goals; works fluently with foreign sources, is able to analyze and use information without a dictionary; translates text accurately and competently, using a dictionary only for rare terms; interacts effectively while respecting cultural and religious differences, demonstrating a high level of tolerance; effectively forms a team, considering individual characteristics and assigning roles to achieve project goals; independently defines clear, achievable goals and objectives, taking into account all available resources and requirements; accurately and logically determines the sequence of task execution, taking into account all stages; accurately formulates risks, creates a detailed risk matrix, and proposes methods for their mitigation; independently selects the optimal research method and justifies his/her choice; conducts comprehensive analysis, uses modern tools, and draws accurate and well-founded conclusions; effectively presents the results, uses modern tools, and the structure and content are impeccable.

Grade "Good" is awarded to the student if the student understands the stages of the project lifecycle, can describe them and provide examples, but is not always able to apply risk control tools; knows team roles and leadership styles and can explain their significance, but experiences difficulties in applying this knowledge in practice; is able to distribute tasks taking into account the competencies of the performers, but sometimes makes mistakes in planning; is able to find and understand information from foreign sources, but sometimes requires the use of a dictionary; translates text with minor errors and uses a dictionary for complex terms; is able to conduct business communication and takes into account cultural differences, but sometimes makes mistakes; forms a team taking into account individual characteristics, but experiences difficulties in role distribution; clearly formulates the goal and objectives, but sometimes does not take into account available resources; correctly determines the sequence, but sometimes requires adjustments; formulates risks and creates a matrix, but the assessment is not always accurate; selects an appropriate method, but sometimes requires assistance in its application; conducts analysis and uses software tools, but the conclusions are not always accurate; logically presents the results and uses software tools, but sometimes lacks depth.

Grade "Satisfactory" is awarded to the student if the student knows the main stages of the project lifecycle but cannot describe them in detail; can name the main team roles and leadership styles but does not understand their impact on team performance; can distribute simple tasks but does not always take into account the competencies of the performers; can find simple information using a dictionary but experiences significant difficulties; translates text with a large number of errors and requires constant use of a dictionary; is able to communicate but does not always take into account cultural differences; forms a team but does not always take into account individual characteristics; formulates the goal and objectives, but they are not always clear or achievable; determines the sequence, but with errors or omissions; identifies some risks but is unable to classify or assess them; selects a method but not always with justification; conducts a simple analysis, but with errors or incomplete results; presents the results, but the structure and formatting require improvement.

Grade "Unsatisfactory" is awarded to the student if the student lacks an understanding of project management principles and cannot name the stages of the project lifecycle; does not know team roles and does not understand the differences between leadership styles; is unable to distribute tasks and does not take into account the competencies of the performers; is unable to search for information in foreign sources and does not understand key terms; cannot translate even simple sentences and does not understand the structure of the text; is unable to conduct business communication and does not take into account cultural differences; cannot form a team and does not understand the individual characteristics of the participants; cannot formulate the goal and objectives of the research; cannot determine the sequence of actions; cannot identify risks or create a risk matrix; cannot select a research method; cannot conduct an analysis or interpret the results; cannot present the results or does so in an illogical manner.

2. Assessment Instruments for the Academic Practice “Introductory Internship”

2.1 Tasks to assess the knowledge acquired during the practice

Formed competencies, indicators		Task formulation
Competency code	Formulation	
UC-2	ID-1 UC-2 Participates in project management at all stages of the project life cycle.	Study Belbin’s team role theory. Complete a diagnostic assessment to identify the individual’s team role. To study the report on the implementation of research and development work in the Rosseti Group of Companies for the year 2024, and to select one of the projects for detailed examination.
UC-3	ID-1UC-3 Demonstrates understanding of teamwork principles (knows roles within a team, types of leaders, and methods of workforce management);	
	ID-2 UC-3 Leads team members to achieve the assigned task.	
UC-4	ID-1UC-4 Engages in academic and professional interaction, including in a foreign language;	
	ID2UC-4 Translates academic texts (abstracts, annotations, reviews, articles, etc.) from or into a foreign language	
UC-5	ID1UC-5 Demonstrates understanding of the characteristics of different cultures and nations;	
	ID2UC-5 Builds social interaction taking into account the commonalities and distinctions of different cultures and religions.	
GPC-1	ID1 GPC-1 Formulates research objectives and tasks;	
	ID2 GPC-1 Determines the sequence for solving tasks;	
	ID3 GPC-1 Formulates decision-making criteria.	

GPC-2	ID1GPC-2 Selects the appropriate research method to solve the assigned task;	
	ID2GPC-2 Conducts analysis of the obtained results;	
	ID3GPC-2 Presents the results of the completed work.	

2.2 Tasks to assess the skills and abilities acquired during the practice

Formed competencies, indicators		Формулировка задания
Competency code	Formulation	
UC-2	ID-1 UC-2 Participates in project management at all stages of the project life cycle.	Based on the diagnostic testing to determine the team role, describe the strengths and weaknesses, as well as the potential contribution to teamwork within the framework of a scientific and technical project.
UC-3	ID-1UC-3 Demonstrates understanding of teamwork principles (knows roles within a team, types of leaders, and methods of workforce management);	
	ID-2 UC-3 Leads team members to achieve the assigned task.	To conduct benchmarking of the selected project, find a publication in a foreign language on the relevant topic, and perform its translation (from conference proceedings indexed in Scopus or Web of Science databases).
UC-4	ID-1UC-4 Engages in academic and professional interaction, including in a foreign language;	
	ID2UC-4 Translates academic texts (abstracts, annotations, reviews,	To conduct a SWOT analysis of the project under consideration.
UC-5	ID1UC-5 Demonstrates understanding of the characteristics of different cultures and nations;	
	ID2UC-5 Builds social interacti	Construct a risk matrix for the project in question.
GPC-1	ID1 GPC-1 Formulates research objectives and tasks;	Prepare a practicum report and an accompanying presentation.
	ID2 GPC-1 Determines the sequence for solving tasks;	
	ID3 GPC-1 Formulates decision-making criteria.	
GPC-2	ID1GPC-2 Selects the appropriate research method to solve the assigned task;	
	ID2GPC-2 Conducts analysis of the obtained results;	
	ID3GPC-2 Presents the results of the completed work.	

3. Methodological materials defining the procedures for assessing knowledge, skills, abilities and (or) experience of activities characterizing the stages of competency formation

The procedure for completing the work placement ("introductory practice") includes the following stages:

- introductory lecture;
- health and safety briefing;
- formulation of the goals and objectives of the placement;
- development of a work plan for the assignment;
- completion of the individual task;
- processing of empirical data;
- systematization of empirical and literary sources;
- presentation of the results.

At each stage of the practice, ongoing control of the competency formation process is carried out.

The tasks offered to the student allow testing of competencies: UC- 2, UC-3, UC-4, UC-5, GPC-1, GPC-2.

During the placement, the student is required to produce a report containing the following sections:

- an **introduction** reflecting the relevance of the issues under consideration;
- a **main body** containing the results of the individual task, supported by explanations, figures, tables, calculations, and photographs;
- a **conclusion** reflecting the key findings and results of the work performed;
- a **list of references**.

Formatting of the report in accordance with state standards.

When assessing the assignment, evaluators consider the sequence and rationality of the presentation, the quality of the literary sources used, including the use of foreign language materials.

The final grade is awarded based on the results of a final conference held in the format of a presentation and discussion, during which the student defends the outcomes of their work. The conference takes place within two weeks following the end of the placement and any subsequent holidays (if applicable).

During the defense of the report, the following are assessed:

- the ability to present the results of the work clearly, competently, and concisely, including through the use of modern multimedia computer technologies;
- the ability to understand follow-up questions and provide appropriate responses promptly.