MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«KAZAN STATE POWER ENGINEERING UNIVERSITY»
(FSBEI HE «KSPEU»)

APPROVED
Director of the Institute of Digital Technologies and Economics
_____Zainullin R.R.
«24»_____February_____2026

WORK PROGRAM FOR THE DISCIPLINE

B1.V.ED.01.02.06 Project management

Field of training — 38.03.02 Management

Qualification — Bachelor's Degree

Kazan, 2026

Program developed by:

Department name	Position, academic degree, academic title	Full name Developer
Management	Doctor of Social Sciences, prof.	Makhiyanova A.V.

Approval	Name of department	Date	Minute s No.	Signature
Approved	Management	10.02.2026	Protocol №5	Head of Department, Doctor of Social Sciences, Professor Makhiyanova A.V.
Agreed	Management	10.02.2026	Protocol №5	Head of the Department., Doctor of Social Sciences, prof.Makhiyanova A.V.
Agreed	Educational and Methodological Council of IDTE	24.02.2026	Protocol №6	Director, Ph.D., Associate Professor, Zainullin R.R..
Approved	Scientific Council of IDTE	24.02.2026	Protocol №6	Director, Ph.D., Associate Professor, Zainullin R.R.

1. The purpose, objectives and planned results of learning in the discipline

(The purpose and objectives of mastering the discipline, corresponding to the objectives of the EP)

The aim of the 'Project Management' course is to prepare students for their professional careers and to equip them with the skills and abilities needed to tackle non-routine tasks and carry out projects in collaboration with fellow students.

The objectives of the course are:

- to develop students' skills in presenting and defending their findings;
- to develop students' teamwork skills;
- to enhance motivation for self-directed learning;
- to develop project management skills;
- to ensure that students master the fundamental standards of professional practice.

Competencies and indicators developed by students:

Code and name of the competence	Indicator code and name
PC-4 Is able to develop potential solutions based on the targets set for them, with a view to ensuring the organisation's project activities are carried out effectively	PC-4.1 Helps to identify, gather and analyse information in order to make effective project management decisions

2. The place of discipline in the structure of the EP

Prerequisite subjects (modules), placements, research projects, etc.: Business Planning, Conflict Resolution, Management, Fundamentals of Project Management.

Subsequent subjects (modules), placements, research projects, etc.: Work placement (pre-graduation placement).

3. Structure and content of the discipline

3.1. Structure of the discipline

For full-time education

Type of educational work	Total Credits	Total hours	Semester(s) 8
THE OVERALL COMPLEXITY OF THE DISCIPLINE	5	180	180
CONTACT WORK*	-	58	58
CLASSROOM WORK	1,3	48	48
Lectures	0,3	12	12
Practical (seminar) classes	1	36	36
Laboratory work	0	0	0
STUDENT'S INDEPENDENT WORK	2,7	96	96
Study of educational material	2,7	96	96
Course project	0	0	0
Course paper	0	0	0

Preparation for the intermediate certification	1	36	36
Intermediate certification:			E
			-

For full-time and part-time education

Вид учебной работы	Total Credits	Total hours	Semester(s)
			9
THE OVERALL COMPLEXITY OF THE DISCIPLINE	5	180	180
CONTACT WORK*	-	52	52
CLASSROOM WORK	1,1	40	40
Lectures	0,55	20	20
Practical (seminar) classes	0,55	20	20
Laboratory work	0	0	0
STUDENT'S INDEPENDENT WORK	3,6	131	131
Study of educational material	3,6	131	131
Course project	0	0	0
Course paper	0	0	0
Preparation for the intermediate certification	0,3	9	9
Intermediate certification:			E
			-

3.2. The content of the discipline, structured by sections and types of classes

Discipline sections	Total hours	Distribution of labor intensity by types of educational work				Forms and type of control	Indexes of indicators of emerging competencies
		lectures	lab. slave.	zan ave.	myself. a slave.		
Section 1.	72	6		18	48	CC1	PC-4.1 K, PC-4.1 Be A, PC-4.1 O
Section 2.	72	6		18	48	CC2	PC-4.1 K, PC-4.1Be A, PC-4.1 O
Exam	36				36	**EM**	PC-4.1 K, PC-4.1Be A, PC-4.1 O
Total for the 8th semester	**180**	**12**	**0**	**36**	**132**		
TOTAL	**180**	**12**	**0**	**36**	**132**		

3.3. Content of the discipline

Section 1. General understanding of project management

Topic 1.1. Projects and their management specifics.

Topic 1.2. Project lifecycle.
Topic 1.3. Project implementation planning.

Section 2. Organization of project management
Topic 2.1. Investment and financial plans of the project.
Topic 2.2. Evaluation of the effectiveness of the project.
Topic 2.2. Evaluation of the effectiveness of the project.

3.4. Тематический план практических занятий
Section 1. General understanding of project management.
Topic 1.1. Projects and their management specifics.
Topic 1.2. Project lifecycle.
Topic 1.3. Project implementation planning.

Section 2. Organization of project management
Topic 2.1. Investment and financial plans of the project.
Topic 2.2. Evaluation of project effectiveness.
Topic 2.3. Project implementation and operation management.

3.5. Thematic plan of laboratory work
This type of work is not provided for in the curriculum.

3.6. Course project /term paper
This type of work is not provided for in the curriculum.

4. Assessment of learning outcomes

Assessment of learning outcomes in the discipline is carried out within the framework of ongoing monitoring and interim certification conducted according to the point rating system (PRS).

The scale of assessment of learning outcomes in the discipline:

Competence code	Competence indicator code	Planned learning outcomes for the discipline	The level of formation of the competence indicator			
			High	Average	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Assessment scale			
			excellent	good	satisfactory	unsatisfactory
			credited			not counted
PC-4 Able to develop potential solutions based on target	PC-4.1 Participates in the identification, collection, and analysis of	to know: how to search for the necessary information	Knows how to search for the necessary information	He knows how to search for the necessary information, but makes	He partially knows how to search for the necessary information,	Fragmentary knowledge of how to search for the necessary information,

indicators developed for them, with the aim of implementing effective project activities of the organization	information for the formation of effective project management decisions			several mistakes during reproduction.	but makes a lot of rough mistakes during reproduction	makes gross mistakes during reproduction.
		be able to:				
		To search for the necessary information and carry out its critical analysis	He is able to search for the necessary information and conduct its critical analysis.	He is able to search for the necessary information and carry out its critical analysis, but makes several mistakes.	He is able to search for the necessary information and conduct its critical analysis, but makes many blunders.	Fragmentary search for the necessary information and conduct its critical analysis, makes gross mistakes
		own:				
		The skills of summarizing the results of the analysis to solve the problem	Demonstrates the skills of summarizing the results of the analysis to solve the problem	Demonstrates basic skills in summarizing analysis results to solve a given problem, but makes several mistakes.	Partial mastery of the skills of summarizing the results of the analysis to solve the problem and makes many blunders	Fragmentary knowledge of the skills of summarizing the results of the analysis to solve the problem, makes gross mistakes

Assessment materials for the ongoing control and interim assessment are provided in the Appendix to the work program of the discipline.

The full set of assignments and materials necessary for evaluating the results of training in the discipline is stored at the developer's department.

5. Educational, methodological and informational support of the discipline.

5.3. Educational and methodological support.

5.3.1. Basic literature

5.1.1. Basic literature

1. Project Management: A Basic Course: A Textbook / I. V. Korneeva, A. G. Koryakov, A. A. Latorcev [et al.]; edited by S. A. Polevoy. — Moscow: KnoRus, 2023. — 191 pp. — ISBN 978-5-406-10617-4. — URL: https://book.ru/book/945960. — Text: electronic.

2. Fundamentals of Project Management: A Study Guide / B. A. Tkhorikov, N. A. Mamatova, O. A. Gerasimenko [et al.]. — Belgorod: Belgorod State University, 2020. — 222 pp. — ISBN 978-5-9571-2860-1. — Text: electronic // Lan: electronic library system. — URL: https://e.lanbook.com/book/329315. — Access mode: for authorised users.

5.1.2. Additional literature

1. Popkova, E. G., Project Management in Marketing: A Textbook / E. G. Popkova, A. V. Chesnokova, O. I. Radina. — Moscow: Rusains, 2023. — 206 pp. — ISBN 978-5-466-02898-0. — URL: https://book.ru/book/949758. — Text: electronic.

2. Petrov, M. N., Theoretical Foundations of the Development of Innovation and Project Management during the Fourth Industrial Revolution: monograph / M. N. Petrov. — Moscow: Rusains, 2022. — 167 pp. — ISBN 978-5- 466-02558-3. — URL: https://book.ru/book/948292. — Text: electronic.

5.4. Information support

5.4.1. Electronic and online resources

№	Naming of electronic and online resources	Link
1	*Lan Electronic Library System*	https://e.lanbook.com/
2	*Electronic library system "ibooks.ru"*	https://ibooks.ru/
3	*Electronic library system "book.ru"*	https://www.book.ru/
4	*Encyclopedias, dictionaries, reference books*	http://www.rubricon.com
5	*Portal "Open Education"*	http://npoed.ru

5.4.2. Professional databases / Information and reference systems

№	Name of professional databases	Address	Access mode
1	*The official Internet portal of legal information*	http://pravo.gov.ru	
2	*Legal reference system "Consultant Plus"*	http://consultant.ru	
3	*The legal reference system according to the legislation of the Russian Federation*	http://garant.ru	

5.4.3. Licensed and freely distributed software of the discipline

№	Name	Distribution method	Requisites
	software	(licensed/free)	supporting documents

1	Windows 7 Professional (Pro)	The user's operating system	SoftLainTrade CJSC No. 2011.25486 dated 11/28/2011 Neiskl. right. Indefinitely
2	Office Standard 2007 Russian OLP NL AcademicEdition+	A software package containing the necessary office software	SoftLainTrade CJSC No. 21/2010 dated 05/04/2010 Neiskl. right. Indefinitely
3	Chrome Browser	Information search system on the Internet	Free license Neiskl. right. Indefinitely
4	LMS Moodle	Software for effective online interaction between a teacher and a student	Free license Neiskl. right. Indefinitely

6. Logistical support of discipline

Name of the type of educational work	Name of the classroom, specialized laboratory	List of necessary equipment and technical training facilities
Lectures	A classroom for conducting lecture-type classes	Specialized educational furniture, technical teaching tools used to present educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, educational and visual aids
Practical exercises	A classroom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and intermediate certification	Specialized educational furniture, technical training equipment (multimedia projector, computer (laptop), screen), etc. Classroom board, portable equipment - multimedia projector (2 pcs.), screen, laptop (3 pcs.)
Course paper	A classroom for coursework and individual consultations, ongoing monitoring and interim assessment	Classroom board, portable equipment - multimedia projector (2 pcs.), screen, laptop (3 pcs.)
Independent work	Computer lab with Internet access in-600a	Specialized educational furniture for 30 seats, 30 computers, teaching equipment (multimedia projector, computer (laptop), screen), video cameras, software
	Library Reading Room	Specialized furniture, computer equipment with Internet access and EIOS access, screen, multimedia projector, software
	The classroom for the course project (course work) (indicated if available)/KP and such an	Specialized furniture, computer equipment with Internet access and access to EIOS, software. Classroom board, portable equipment -

	audience) D 708	multimedia projector (2 pcs.), screen, laptop (3 pcs.)

7. Features of the organization of educational activities for people with disabilities and people with disabilities

People with disabilities and those with special educational needs are able to move freely between teaching and laboratory buildings, access all floors of these buildings, and attend classes and other activities in teaching and other facilities, taking into account their specific physical and mental development and health conditions.

To facilitate the education of students with special educational needs and disabilities, including those with musculoskeletal impairments, barrier-free access to all teaching facilities is provided. Information on the special facilities provided for students with special educational needs and disabled students is available on the university's website at www.kgeu.ru. Technical assistance from an assistant is available, as well as sign language interpreters and deaf-blind interpreters.

To ensure that reference and teaching materials for the subject are accessible to people with special educational needs and those with hearing impairments, the following measures are in place:

- to help students find their way around the classroom, signals are used to indicate the start and end of the lesson (the word 'bell' is written on the board);
- the teacher attracts the attention of a student with hearing loss by means of a gesture (placing a hand on the shoulder or giving a gentle tap);
- when speaking to a student, the teacher looks at them, speaks clearly in short sentences, and ensures that lip-reading is possible.

Compensation for difficulties in speech and cognitive development among students with hearing impairments is provided through:

- the use of diagrams, charts, illustrations and computer presentations with hyperlinks that provide commentary on specific elements of the image;
- regularly using exercises to graphically highlight the key features of objects and phenomena;
- ensuring that the student has the opportunity to receive targeted advice via email as required.

To ensure that reference, teaching and educational materials provided under the educational programmer for the chosen field of study are accessible to people with special educational needs and those with visual impairments, the following arrangements are in place:

- The official website is being adapted to take into account the specific needs of visually impaired people, and large-print information on the timetable of classes is provided;
- The teaching staff member, their conversation partner (if necessary), and those present in the class are introduced to the students, with the person the teaching staff member is addressing being named each time;
- The teaching staff member's actions, gestures and movements are commented on briefly and clearly;

- Printed information is provided in large print (18 point or larger) and is read aloud in full;

- The necessary level of lighting in the rooms is ensured;

- Students are given the opportunity to use computers during lessons and the right to record explanations on a voice recorder (at the students' request).

The format of ongoing and interim assessments for students with special educational needs and students with disabilities is determined by the teaching staff in accordance with the curriculum. Where necessary, students with special educational needs or disabilities are given the opportunity, taking into account their individual psychological and physical characteristics, to undertake interim assessments orally, in writing on paper, in writing on a computer, in the form of a test, etc., or are granted additional time to prepare their answers.

8. Methodological recommendations for teachers on the organization of educational work with students.

The provision of teaching resources for the educational process is one of the key factors in ensuring high-quality education. By demonstrating a high level of professionalism, erudition, a clear civic stance, self-discipline and a creative approach to solving professional challenges, university lecturers contribute to the development of well-rounded individuals throughout the educational process.

When teaching this subject, the teacher may employ the following educational methods:

- methods for shaping personal awareness (conversation, debate, persuasion, instruction, supervision, explanation, setting an example, self-control, storytelling, advice, and so on);

- methods for organizing activities and shaping behavioral experience (assignments, public opinion, pedagogical requirements, instructions, training, creating educational situations, training sessions, exercises, etc.);

- methods of motivating activity and behavior (approval, encouragement of social activity, reprimand, creating situations of success, creating situations for emotional and moral experiences, competition, etc.)

When teaching this subject, the teacher should take into account the following areas of educational activity:

Civic and patriotic education:

- fostering in students a holistic worldview, a sense of Russian identity, and respect for their family, society and the state, as well as for the spiritual, moral and socio-cultural values accepted within the family and society, as well as for the national, cultural and historical heritage; fostering a desire to preserve and develop this heritage;

- fostering in students an active civic stance based on the traditional cultural, spiritual and moral values of Russian society, to enhance their ability to exercise their constitutional rights and fulfil their duties responsibly;

- developing students' legal and political culture, and expanding their constructive participation in decision-making that affects their rights and interests,

including through various forms of self-organization, self-governance and socially significant activities;

- fostering personal motivations, moral values and attitudes that enable individuals to resist extremism, xenophobia, discrimination on social, religious, racial or national grounds, inter-ethnic and inter-confessional intolerance, and other negative social phenomena.

Spiritual and moral education:

- fostering a sense of dignity, honour and honesty, a sense of duty, and respect for parents, teachers and older people;
- instilling the principles of collectivism and solidarity, a spirit of kindness and compassion, and the habit of caring for people facing difficult life circumstances;
- fostering solidarity and a sense of social responsibility towards people with disabilities, and overcoming psychological barriers towards people with disabilities;
- fostering an emotionally rich and spiritually elevated attitude towards the world, and the ability and skill to convey one's aesthetic experience to others.

Cultural and educational development:

- fostering an aesthetic worldview;

- fostering respect for the cultural values of one's hometown, region and country;
- enhancing students' cognitive engagement.

Scientific and educational development:

- fostering a scientific worldview among students;
- developing the ability to acquire knowledge;
- developing skills in the analysis and synthesis of information, including in the professional field.

Changes and approvals for the new academic year

№	No. of the modification section	Date of changes	The content of the changes	"Agreed" by the Head of the department implementing the discipline	"Agreed" Chairman of the Institute's Management Committee (faculty), which includes the graduate
1	2	3	4	5	6
1					
2					
3					

Appendix to the course syllabus

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ASSESSMENT MATERIALS
on the discipline

B1.V.ED.01.02.06 Project management

(Name of the discipline in accordance with the curriculum)

Kazan, 2026

Assessment materials for the subject are designed to evaluate learning outcomes against the indicators of competence attainment.

The assessment of learning outcomes for the course is carried out through continuous assessment and mid-term assessments, which are conducted using a marks-based grading system.

1. Process flow chart

Semester 4

Section name	Forms and type of control	Rating indicators					
		I Current control	Additional points to CC1	II Ongoing monitoring	Additional points to CC2	Total	Intermediate certification
Section 1. General understanding of project management	**CC1**	**25**				**25**	**0-25**
Test		15					
Oral interview		10					
Section 2. Organization of project management	**CC2**			**30**		**30**	**0-30**
Test				15			
Oral interview				15			
Intermediate certification (exam)	**EM**						**0-45**
In writing on tickets							0-45

2. Assessment materials for ongoing monitoring and interim assessment

Grading scale for learning outcomes in the subject:

Competence code	Competence indicator code	Planned learning outcomes for the discipline	The level of formation of the competence indicator			
			High	Average	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Assessment scale			
			excellent	good	satisfactory	unsatisfactory
			credited			not counted
PC-4 Able to develop potential solutions based on target indicators developed for them,	PC-4.1 Participates in the identification, collection, and analysis of information for the formation of	to know:				
		How to search for the necessary information	Knows how to search for the necessary information	He knows how to search for the necessary information, but makes several mistakes during reproduction.	He partially knows how to search for the necessary information, but makes a lot of rough mistakes during	Fragmentary knowledge of how to search for the necessary information

with the aim of implementing effective project activities of the organization	effective project management decisions				reproduction.	
		be able to:				
		To search for the necessary information and carry out its critical analysis	He is able to search for the necessary information and conduct its critical analysis.	He is able to search for the necessary information and carry out its critical analysis, but makes several mistakes.	He is able to search for the necessary information and conduct its critical analysis, but makes many blunders.	Fragmentary search for the necessary information and conduct its critical analysis, makes gross mistakes
		own:				
		The skills of summarizing the results of the analysis to solve the problem	Demonstrates the skills of summarizing the results of the analysis to solve the problem	Demonstrates basic skills in summarizing analysis results to solve a given problem, but makes several mistakes.	Partial mastery of the skills of summarizing the results of the analysis to solve the problem and makes many blunders	Fragmentary knowledge of the skills of summarizing the results of the analysis to solve the problem, makes gross mistakes

An ‘Excellent’ grade is awarded for an answer that demonstrates a solid understanding of the fundamental processes within the subject area under study, and is characterised by depth and thoroughness in exploring the topic; mastery of the relevant terminology; the ability to explain the nature of concepts, phenomena, processes and events, to draw conclusions and make generalisations, to provide reasoned answers, and to give examples; fluent command of spoken language, and logical and coherent responses.

A ‘Good’ grade is awarded for an answer that demonstrates a solid understanding of the key processes within the subject area under study, is characterised by depth and comprehensiveness in addressing the topic; mastery of the relevant terminology; the ability to explain the nature of concepts, phenomena, processes and events, to draw conclusions and make generalisations, to provide reasoned answers,

and to give examples; fluent command of spoken English, with logical and coherent responses. However, one or two inaccuracies in the response are permitted.

A ‘satisfactory’ grade is awarded for an answer that demonstrates, for the most part, an understanding of the processes within the subject area under study, but which lacks sufficient depth and comprehensiveness in addressing the topic; an understanding of the main theoretical issues; weakly developed skills in analysing phenomena and processes; insufficient ability to provide reasoned answers and give examples; insufficient fluency in monologue speech, and a lack of logical and coherent structure in the answer. A few errors in the content of the answer are permitted.

A mark of ‘unsatisfactory’ is awarded for an answer that demonstrates a poor and incomplete understanding of the subject.

3. List of assessment tools

A brief description of the assessment methods used for ongoing monitoring of academic progress and interim assessment of students in this subject:

Name of the evaluation tool	Brief description of the evaluation tool	Description of the evaluation tool
Oral survey by sections (topics)	Knowledge of the basic concepts of the topic/section/discipline	List of definitions of the main concepts of the topic/discipline
Test (Test)	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student	A set of test tasks

4. A list of assessment tasks or other materials required to assess the knowledge, abilities and skills that characterise the stages of competence development during the course of study

Sample assignment

For the current assessment of Competency 1:

PC-4.1. Contributes to the identification, collection and analysis of information to inform effective project management decisions.

Indicative list of topics for the oral examination

1. What is project management and what are the key differences between it and operational activities?
2. What are the main stages of project activity and a brief description of each?
3. Key definitions of the term ‘project’
4. Why is it necessary to classify types of projects?
5. What are the main criteria for classifying projects?

Sample exam questions

1. Indicate whether the following statement is true:

‘A project is a temporary undertaking aimed at creating a unique product, service or result, or replicating an existing one, of the required quality, within a limited timeframe using unlimited resources’

a) True

b) **+ False**

2. Select one or more answers:

a) + We set ourselves the goal of completing the renovation by a specific date in a specific place (the flat), for example, by the start of summer (if it is at all possible to finish the renovation...), plan the steps and monitor their progress

b) We periodically finish off bits and pieces in the flat, change the wallpaper, put up shelves, and replace the windows

c) We sometimes go for a run in the morning or do some exercises to stay healthy

d) + We set ourselves the goal of running a specific marathon at a certain pace, draw up a training plan, seek the necessary advice from specialists, and stick to the plan

3. From the following options, select those that are goals:

a) Obtain a driving licence

b) Buy a new laptop

c) + Obtain a driving licence entitling the holder to drive a category ‘B’ vehicle by 1 December 2019

d) + Purchase a new laptop with at least 8 GB of RAM and a 15-inch screen by 25 December 2019

4. Indicate the correct sequence of project phases:

a) Goal-setting -> Problem identification -> Planning -> Implementation -> Delivery

b) Goal-setting -> Planning -> Problem identification -> Implementation -> Delivery

c) + Problem definition -> Goal setting -> Planning -> Implementation -> Delivery

d) Planning -> Problem definition -> Goal setting -> Implementation -> Delivery

5. Indicate what should fill the blank in the following statement:

‘At the [blank] stage, objectives and methods for achieving them are defined, and deadlines and available resources are assessed’

a) Goal-setting

b) Problem-identification
c) **+ Planning**
d) Implementation

For the current TC2 control:

PC-4.1. Participates in the identification, collection and analysis of information to inform effective project management decisions.

Indicative list of topics for the oral examination

1. How can the concept of ‘project success ’ be defined?
2. What indicators are used to assess project success?
3. Methods for evaluating the effectiveness of an investment project.
4. Market research in justifying the feasibility of an investment project.

Sample exam questions

1. What proportion of resources is spent during the initial phase of a project?

a) + 9-15 %
b) 15-30 %
c) up to 45 %

2. Which factors have the greatest influence on the implementation of a project?

a) Economic and social
b) Economic and organisational
c) + Economic and legal

3. Name a distinctive feature of investment projects:

a) A large budget
b) + A high degree of uncertainty and risk
c) The objective is to ensure a profit as a result of the project’s implementation

4. Project stakeholders are:

a) The users for whom the project was intended
b) Clients, investors, the project manager and their team
c) + Individuals and organisations directly involved in the project or whose interests may be affected during its implementation

5. What is the name of the period between the start and end of a project?

a) Project phase
b) + Project life cycle
c) Project outcome

For the mid-term assessment:

The examination paper contains two theoretical questions (one at the basic level – question 1 – and one at the advanced level – question 2) and one practical question (at the advanced level – question 3).

Question 1

1. Provide the basic definitions of the term ‘project’.

2. List the main stages of project work and describe them.

3. A company manufacturing product type A has a production capacity of 80,000 units per month. Gross costs for the production of 66,000 meters amount to 678,000 roubles, and for the production of 74,000 units — 742,000 roubles. The average selling price is 12 roubles per unit.

The company’s variable costs are largely proportional to the utilisation of production capacity. The company operates on a made-to-order basis and therefore holds no stock of finished goods.

Determine:

a) the variable cost per unit of output;

b) the firm’s fixed costs;

c) the firm’s break-even point;

d) the gross profit per unit and the overall return on production at capacity utilisation rates of 75% and 100% respectively.

Question 2

1. List the main methods for evaluating the effectiveness of an investment project.

2. Describe the indicators used to assess the success of a project.

3. Company ‘Alfa’ produces 100,000 units per month with total costs of 320,000 roubles and revenue of 400,000 roubles. Variable costs are predominantly directly proportional to the volume of production.

Determine:

a) the amount of variable costs per unit of output when fixed costs are 80,000 and 120,000 roubles;

b) the break-even point.