

**MINISTRY OF SCIENCE AND HIGHER EDUCATION
OF THE RUSSIAN FEDERATION**

**FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION
OF HIGHER EDUCATION
PENZA STATE UNIVERSITY**

APPROVED BY:

Rector of Penza State University

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2024

Number of in-university registration



**BASIC PROFESSIONAL EDUCATIONAL PROGRAMME
OF HIGHER EDUCATION**

Study Field

37.03.01 PSYCHOLOGY

Bachelor's Degree Programme

SOCIAL PSYCHOLOGY OF PERSONALITY

Qualification (degree)

Bachelor

Mode of Training

Full-time

Penza, 2024

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1. GENERAL PROVISIONS

1.1 Basic professional educational programme of higher education (BPEP HE) implemented by the university in the study field 37.03.01 Psychology

The basic professional educational programme of higher education (BPEP HE) in the study field 37.03.01 Psychology, Bachelor's degree programme: Social Psychology of Personality is a set of regulatory documents developed and approved by Federal State Budgetary Educational Institution of Higher Education "Penza State University" on the basis of the Federal State Educational Standard of Higher Education (FSES HE) to the study field 37.03.01 Psychology taking into account the Qualification Frameworks:

- PS03.008 Psychologist in the social sphere, approved by Order of the Ministry of Labor and Social Protection of the Russian Federation dated November 18, 2013 No682n (registered by the Ministry of Justice of the Russian Federation dated December 25, 2013, No 30840);
- PS01.002 Educational Psychologist, approved by Order of the Ministry of Labor and Social Protection of the Russian Federation dated June 24, 2015 No514n (registered by the Ministry of Justice of the Russian Federation dated August 18, 2015, No 38575).

An educational program is a set of basic characteristics of education (scope, content, planned outcomes), organizational and pedagogical conditions, which is presented in the form of a curriculum, academic schedule, programmes of disciplines, courses, disciplines, other components, assessment and methodological materials, and also in the form of a programme of mentoring, schedule of mentoring, and certification forms.

1.2. Regulatory documents on the developing the BPEP HE in the study field 37.03.01 Psychology

The legal framework for developing BPEP HE of the bachelor's degree programme is formed by:

1.2.1 Federal Law of the Russian Federation dated 29 December 2012 no. 273-FZ "On Education in the Russian Federation" (amended and revised);

1.2.2. Federal state educational standard of higher education - bachelor's degree programme in the study field **37.03.01 Psychology**, approved by order of the Ministry of Education and Science of the Russian Federation dated July 29, 2020 No 839.

1.2.3. Professional standard PS03.008 "Psychologist in the social sphere", approved by Order of the Ministry of Labor and Social Protection of the Russian Federation dated November 18, 2013 No682n

1.2.4. Professional standard PS 01.002 "Educational Psychologist", approved by Order of the Ministry of Labor and Social Protection of the Russian Federation dated June 24, 2015 No514n.

1.2.5. Order of the Ministry of Science and Higher Education of the Russian Federation no. 245 dated 6 April, 2021 "On approving the procedure for organising and managing teaching and learning within the basic professional educational programmes (Bachelor's, Specialist's and Master's degree programmes)".

1.2.6. Order of the Ministry of Science and Higher Education of the Russian Federation no. 636 dated 29 June 2015 "On approving the procedure for conducting state final certification within the basic professional educational programmes (Bachelor's, Specialist's and Master's degree programmes)".

1.2.7. Order of the Ministry of Science and Higher Education of the Russian Federation and the Ministry of Education of the Russian Federation no. 885/390 dated 5 August 2020 "On the practical training of students".

1.2.8. Other regulatory and methodological documents of the Ministry of Science and Higher Education of the Russian Federation

1.2.9. University regulations on organising and managing teaching and learning within the basic professional educational programmes – Bachelor's, Specialist's and Master's degree programmes.

1.3. General description of the Bachelor's degree programme

1.3.1. Aim (mission) of the Bachelor's degree programme in the study field 37.03.01 Psychology

The aim of the basic professional educational programme of higher education in the study field 37.03.01 Psychology is a comprehensive support for the implementation of the Federal State Educational Standards of Higher Education 3++ in this area of training and, on this basis, the modernization of the content of psychological education and methodological training of future psychologists; intensification of innovative activities in the organization of the educational process in the field of training in accordance with the traditions of research activities of the teaching staff; formation of students' personal qualities that contribute to their creative activity, general cultural growth and social mobility: purposefulness, responsibility, independence, commitment to ethical values, tolerance; as well as the possession of professional competencies in accordance with the requirements of PS03.008 "Psychologist in the social sphere", approved by Order of the Ministry of Labor and Social Protection of the Russian Federation dated November 18, 2013 No682n and PS 01.002 "Educational Psychologist", approved by Order of the Ministry of Labor and Social Protection of the Russian Federation dated June 24, 2015 No514n, for the subsequent effective solution of professional tasks in the scientific field of social psychology of personality.

The main goals of the basic professional educational programme of higher education in the study field 37.03.01 Psychology are the following:

- training bachelors who have a set of universal, general professional and professional competencies and able to carry out professional activities within the framework of the qualification of an employee;

- creating conditions for the personal and professional development of the student, contributing to his effective adaptation in the socio-cultural environment of the Russian and international community: developing and forming student's personality - a future specialist who combines high education, deep professional knowledge, skills and abilities, has a humanistic worldview, a stable system of moral and civic values, forming a sense of patriotism in students, citizenship, respect for the memory of the defenders of the Fatherland and the feats of the heroes of the Fatherland, law and order, for the working man and the older generation, mutual respect, respect for the cultural heritage and traditions of the multinational people of the Russian Federation, nature and the environment.

1.3.2. Duration of training within the Bachelor's degree programme:

Under the full-time mode of training (including vacations provided after passing the State Final Certification), the duration of training is 4 years;

Under the full-time and part-time mode of training, regardless of the educational technologies used, it increases by 6 months compared to the period of full-time mode of training the duration of training is 4 years 6 months.

1.3.3. Workload of training within the Bachelor's degree programme

The workload of the Bachelor's degree programme in the study field is 240 ECTSs, regardless of the mode of training, educational technologies used, joint-degree programme implementation, programme implementation according to the individual curriculum.

The workload of the Bachelor's degree programme during one academic year is not more than 60 ECTSs regardless of the mode of training, educational technologies used, joint-degree programme implementation, programme implementation according to the individual curriculum (except for accelerated learning), and under accelerated learning – not more than 80 ECTSs.

1.4. Requirements for the level of training necessary for successful completion of the Bachelor's degree programme

Persons who have secondary general education, confirmed by a certificate of secondary general education or a diploma of secondary vocational education, who have submitted certificates of passing the USE and passed the competitive selection in accordance with the Admission Rules, annually approved by the Academic Council of the University, are allowed to study the Bachelor programme.

2. DESCRIPTION OF GRADUATE PROFESSIONAL ACTIVITY WITHIN THE BACHELOR'S DEGREE PROGRAMME IN THE STUDY FIELD 37.03.01 PSYCHOLOGY

2.1. Scope of graduate professional activity:

Areas of professional activity and spheres of professional activity in which graduates who have mastered the Bachelor's programme can carry out professional activity:

01 Education and science (in the areas of: psycho-pedagogical, counselling and social assistance to participants in educational relations; basic general education, secondary general education, vocational education, additional vocational education);

03 Social service (in the areas of: psychological support for representatives of socially vulnerable population groups; psychological assistance to individuals (clients) who have found themselves in difficult life situations; education and improvement of the psychological culture of the population).

Graduates may carry out professional activities in other areas of professional activity and spheres of professional activity provided that their level of education and acquired competences meet the requirements for the qualification of an employee.

2.2. Focus of graduate professional activity:

- mental processes, properties and states of a person, their manifestations in different areas of human life activity, in interpersonal and social interactions at the level of an individual, group, community, as well as ways and forms of their organisation, change, impact;
- education, labour, communication systems and processes.

2.3. General description of graduate professional activity

The graduates' activities are aimed at solving problems that require the application of fundamental knowledge in the field of psychology in diagnosing mental functions and current human states during scheduled and emergency examinations, psychological problems, interpersonal relationships, conflicts and other psychological phenomena using appropriate valid methods, measurement and evaluation procedures; participation in implementing programmes of psychological support and psychological assistance, preventive, developmental or rehabilitation orientation for various social groups or individuals (clients), including vulnerable persons ("risk groups"), taking into account educational, socio-demographic, cultural and individual psychological characteristics; preparation and presentation of programmes aimed at stimulating interest in psychological knowledge and practice, preserving and strengthening the psychological health of the population, increasing its psychological security; promoting and actively promoting professional ethical standards for organizations, professionals and individuals working in the field of psychological services; selection and application of psychological technologies that allow solving new problems in various areas of professional practice.

Graduates can work as a psychologist in the field of education and the social sphere, as well as in the fields of professional activity, provided that the level of their education corresponds to the qualification of the employee.

2.4. List of professional standards and professional functions corresponding to the professional activity

Code and title of professional standard	Generalised labour functions			Labour functions		
	Code	Title	Qualification level	Title	Code	Qualification level (sublevel)
01.002 “Educational Psychologist”	A	Psychological and pedagogical support of the educational process in educational institutions of general, vocational and additional education, support of basic and additional educational programmes	7	Psychological, pedagogical and methodological support for implementing basic and additional educational programmes	A/01.7	7
				Psychological counseling of subjects of the educational process	A/03.7	7
				Correctional and developmental work with children and students, including work on recovery and rehabilitation	A/04.7	7
				Psychological diagnostics of children and students	A/05.7	7
				Psychoprophylaxis (professional activity aimed at preserving and strengthening the psychological health of students in the process of training and upbringing in educational institutions)	A/07.7	7
	B	Psychological and pedagogical assistance to persons with disabilities who have difficulties in mastering basic general educational programmes, development and social adaptation, including underage students recognized in the cases and in the manner provided for by the criminal procedure legislation as suspects, accused or defendants in a	7	Psychological prevention of behavior disorders and developmental disorders of persons with disabilities, children and students experiencing difficulties in mastering basic general educational programmes, development and social adaptation	B/02.7	7
				Psychological counseling of persons with disabilities and students experiencing difficulties in mastering basic general educational programmes, development and social adaptation	B/03.7	7
				Psychological correction of behavior and development of children and students with disabilities, as well as students experiencing difficulties in mastering basic general educational programmes, development and social adaptation	B/04.7	7

		criminal case, or who are victims or witnesses of a crime		Psychological diagnostics of the characteristics of persons with disabilities, students experiencing difficulties in mastering basic general educational programmes, development and social adaptation, including underage students recognized as suspects, accused or defendants in a criminal case, or victims or witnesses of a crime, in the cases and in the manner provided for by the criminal procedure legislation, at the request of organisations and institutions of a system for the prevention of neglect and juvenile delinquency	B/05.7	7
03.008 “Psychologist in the social sphere”	A	Organization and providing psychological services to people of different ages and social groups	7	Training of interdepartmental teams to provide psychological assistance to social groups and individuals (clients)	A/01.7	7
				Organization of monitoring of psychological safety and comfort of the living environment of the population	A/02.7	7
				Providing psychological assistance to social groups and individuals (clients) in difficult life situations	A/03.7	7
				Organization of psychological support and psychological assistance to socially vulnerable segments of the population (clients)	A/04.7	7
				Providing psychological assistance to employees of social organizations (clients)	A/05.7	7
				Psychological support of processes related to the education and activities of foster families (clients)	A/06.7	7
				Organization of work on creating a system of psychological education of the population, employees of social organizations	A/07.7	7
				Developing and implementing programmes to improve psychological security and prevent psychological well-being of the population	A/08.7	7

2.5. Types of tasks and tasks of professional activity

On successful completion of the Bachelor's degree programme, graduates should be able to perform professional tasks in line with the professional tasks: educational and preventive, diagnostic, correctional and developmental.

List of graduate professional tasks:

Professional area (according to the Catalogue of the Ministry of Labour)	Type of professional task	Professional task	Focus of professional activity (or study field)
01 Education and science	educational and preventive	preparing and disseminating psychological information among the subjects of the educational sphere	systems and processes of education, work, communication
		conducting career guidance events with students and parents	
		psychological education, taking into account the specific tasks of the subjects of the educational process	
	diagnostic	selecting psychodiagnostic methods on the basis of their psychometric characteristics, taking into account age norms and indications for use for individuals or groups of educational institutions	
		collecting and processing data for the purpose of individual diagnosis, psychological monitoring of the socio-psychological supporting environment of the subjects of the educational process	
		compiling a psychological portrait of students' personalities	
		maintenance of professional records	
	remedial	participating in the development of psycho-correctional and developmental classes (trainings) with the subjects of the educational process	

03 Social service	educational and preventive	preparing information on psychological topics in accordance with the requests of various social groups, vulnerable segments of the population, employees of social organizations	mental processes, properties and states of a person, their manifestations in various areas of human life, in interpersonal and social interactions at the level of an individual, group, community, as well as ways and forms of their organization, change, impact
		preparing preventive measures with social groups, vulnerable segments of the population, employees of social organizations	
		psychological education of the population	
	diagnostic	selecting psychodiagnostic methods based on their psychometric characteristics, taking into account age norms and characteristics of certain social groups, including vulnerable segments of the population and individuals in difficult life situations; employees of social organizations	
		collecting and processing data for the purpose of individual diagnosis, psychological monitoring of the socio-psychological supporting environment of the population, psychological support of socially vulnerable segments of the population, individuals in difficult life situations, employees of social organizations	
		maintenance of professional records	
	remedial	providing psychological assistance to social groups, individuals in difficult life situations, employees of social bodies and organizations, as well as vulnerable segments of the population (clients)	

3 GRADUATE COMPETENCES GAINED ON SUCCESSFUL COMPLETION OF THE BACHELOR'S DEGREE PROGRAMME PROGRAMME IN THE STUDY FIELD 37.03.01 Psychology

On successful completion of the basic professional educational programme (Bachelor's degree programme) in the study field 37.03.01 Psychology, Bachelor's Degree Programme Social Psychology of Personality graduates should have the following universal, general professional and professional competences:

3.1. Universal competences (UC) and their indicators:

Category (group) of universal competence	Competence	Competence indicator
Systematic and critical thinking	UC-1. Ability to search, critically analyze information, apply a system approach to solve the tasks in hand	UC 1.1. Ability to analyze the task, highlighting its basic components
		UC 1.2. Ability to identify, interpret and rank information required to solve the task in hand
		UC 1.3. Ability to search for information to solve the task in hand using various types of requests.
		UC 1.4. When processing information, ability to distinguish facts from opinions, interpretation, assessment, to form their own opinions and judgments, to give reasons for their conclusions and point of view
		UC 1.5. Ability to consider and offer possible solutions to the task in hand, assessing their advantages and disadvantages
Project development and implementation	UC-2. Ability to identify the range of tasks within the framework of the goal in hand and choose the best ways to solve them, based on current legal norms, available resources and restrictions	UC 2.1. Ability to define the range of tasks within the objective, to identify the links between them
		UC 2.2. Ability to offer ways to solve tasks and expected outcomes; to evaluate the proposed methods in terms of compliance with the project goal.
		UC 2.3. Ability to plan the implementation of tasks within their area of responsibility, taking into account available resources and restrictions, current legal norms.
		UC 2.4. Ability to perform tasks in their area of responsibility in accordance with planned outcomes and control points, and, if necessary, to adjust methods to solve the tasks.
		UC 2.5. Ability to present the results of the project, to offer opportunities for their use and/or improvement.
Team work and	UC-3. Ability to carry out social interaction and implement their role in a team	UC 3.1. Ability to define their role in social interaction and teamwork, based on a cooperation strategy to achieve the goal in hand.

leadership		UC 3.2. When implementing their role in social interaction and teamwork, ability to take into account the behavioral characteristics and interests of other participants.
		UC 3.3. Ability to analyze the possible consequences of personal actions in social interaction and teamwork, and to build productive interactions with this in mind
		UC 3.4. Ability to exchange information, knowledge and experience with team members; to evaluate ideas from other team members to achieve the goal in hand
		UC 3.5. Ability to comply with norms and established rules of teamwork; bears personal responsibility for the result
Communication	UC-4. Ability to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s)	UC 4.1. Ability to select a communication style in Russian depending on the purpose and terms of the partnership; to adapt speech, communication style and body language to interaction situations
		UC 4.2. Ability to conduct business correspondence in Russian, taking into account the stylistic features of formal and informal letters
		UC 4.3. Ability to conduct business correspondence in a foreign language, taking into account the stylistic features of formal letters and sociocultural differences.
		UC 4.4. Ability to translate formal and professional texts from a foreign language into Russian, from Russian into a foreign language
		UC 4.5. Ability to speak in public in Russian, to give their speech taking into account the target audience and the purpose of communication
		UC 4.6. Ability to orally present the results of their activities in a foreign language, to keep the conversation going during their discussion
Intercultural interaction	UC-5. Ability to perceive intercultural diversity of society in socio-historical, ethical and philosophical contexts	UC 5.1. Ability to demonstrate a tolerant perception of social and cultural differences, respectful and careful attitude towards historical heritage and cultural traditions
		UC 5.2. Ability to find and use the information necessary for self-development and interaction with other people about the cultural characteristics and traditions of various social groups
		UC 5.3. Ability to show in their behavior a respectful attitude towards the historical heritage and sociocultural traditions of various social groups, based on knowledge of the stages of the historical development of Russia in the context of world history and cultural traditions of the world
		UC 5.4. Ability to consciously choose value guidelines and civic position; to discuss and solve problems of ideological, social and personal nature
		UC 5.5. In social and professional communication, ability to take into account the historical heritage and sociocultural traditions of various social groups, ethnic groups and faiths, including world religions, philosophical and ethical teachings

Self-organisation and self-development (including health promotion)	UC-6. Ability to manage their time, build and implement a trajectory of self-development based on the principles of lifelong education	UC 6.1. Ability to use time management tools and methods when performing specific tasks, projects, and achieving goals in hand
		UC 6.2. Ability to identify priorities for their own activities, personal development and professional growth
		UC 6.3. Ability to assess the requirements of the labor market and the supply of educational services to build a trajectory for their own professional growth
		UC 6.4. Ability to build a professional career and determine a professional development strategy.
	UC-7. Ability to maintain the proper level of physical fitness to ensure full social and professional activities	UC 7.1. Ability to select health-saving technologies to maintain a healthy lifestyle, taking into account the physiological characteristics of the body and the conditions for implementing professional activities
		UC 7.2. Ability to plan their working and free time for the optimal combination of physical and mental stress and ensuring performance
		UC 7.3 Ability to comply with and promote healthy lifestyle standards in various life situations and in professional activities
Life Safety	UC-8. Ability to create and maintain safe living conditions in everyday life and professional activities to preserve the natural environment, ensure sustainable development of society, including in the event of the threat and occurrence of emergencies and military conflicts	UC 8.1 Ability to analyze the factors of the harmful influence of environmental elements (technical means, technological processes, materials, buildings and structures, natural and social phenomena).
		UC 8.2 Ability to identify hazardous and harmful factors within the framework of the activities carried out
		UC 8.3 Ability to identify problems related to safety violations in the workplace; to offer measures to prevent emergency situations
		UC 8.4 Ability to explain the rules of behavior in the event of emergencies of natural and man-made origin; to provide first aid, describe ways to participate in recovery activities.
		UC 8.5 Ability to identify negative factors that can cause harm to the natural environment and sustainable development of society, including those leading to emergencies and military conflicts
Inclusive competence	UC-9. Ability to use basic defectological knowledge in social and professional spheres	UC 9.1. Ability to understand the principles of non-discriminatory interaction in communication in various spheres of life, taking into account the socio-psychological characteristics of persons with disabilities.
		UC 9.2. Ability to plan and implement professional activities with persons with disabilities.
		UC 9.3. Ability to interact with persons with disabilities in social and professional spheres.

Economic culture, including financial literacy	UC-10. Ability to make informed economic decisions in various areas of life activity	UC 10.1. Ability to understand the basic principles of the functioning of the economy and economic development, the goals of the form of state participation in the economy.
		UC 10.2. Ability to apply methods of personal economic and financial planning to achieve current and long-term financial goals, to use financial tools to manage personal finances (personal budget), to control own economic and financial risks.
Civic position	UC-11. Ability to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behaviour and counteract them in professional activities	UC 11.1. Ability to analyze existing legal norms that ensure the fight against extremism, terrorism, corruption, as well as ways to prevent them and develop an intolerant attitude towards them.
		UC 11.2. Ability to plan, organize and conduct activities to ensure the formation of civic position, prevention of corruption, countering extremism and terrorism.
		UC 11.3. Ability to follow the rules of social co-operation that contribute to the effective implementation of measures to counter extremism, terrorism and intolerant attitude to corruption.

3.2. General professional competences (GPC) and their indicators:

Category (group) of professional competence	Competence	Competence indicator
Scientific research and evaluation	GPC-1. Ability to carry out scientific research in the field of professional activity on the basis of modern methodology	GPC 1.1. Ability to analyze existing contemporary theoretical frameworks in psychology within the framework of constructing a scientific study.
		GPC 1.2. Ability to select methods of analysis in the field of professional activity taking into account special methodological knowledge in the process of scientific research.
		GPC 1.3. Ability to design and implement the stages of scientific research within the framework of professional activity, as well as corrects them on the basis of reflection.
	GPC-2. Ability to apply methods of collecting, analyze and interpret empirical data in accordance with the task at hand, assess the reliability of empirical data and validity of conclusions of scientific research	GPC 2.1. Ability to formulate the aim and objectives of scientific research and show ways of solving them.
		GPC 2.2. Ability to apply data collection methods and use modern statistical software to analyze and interpret the empirical research data obtained.
		GPC 2.3. Ability to interpret empirical data obtained and justify the conclusions of scientific studies.

Psychological diagnostics	GPC-3. Ability to select adequate, reliable and valid methods of quantitative and qualitative psychological assessment, organize data collection to solve psychodiagnostic tasks in a given area of research and practice	GPC 3.1. Ability to apply theoretical and methodological foundations of psychological diagnostics, principles of organization and conduct of psychodiagnostic examination taking into account age, gender and the subject's belonging to social, ethnic, professional and other social groups.
		GPC 3.2. Ability to use information resources, including database development, identifies opportunities and limitations of data collection procedures.
		GPC 3.3. Ability to design a psychological report based on the results of a diagnostic study to guide the personal and social development of the subject of professional activity.
Psychological intervention (development, correction, rehabilitation)	GPC-4. Ability to use basic forms of psychological assistance to solve a specific problem of individuals, groups and (or) organisations, including persons with disabilities and in the organisation of inclusive education	GPC 4.1. Ability to use basic strategies, types and forms of intervention, principles of their application in programmes of preventive, developmental, corrective or rehabilitative nature, basic approaches to the identification of individual and statistical norms in the context of providing psychological aid.
		GPC 4.2. Ability to select forms of psychological assistance, using developmental and correctional technologies, methods of individual and group work.
	GPC-5. Ability to perform organisational and technical work in the implementation of specific activities of preventive, developmental, corrective and rehabilitative nature	GPC 5.1. Ability to understand existing theories and practices of prevention, intervention and rehabilitation.
		GPC 5.2. Ability to plan programmes of preventive, corrective, developmental and rehabilitative work, taking into account the age and personal characteristics of the contingent.
		GPC 5.3. Ability to organize standard programmes of psychological support, development and correction in the main areas of the psychologist's activity.
Psychological prevention	GPC-6. Ability to assess and meet the needs and requirements of the target audience to stimulate interest in psychological knowledge, practice and services	GPC 6.1. Ability to possess an understanding of contemporary psychological theories and trends, as well as the principles of psychological education.
		GPC 6.2. Ability to identify the existing psychological needs and demands of the target audience for psychological knowledge and services.
		GPC 6.3. Ability to design events using techniques to stimulate audience interest in psychological knowledge, practice and services.
Supervision	GPC-7. Ability to maintain a level of professional competence, including through understanding and willingness to work under supervision	GPC 7.1. Ability to analyze the main aims and objectives of supervision.
		GPC 7.2. Ability to apply self-regulation techniques, professional self-development and self-education technologies.
		GPC 7.3. Ability to demonstrate communication and openness skills in receiving and giving feedback.

Administration (organisation and management)	GPC-8. Ability to carry out his/her professional functions in different types of organisations, consciously following organisational policies and procedures	GPC 8.1. Ability to consider the principles of group functioning and teamwork, group processes and how to manage social interaction.
		GPC 8.2. Ability to plan his/her working time and resources to achieve set goals.
		GPC 8.3. Ability to apply methods of planning and coordinating team activities to solve the assigned task.
Information and communicatio n technologies for professional activities	GPC-9. Ability to understand the principles of modern information technologies and use them to solve professional tasks	GPC 9.1. Ability to understand the principles of modern information technology.
		GPC 9.2. Ability to apply modern information technologies to search and process information in solving professional tasks.
		GPC 9.3. Ability to apply modern information technologies to present information when solving professional tasks.
		GPC 9.4. Ability to observe the requirements of information security when using modern information technologies in interaction with objects and subjects of professional activity.

3.3. Professional competences (PC) and their indicators

Professional task	Focus of professional activity or study field	Competence	Competence indicator	Basis for competence inclusion in the educational programme
Task type of professional activity: educational and preventive				
<ul style="list-style-type: none"> - preparing and disseminating psychological information among the subjects of the educational sphere - conducting career guidance events with students and parents 	<ul style="list-style-type: none"> - mental processes, properties and states of a person, their manifestations in various areas of human life, in interpersonal and social interactions at the level of an individual, group, 	PC-1. Ability to carry out educational and preventive work in accordance with the requests of different social groups, individuals in difficult life situations, employees of educational and social organisations, as well as vulnerable segments of the population (clients)	PC 1.1. Ability to develop and disseminate information on the role of psychological factors in maintaining and preserving mental health among different social groups, vulnerable populations, employees of social and educational organisations.	PS 01.002 Labour function A/06.7 (OTΦ A)
			PC 1.2. Ability to develop prevention activities with different social groups as well as with individuals (clients).	PS 03.008 Labour function A/07.7 (OTΦ A)

<ul style="list-style-type: none"> - psychological education, taking into account the specific tasks of the subjects of the educational process - preparing information on psychological topics in accordance with the requests of various social groups, vulnerable segments of the population, employees of social organizations - preparing preventive measures with social groups, vulnerable segments of the population, employees of social organizations - psychological education of the population 	<p>community, as well as ways and forms of their organization, change, impact</p> <ul style="list-style-type: none"> - systems and processes of education, work, communication 		<p>PC 1.3. Ability to conduct career guidance activities for students and their parents (legal representatives) on issues of professional self-determination and professional choice.</p> <p>PC 1.4. Ability to possess modern technologies of working with information and online resources in order to provide task-specific psychological education.</p>	
<p>Task type of professional activity: diagnostic</p>				
<ul style="list-style-type: none"> - selecting psychodiagnostic methods on the basis of their psychometric 	<ul style="list-style-type: none"> - mental processes, properties and states of a person, their manifestations in 	<p>PC-2. Ability to carry out psychological diagnostics in order to provide psychological assistance to social groups,</p>	<p>PC 2.1. Ability to understand the principles and techniques of psychological diagnosis, as well as the limitations of diagnostic toolkit methods.</p>	<p>PS 01.002 Labour function A/05.7 (OTΦ A)</p>

<p>characteristics, taking into account age norms and indications for use for individuals or groups of educational institutions</p> <ul style="list-style-type: none"> - collecting and processing data for the purpose of individual diagnosis, psychological monitoring of the socio-psychological supporting environment of the subjects of the educational process - compiling a psychological portrait of students' personalities - maintenance of professional records 	<p>various areas of human life, in interpersonal and social interactions at the level of an individual, group, community, as well as ways and forms of their organisation, change, impact</p> <ul style="list-style-type: none"> - systems and processes of education, work, communication 	<p>individuals in difficult life situations, employees of educational and social organisations, as well as vulnerable population groups (clients)</p>	<p>PC 2.2. Ability to demonstrate mastery of the methodology of screening examination to identify persons in need of psychological assistance.</p>	<p>PS03.008 Labour function A/03.7 A/04.7 (OTΦ A)</p>
			<p>PC 2.3. Ability to plan and conduct diagnostics of intellectual, personal, emotional and volitional features, interpersonal relations of social groups, individuals in difficult life situations, employees of educational and social organisations, and vulnerable population (clients).</p>	
			<p>PC 2.4. Ability to monitor and diagnose the socio-psychological supportive environment of individuals in difficult life situations, employees of educational and social organisations, and vulnerable groups of the population (clients).</p>	
			<p>PC 2.5. Ability to maintain professional documentation accompanying psychological diagnosis (protocols, reports, journals, and psychological conclusions).</p>	

<p>-selecting psychodiagnostic methods based on their psychometric characteristics, taking into account age norms and characteristics of certain social groups, including vulnerable segments of the population and individuals in difficult life situations; employees of social organisations</p> <p>- collecting and processing data for the purpose of individual diagnosis, psychological monitoring of the socio-psychological supporting environment of the population, psychological support of socially vulnerable segments of the population, individuals in difficult life situations, employees of social organizations</p> <p>- maintenance of professional records</p>			<p>PC 2.6. Ability to draw up a psychological profile of the individual for further specific developmental, corrective or counseling activities on problems of personal and social development.</p>	

Task type of professional activity: remedial				
<p>- participation in the developing psycho-remedial classes (trainings) with the subjects of the educational process</p> <p>- providing psychological assistance to social groups, individuals in difficult life situations, employees of social organizations, as well as vulnerable segments of the population (clients)</p>	<p>- mental processes, properties and states of a person, their manifestations in various areas of human life, in interpersonal and social interactions at the level of an individual, group, community, as well as ways and forms of their organization, change, impact</p> <p>- systems and processes of education, work, communication</p>	<p>PC-3. Ability to perform organisational functions in corrective-developmental and supportive activities for representatives of social groups, individuals in difficult life situations, employees of educational and/or social sphere organisations, as well as for vulnerable population (clients)</p>	<p>PC 3.1. Ability to use normative, legal and ethical knowledge when developing psycho-corrective and developmental sessions (trainings) with individuals (clients), social groups and/or subjects of the educational process.</p>	<p>PS 01.002 Labour function A/04.7 (OTΦ A)</p>
			<p>PC 3.2. Ability to develop projects of attitude formation aimed at harmonious development, productive overcoming of life difficulties, tolerance in interaction with the surrounding world.</p>	<p>PS 03.008 Labour function A/04.7 A/05.7 (OTΦ A)</p>
			<p>PC 3.3. Ability to perform standard basic procedures of providing individual, group, organisation psychological assistance using traditional methods and technologies.</p>	

4 DOCUMENTS ON THE CONTENT AND MANAGEMENT OF TEACHING AND LEARNING WITHIN THE BACHELOR'S DEGREE PROGRAMME IN THE STUDY FIELD 37.03.01 Psychology

In accordance with the article 2 of the Federal Law of the Russian Federation dated 29 December 2012 no. 273-FZ "On Education in the Russian Federation" and the Federal State Educational Standard of Higher Education in the relevant study field, the content and management of teaching and learning within the basic professional educational programme is regulated by the curriculum, academic schedule, programmes of academic disciplines (modules), programmes of academic and on-the-job trainings, other materials that ensure the quality of student training, as well as assessment and methodological materials.

4.1. Academic schedule

The academic schedule reflects the terms and periods of completing the stages of the Bachelor's degree programme in each year of study: theoretical training, examination sessions, academic and on-the-job trainings, State Final Certification and vacations.

The academic schedule is given in Annex 1.

4.2. Curriculum within the Bachelor's degree programme

The curriculum determines the list and sequence of disciplines, academic and on-the-job trainings, interim assessment and State Final Certification, their workload in ECTS and academic hours, distribution of lectures, practical and laboratory classes, amount of face-to-face and individual work of students, as well as a list of competences formed on completion of the curriculum.

The curriculum is given in Annex 2.

4.3. Programmes of academic disciplines

The programmes of academic disciplines determine the aims of the discipline, place of the discipline in the structure of the basic professional educational programme, learning outcomes in the discipline correlated with the planned results of the basic professional educational programme (competences and their indicators), structure and content of the discipline, educational technologies used in managing face-to-face and individual work of students, educational and methodological support of individual work of students, educational-methodological and material-technical support of the discipline.

The programmes of academic disciplines are given in Annex 3.

4.4. Programmes of academic and on-the-job trainings and assessment tools

In accordance with the Federal State Educational Standard of Higher Education in the study field 37.03.01 Psychology, part 2 "Practical trainings" within the basic professional educational programme (Bachelor's degree programme) is compulsory and focused on the professional and practical training of students. During practical trainings students test the knowledge and skills gained within theoretical disciplines, acquire practical skills, gain professional experience and contribute to the integrated development of universal, general professional and professional competences of students.

The part "Practical trainings" includes academic and on-the-job trainings.

The university concluded agreements for various types of on-the-job trainings (in accordance with the article 13, clause 7 of the Federal Law of the Russian Federation dated December 29, 2012 no.273-FZ "On Education in the Russian Federation") with the following enterprises, institutions and organisations:

1. Office of Federal Penal Service in Penza region, Penza
2. Office of Department of Home Affairs of the Russian Federation in Penza region

3. State budgetary institution of the system of population social protection "Regional social rehabilitation centre for children and young people with disabilities" of Penza region

4. State budgetary institution of Penza region "Centre for psychological, pedagogical, medical and social Assistance of Penza Region"

5. Branch No2 Municipal Budgetary Pre-school Educational Institution kindergarten No52, Penza

6. Department of General Psychology of Penza State University

For students with disabilities, the choice of places for having practical training depends on their state of health and accessibility requirements.

4.4.1. Programmes of academic trainings and assessment tools

Within the basic professional educational programme, the following types of academic training are provided:

a) Academic Training: Introductory Training – 2nd semester, 3 ECTS.

b) Academic Training: Research (Obtaining Primary Research Skills)–7th semester (full-time mode of study), 12 ECTS; 7th and 8th semesters (full-time and part-time mode of study), 12 ECTS

The programmes of academic trainings and assessment tools are given in Annex 4.

4.4.2. Programmes of on-the-job trainings and assessment tools

Within the basic professional educational programme, the following types of on-the-job trainings are provided:

a) On-the-Job Training: Training in Professional Activity, 4th and 6th semesters, 18 ECTS;

b) On-the-Job Training: Research (on the topic of the final qualification work), 8th semester full-time mode of study), 9 ECTS; 9th semester (full-time and part-time mode of study).

The programmes of on-the-job trainings and assessment tools are given in Annex 5.

4.5. Programme of the State Final Certification and assessment tools

The programme of the State Final Certification and assessment tools of the State Final Certification for graduates of basic professional educational programme in the study field 37.03.01 Psychology, Bachelor's degree programme "Social Psychology of Personality" are given in Annex 6.

4.6. Educational programme and schedule of educational work

The educational programme and schedule of educational work define the goals and objectives of educational work, the content and conditions of its implementation, the procedure for monitoring the quality of educational work and the conditions for implementing the content of educational work.

The educational programme and schedule of educational work are attached (Annex 7).

4.7. Competence-based model for the graduate of the educational programme

The documents regulating the content and management of teaching and learning within the Bachelor's degree programme were developed on the basis of the competence-based model for the graduate of the educational programme in the study field **37.03.01 Psychology**, Bachelor's degree programme **Social Psychology of Personality**, approved by the Methodological Council of the university (Annex 8).

5 AVAILABLE RESOURCES WITHIN THE BACHELOR'S DEGREE PROGRAMME IN THE STUDY FIELD 37.03.01 PSYCHOLOGY

The resources are provided for the basic professional educational programme on the basis of the requirements for implementing the Bachelor's degree programme determined by the Federal State Educational Standard of Higher Education in the study field **37.03.01 Psychology**.

5.1. Material-technical and methodological-information support within the Bachelor's degree programme

The university has facilities and resources (premises and equipment) for implementing the Bachelor's degree programme within Block 1 "Disciplines (modules)" and Block 3 "State Final Certification" in accordance with the curriculum, which correspond to the current sanitary and fire safety rules and regulations.

The premises include classrooms for lectures and classes which are provided for by the Bachelor's degree programme are equipped with technical teaching aids, which are determined in the programmes of disciplines.

The premises for individual work of students are provided with computer equipment with access to the Internet and the digital learning environment of the university.

The university has the necessary set of licensed and free software, including nationally produced (it is determined in the programmes of disciplines and subject to updating if necessary).

Each student during the entire period of study is provided with individual unlimited access to the digital learning environment of the university from any place with the Internet connection both on and off campus.

The digital learning environment of the universities:

- provides access to the curricula, programmes of academic disciplines (modules) and practical trainings, electronic publications and digital learning and teaching materials specified in the programmes;

- forms an electronic portfolio of students, as well as stores student academic papers, reviews and assessments.

In the case of implementing the Bachelor's degree programme using e-learning, distance learning technologies, the digital learning environment additionally:

- tracks teaching and learning, records results of current and interim assessment;
- serves as a platform for conducting all types of classes and assessing learning outcomes, which are provided using distance learning technologies;
- enables interaction between the participants of teaching and learning, including synchronous and (or) asynchronous interaction via the Internet.

The functioning of the electronic information and educational environment is ensured by the appropriate means of information and communication technologies and the qualifications of workers who use and maintain it.

The functioning of the digital learning environment complies with the legislation of the Russian Federation

The library stock is filled with printed publications at the rate of at least 0.25 copies of each publication specified in the programmes of disciplines (modules) and practical trainings per student from among persons simultaneously mastering the relevant discipline or undergoing the relevant practical training.

Students are provided with access (remote access) to modern professional databases and information reference systems, which are determined in the programmes of disciplines (modules) and subject to updating (if necessary).

Students from among persons with disabilities are provided with printed and (or) digital learning materials in forms adapted to their disabilities.

5.2. Staffing within the Bachelor's degree programme

The Bachelor's degree programme is implemented by teaching staff of Penza State University, as well as by persons involved in running the programme under the contract.

The qualifications of teaching staff of the university correspond to the qualification characteristics established in qualification catalogues and (or) professional standards (if any).

At least 70% of teaching staff of the university and persons involved in implementing the Bachelor's degree programme (in terms of integer values) conduct scientific, educational,

methodological and (or) practical work corresponding to the study field of the disciplines (modules) taught.

At least 5% of teaching staff of the university and persons involved in implementing the Bachelor's degree programme (in terms of integer values) are managers and (or) employees from institutions and organisations, the activities of which are related to the study field of the basic professional educational programme (who have worked for at least three years in the profession).

At least 65% of teaching staff of the university and persons involved in implementing the Bachelor's degree programme (in terms of integer values) have an academic degree (including an academic degree obtained in a foreign state and recognized in the Russian Federation) and (or) an academic title (including an academic title obtained in a foreign state and recognized in the Russian Federation).

In accordance with the study field of the basic professional educational programme, the graduating department is the Department of General Psychology.

5.3. Funding within the Bachelor's degree programme

The Bachelor's degree programme is funded in the amount not lower than the standard values of costs for public services for implementing basic professional educational programmes of higher education (Bachelor's degree programmes) and correcting coefficients to the standard values of costs determined by the Ministry of Science and Higher Education of the Russian Federation.

6. REGULATORY AND METHODOLOGICAL SUPPORT OF THE QUALITY ASSESSMENT SYSTEM OF GRADUATE COMPLETION OF THE BACHELOR'S DEGREE PROGRAMME IN THE STUDY FIELD 37.03.01 Psychology

6.1. Mechanism of objective internal and external independent assessment of the quality of teaching and learning and regulatory support of the quality assurance system

The quality of learning and teaching within the Bachelor's degree programme is determined by the *internal assessment* system and *external assessment* system that the university undergoes on a voluntary basis.

Under regular internal assessment of the quality of learning and teaching, the university engages employers and (or) their associations, other legal entities and (or) individuals, including teaching and administrative staff of the university in order to improve the Bachelor's degree programme.

As part of the internal assessment of the quality of learning and teaching, students are provided with the opportunity to assess the conditions, content, organisation and quality of the academic process as a whole and specific disciplines (modules) and practical trainings.

External assessment of the quality of learning and teaching under the Bachelor's degree programme within the state accreditation is carried out to confirm the compliance of teaching and learning under the Bachelor's degree programme with the requirements of the Federal State Educational Standard of Higher Education.

External assessment of the quality of learning and teaching under the Bachelor's degree programme can be carried out within the professional and public accreditation conducted by employers, their associations, as well as authorised organisations, including foreign ones, or authorised national professional and public organisations that are part of international organisations, in order to recognize the quality and competence of students that meet the professional standards and labour market requirements for specialists in the corresponding study field.

The effective functioning of the system for ensuring the quality of student training is determined by the presence of a quality management system (hereinafter referred to as the QMS), which is based on the following external and internal documents:

- standards and recommendations to guarantee the quality of higher education in the European area (ENQA);
- Quality Policy of Penza State University;
- Strategy for ensuring the quality of education of Penza State University for 2016–2020;
- Overarching Development Programme of the university in the sphere of quality for an academic year;
 - Regulation no. 987/o “On rating assessment of the activity of research and teaching staff and structural units of Penza State University” dated 15 October, 2016;
 - Regulation no. 1289/o “On organizing the Student Commission for Education Quality at University” dated 30 November, 2015;
 - University Standard STO PGU 2.12-2018 “State Final Certification within the Basic Professional Educational Programmes of Higher Education (Bachelor’s, Specialist’s and Master’s Degree Programmes)”;
 - University Standard STO PGU 3.12-2018 “Graduation Thesis within the Basic Professional Educational Programmes of Higher Education (Bachelor’s, Specialist’s and Master’s Degree Pro-grammes)”;
 - Regulation on learning and teaching materials;
 - Regulation on current performance assessment of students within the basic professional educational programmes of higher education (Bachelor’s, Specialist’s and Master’s degree programmes);
 - Regulation on sets of assessment tools for the disciplines for current and interim performance assessment of students within the basic professional educational programmes of higher education (Bachelor’s, Specialist’s and Master’s degree programmes);
 - Regulation on course projects of students within the basic professional educational programmes of higher education (Bachelor’s, Specialist’s and Master’s degree programmes);
 - Regulation on interim performance assessment of students within the basic professional educational programmes of higher education (Bachelor’s, Specialist’s and Master’s degree programmes);
 - Regulation on practical trainings of students of Penza State University;
 - Regulation on training according to individual curriculum and accelerated learning within the basic professional educational programmes of higher education;
 - Regulation on implementing basic educational programmes which contain national security information.

6.2. Assessment and teaching materials for current and interim assessment and final certification of students

In accordance with the Federal Law “On Education in the Russian Federation”, assessment of the quality of mastering the basic professional educational programmes of higher education includes current performance assessment, interim performance assessment and state final certification of students.

6.2.1. Sets of assessment tools for current and interim performance assessment

Current and interim performance assessment serve as the main means of providing feedback between teaching staff and students under learning and teaching, which is necessary to stimulate student performance and improve teaching methods.

Current performance assessment is used for checking the assimilation of learning and teaching material and regularly conducted throughout the semester. As a rule, interim performance assessment is carried out at the end of the semester. It may finish both the study of a specific discipline and its section(s). Current and interim performance assessment allow assessing knowledge and skills, as well as competences developed.

The tools of current performance assessment include: interview, colloquium, test, review work, paper, essay and other creative works, oral questioning during classes, reports on laboratory work, calculation and design work, etc.

The tools of interim performance assessment include: pass-fail exam, exam, defending a course project (paper), report (on practical training, research, etc.).

To certify student learning outcomes in accordance with the requirements of the relevant basic professional educational programme of higher education, the university departments develop sets of assessment tools for current and interim performance assessment. The sets include: sample questions and tasks for practical, laboratory and review classes, colloquia, pass-fail exams and exams, tests and computer testing programmes; sample topics of course papers, essays, reports, etc. These assessment tools allow assessing the achievement of learning outcomes within the specific disciplines and development of student competences at any stage of the basic professional educational programme.

The sets of assessment tools for current and interim performance assessment are part of teaching and learning materials for disciplines (modules) and practical training programmes.

6.2.2. State Final Certification within the Bachelor's degree programme

The State Final Certification of students is mandatory and conducted after completing the basic professional educational programme of higher education (Bachelor's degree programme) in the study field 37.03.01 Psychology.

The State Final Certification includes the defence of the graduation thesis (Bachelor's thesis), comprising preparation and defence.

The state certification tests are designed to determine the compliance of learning outcomes within the basic professional educational programme of higher education and the requirements of the Federal State Educational Standard of Higher Education, as well as to determine training to perform professional tasks established by the Federal State Educational Standard of Higher Education.

Based on the Procedure for conducting the State Final Certification within the basic professional educational programmes of higher education (Bachelor's, Specialist's and Master's degree programmes) approved by the Order of the Ministry of Science and Higher Education of the Russian Federation dated 29 June 2015 no. 636, requirements of the Federal State Educational Standard of Higher Education, the university developed and approved the regulatory documents for the State Final Certification: University Standard STO PGU 2.12-2018 "State Final Certification within the Basic Professional Educational Programmes of Higher Education (Bachelor's, Specialist's and Master's Degree Programmes)" and University Standard STO PGU 3.12-2018 "Graduation Thesis within the Basic Professional Educational Programmes of Higher Education (Bachelor's, Specialist's and Master's Degree Programmes)".

The graduating Department of General Psychology has developed methodological guidelines for the implementation and defense of graduation qualification works, the programme and evaluation tools of the State Final Certification

Graduation thesis should represent an independent logically completed educational and research work, connected with the development of theoretical issues, experimental research and solution of problems of applied character corresponding to the types and objectives of the bachelor's professional activity.

A bachelor's thesis can be based on the student's generalization of previously completed term papers (projects) and must be in the form of a printed text with appropriate annexes.

Bachelor's work is carried out on the basis of theoretical knowledge, practical skills, skills and experience acquired by the student during the period of mastering the educational programme.

Bachelor's work is carried out in the final period of study. For the field of study "Psychology" – during the last year of study (8th and 9th semesters).

The labor intensity of the preparation and defense of the final qualification work and the time of its implementation are determined by the requirements of the Federal State Educational

Standards of Higher Education in the field of study: the curriculum and the calendar educational schedule.

The topics of graduation qualification works are developed by the graduating Department of General Psychology. The subject of the bachelor's thesis is determined no later than the penultimate semester of mastering the main professional educational programme.

The student is given the right to choose the topic of graduation qualification work up to the proposal of his topic with the necessary justification of the expediency of its development. Assignment of the topic to the student is carried out by the order of the rector on the basis of the decision of the graduating department (extract from the minutes of the department's meeting). To complete the graduation qualification work, the student is assigned a supervisor. The assignment of the supervisor by the order of the rector should take place no later than two weeks before the start of the graduation qualification work by the student.

As a rule, the wording of the topic of the graduation qualification work, approved by the order of the rector, is not subject to change. If, in the course of the graduation qualification work, there is an objective need to clarify the wording of the topic or (in exceptional cases) change it, then this is also formalized by the order of the rector. The need to change the approved topic of the graduation qualification work is initiated by the head, considered at the meeting of the graduating department and formalized by the order of the rector before the start of the work of the State Examination Board.

Bachelor's qualification works are not subject to mandatory peer review.

7. DESCRIPTION OF THE UNIVERSITY SOCIAL AND CULTURAL ENVIRONMENT SECURING THE DEVELOPMENT OF STUDENT GENERAL COMPETENCES

7.1. Characteristics of the environment significant for personal education and general competences development.

The environment of an educational institution is considered as a territory and event-related limited set of influences and conditions for the formation of a personality. It acts as a factor in the internal and external psychosocial, social and cultural development of a personality.

The characteristics of the academic environment of Penza State University required for forming competences are as follows:

- Environment built on values, norms and moral principles of Russian society;
- Legal environment reinforced by the Constitution of the Russian Federation, laws and by-laws governing teaching, learning and youth affairs, University Charter and Internal Regulations;
- Highly intellectual environment, which contributes to developing student innovation potential and engaging young and talented persons in basic science and applied science;
- Human friendly environment supported by modern information and communication technologies;
- Environment of communication and tolerance for interaction of students, teaching, research and administrative staff;
- Environment, which is open to cooperation with employers, various social institutions, including foreign ones;
- Environment focused on psychological comfort, healthy lifestyle, which is rich in events and traditions.

7.2. Aims and objectives of teaching, learning and mentoring within the Bachelor's degree programme

The primary aim of teaching, learning and mentoring at Penza State University is to create conditions for personal and professional development of students, contributing to their effective adaptation in the social and cultural environment of the Russian and international community: personality development of the student, who will be a highly educated specialist with deep professional knowledge, skills and abilities, who has humanistic outlook, stable moral and civic

values, patriotism, civic consciousness, respect for the memory of defenders of their homelands, respect for law and order, respect for working people and older people, mutual respect, care for cultural heritage and traditions of peoples.

This aim is achieved by solving the following tasks:

- Creating an environment for creative, intellectual, cultural communication, conducive to self-determination, self-affirmation and self-fulfillment of students;
- Ensuring the relationship of learning, teaching, research and mentoring;
- Improving conditions to foster tolerance and aesthetic, legal and political culture among students, creating prerequisites to broaden a humanistic outlook and promote active citizenship;
- Developing creative associations of students to unlock personal and creative potential of young people;
- Improving student self-government by providing them with interaction, leadership and management skills, self-esteem and self-confidence;
- Forming a health-preserving educational environment through promoting physical culture as an important factor in the harmonious development of the personality, high professional and labour activity, healthy lifestyle, work productivity and creative longevity;
- Creating an information environment that promotes the advancement of student creative abilities, communication culture through exchanging socially significant information;
- Building a system of psychological support for students to create a comfortable learning environment at the university;
- Forming corporate identity of students, teaching, research and administrative staff;
- Familiarising with national and world history and culture, mastering communicative skills.

7.3. Focus of mentoring and awareness-raising

7.3.1. Focus areas of mentoring

- Activities aimed at personal development, self-determination and socialisation of students;
- Activities targeted at promoting patriotism and citizenship among students;
- Activities directed at inspiring respect for the memory of defenders of their homeland;
- Activities directed at inspiring respect for working persons and older persons in students;
- Activities directed at inspiring respect for law and order in students;
- Activities aimed at developing a caring attitude to cultural heritage and traditions of the multinational people of the Russian Federation among students;
- Activities targeted at fostering spiritual and moral values among students and familiarising them with rules and norms adopted in Russian society in the interests of the person, family, society and state;
- Activities aimed at adopting a caring attitude to nature and environment among students;
- Activities directed at preventing destructive behaviour of students.

7.3.2. Focus areas of awareness-raising in the work of the Department

The **civil area** is the formation of a civil identity among students, manifested as an awareness of belonging to the state, which is significant for young persons, as well as the prevention of extremism and promotion of interethnic tolerance through broadening knowledge, skills and abilities in regulating interethnic and interfaith relations and fostering culture of interpersonal and interethnic relations.

The **spiritual and moral area** is a system of spiritual and moral development of students, which aims at teaching them to focus on such values as person, family, “truth, love, labour, knowledge, culture, native land, Earth (as common home for mankind), peace (as harmony among nations), righteous behaviour and non-violence”.

The **patriotic area** is the creation of conditions for increasing civil responsibility for the state, enhancing consolidation of society to ensure national security and sustainable development of their country, strengthening citizenship in terms of the history and culture of their country, ensuring intergenerational continuity, providing students with proactive attitude, who love their

native land and family, and who have a proactive approach to life.

The **cultural and educational area** is the expansion of student outlook, allowing them to find a rightful place in society and make difference for state and people around, development of social responsibility and cultural enlightenment, familiarisation with traditions and history, promotion of respectful for various anniversaries.

The **environmental area** presupposes forming ecological thinking, necessary moral and aesthetic views on nature and place of human as part of nature, scientific understanding of environmental problems, active life position in environmental protection, rational use of natural resources.

The **physical education area** includes promoting and supporting healthy lifestyle and ensuring health-saving environment, promoting physical culture and sports, holding mass sports events, competitions, preventing and combating smoking, drug and other harmful addictions. At the university it is driven by the physical education system and developed extensive sports facilities providing easy and simple access to sports within the educational and extracurricular process.

The **professional and labour area** means familiarising students with professional activity and related functions in accordance with the study field and qualification level. Professional and labour education involves forming labour motivation, teaching basic principles of building professional career and behaving in the labour market, familiarizing with traditions and values of the professional community, norms of corporate ethics, creative approach to personal development in the chosen professional field, creating conditions for creative and professional self-fulfilment, etc

The **student self-government (co-management)** is the creation of conditions for the manifestation of students' abilities and talents, self-realization of students through various types of activities (project, volunteer, educational, research and scientific research, activities of student associations, including the primary branch of the Movement of the First, leisure, creative and socio-cultural, participation in organizing and conducting significant events and events; participation in career guidance activities, etc.).

The **voluntary (volunteer) activity** is the development of individual and group volunteerism through activities and targeted assistance, support for students' volunteer initiatives; development of personal and professional qualities through volunteerism, and the acquisition of new skills.

The **implementation of the "Learning by Service"** approach is a pedagogical approach aimed at achieving educational results through the implementation of socially oriented projects by students and the application of specialized knowledge and skills acquired by the student during the development of the educational program. The most important feature of students' socially oriented project activities in accordance with the "Service Learning" approach is interaction with external partners (for example, socially oriented non-profit organizations) to solve pressing problems and meet the urgent needs of real people, communities and society as a whole. As a result, the student receives competencies and practical experience in his educational program, realizing at the same time that he has made a real contribution to solving social problems.

The **media and communications** is the formation of an information field favorable for youth development by involving students in the activities of student media, timely and high-quality notification of students about events and events at the university, city, regional, national and international levels in order to attract them to participate and organize, popularize the activities of student associations.

7.4. Forms and methods of mentoring

The universities apply traditional and modern forms and methods of teaching and mentoring. They are implemented in various options for organising a specific mentoring process, which combines and integrates aims, objectives, principles, patterns, methods and techniques of teaching and mentoring.

The forms of mentoring are as follows:

- according to the number of participants – individual (person-to-person interaction in the teacher-student system); group (creative teams, sports teams, clubs, hobby groups, etc.), mass (festivals, olympiads, holidays, clean-up events, etc.);
- according to the target audience, participants status, educational opportunities – events, affairs, games, etc.;
- according to the timing of the event – short-term, long-term, traditional;
- according to the type of activity – work, sports, creative, research, social, etc.;
- according to the result of mentoring – socially significant result, information exchange, decision-making.

Classification of mentoring methods:

Methods for developing consciousness	Methods for organising activities and broadening experience	Methods for encouraging activity and behaviour
Conversation, debate, suggestion, instruction, control, explanation, example, clarification, story, self-control, advice, persuasion, etc.	Task, public opinion, pedagogical requirement, assignment, creating educational cases, training, exercise, etc.	Approval, encouragement of social activity, censure, creating cases for success, creating cases for emotional and moral experience, competition, etc.

7.5 Applying educational technologies in offline and online formats of educational and upbringing processes

The nurturing environment, educational and upbringing processes can be created in both offline and online formats.

Applied:

- actual traditional, modern and innovative educational technologies (collective creative work (CCW); art-pedagogical; health-saving technologies; inclusive education technologies; portfolio technology; training; brainstorming; case technologies; distance education technologies, etc.).
- digital educational technologies in online education, e-learning with free access to electronic educational content (Vr-technologies; artificial intelligence technologies; smart-technologies (DM-technology; Big Data; gamification; blockchain, etc.).

The student portfolio technology is implemented in the module of PSU Electronic Information Educational Environment (EIE) 'HEI+Employer'. The module is designed for interaction of PSU students/graduates with employers-partners of PSU and provides access to current vacancies of employers, CVs of job seekers, as well as the opportunity to learn about companies offering internships and traineeships.

Distance education technologies are used in offline and online formats of educational and upbringing processes: PSU EIE tools, video conferencing and webinar organisation services (Zoom, GoogleMeet, Skype, etc.), VKontakte social network services are used.

Digital educational technologies are used in e-learning with free access to e-learning content: electronic versions of teaching materials of disciplines of educational programmes are placed on the PSU EIE learning portal; online courses platform online.pnzgu.ru has been created.

7.6. Priority students activities at the universities

The types of student activities in the learning, teaching and mentoring system include:

- Project activity;
- Teaching and research;
- Volunteering;
- Social activity, cultural activity, creativity, leisure activity;

- Student and youth international cooperation;
- Activity for arranging and holding events of various focus (civil, patriotic, research, social, cultural, sports, etc.);
- Other activities of students.

7.6.1. Activities and types of student associations

A student association is a voluntary student association at the university, which is created for self-realization and self-development of students, as well as joint solution of various issues and improvement of student life.

The student association is built on the principles of voluntary participation and freedom of choice, partnership and equality, transparency and openness.

The types of student associations by the areas of activity are as follows:

- *Research* (Research Society, Co-Working Centre, etc.);
- *Creativity* (Club of the Cheerful and Sharp-Witted (KVN), S-Dance PSU studio, LCU Literary Club, LCU Art Club);
- *Sports* (Berkut Student Sports Club, PSU Sports Club);
- *Public* (Student Trade Union, Student Council (university / institute / faculty / residence hall));
- *Volunteering* (PSU Volunteer Corps, Penza Branch of Medical Volunteers All-Russian Public Movement, etc.);
- *Information* (Film and Photo Studio, Student View Newspaper, etc.);
- *Professional* (Flammeous Multidisciplinary Team, Record Multidisciplinary Team, Crystal Multidisciplinary Team, Adrenaline Multidisciplinary Team, etc.);
- *Intercultural* (International Alumni Club, etc.);
- *Others*.

7.6.2 Key student communities / associations at the institute:

Year	Student communities / associations
1-2	Academic group
Extra	Associations: Student Trade Union, Student Council, Association of International Students of Penza Region, Student Research Society, Student Mentoring Union (tutoring), Sport Teams, KVN Club, Dance Faculty Team, Clubs in Professional Disciplines , PSU Security Service, etc.

7.7. Annual events and affairs

1. Civil area

(formed UC-4, UC-5, UC-8, UC-11)

The activities include:

- International Youth Legal Forum ‘Fighting Extremism’.
- Meeting with applicants enrolled in the 1st year.
- Preventive meetings with the participation of representatives of law enforcement agencies of the Russian Federation.

2. Spiritual and moral area

(formed UC-1, UC-2, UC-3, UC-4)

The activities include:

- Participation in the International Scientific and Practical Conference of Foreign Students “Intercultural Communication in the Modern World”.
- Participation in the Cultural Marathon “Around the World in 2 Semesters”.
- Participation in the beauty and talent contest “Miss World. Folk Queen”.
- Participation in the Volga Region educational camp for foreign students “POLIS”.

- Participation in the annual interactive intellectual game “Battle of the Minds” for foreign students of Penza region.
- Participation in the project “Interactive and informative meetings of foreign students with schoolchildren of Penza and Penza region “We are different - we are together” (Lessons of friendship).
- Excursions to the university museum, trips to the theatre and cinema.
- Carrying out thematic hours by curators (according to the main schedule).
- Preparation and participation in the inter-faculty competition “Freshman”.
- Preparation and participation in the inter-faculty competition of KVN teams.
- Preparation and participation of the creative team of foreign students to participate in the interdepartmental amateur art competition “Student Spring”.

3. Patriotic area

(formed UC-1, UC-2, UC-4, UC-5)

The activities include:

- Participation in the All-Russian competition of student works dedicated to the Constitution of the Russian Federation, local government, etc.
- Organization and holding of the Annual Memorial Action "Thank you for the peaceful sky!"
- Participation in the International St. George Festival of Martial Arts "For Faith and Fatherland".
- Organization and holding of the event "Victory Day".
- Organization of congratulations on memorable dates.
- Organization of the round table "Without a statute of limitations".
- Participation in demonstrations, marches and other events to implement the principle of citizenship and patriotism (Unity and Reconciliation Day, Independence Day, Defender of the Fatherland Day, etc.)

4. Cultural and educational area

(formed UC-1, UC-4)

The activities include:

- Visiting exhibitions and presentations.
- Visiting plays, museums.
- Competition of student works.
- Travelling of the best international students to Russian cities.

5. Environmental area

(formed UC-7, UC-8)

The activities include:

- Participation in the action “Sura Day”.
- Participation in the All-Russian subbotnik “Green Russia”.
- Participation in city-wide clean-up days.

6. Physical education area

(formed UC-7, UC-8)

The activities include:

- Participation in the traditional Winter mini-football tournament.
- Participation in the personal championship in belt wrestling “Kuresh” among PSU international students, dedicated to the celebration of Nowruz
- Participation in the sports and recreational event ‘Goodwill Games’ in 7 sports.
- Participation of students of the faculty in sporting events of the university, city, region, all-Russian competitions.

- Participation in the action devoted to the World AIDS Day.
- Preparation and passing of GTO (Ready for Labor and Defense) norms.

7. Professional and labour area (formed UC-6, UC-9, UC-10, UC-11)

The activities include:

- Gala event for first-year students "Day of Knowledge".
- "Best Academic Group" competition.
- "PSU Enterprise Day".

8. Student self-government (co-management) (formed by UC-1, UC-2, UC-6,)

The activities include:

- Participation in career guidance activities.
- Participation in the activities of student associations (trade union organization, student activists, etc.).

9. Voluntary (volunteer) activity (formed by UC-3, UC-5)

The activities include:

- Participation in volunteer actions.

10. Implementation of the "Ministry Training" approach (formed by UC-2, UC-3, UC-6)

The activities include:

- Improvement of the graves of PSU veterans and PSU veterans who participated in the Great Patriotic War.
- Implementation of social projects "Prove yourself" (contests, Olympiads), etc.
- Implementation of a project aimed at the formation of personal and professional self-determination among high school students.

11. Media and communications (formed by UC-4)

The activities include:

- Students' participation in student media activities.
- Popularization of the activities of student associations.
- Posting information about the events held at the department/ faculty/ institute/ university.
- Posting information about ongoing projects, including social ones.

7.8. Forms of presenting students achievements and methods of assessing competences development within extracurricular activities

Focus	Form	Assessment and self-assessment method
Civil area	Project, campaign, competition, forum, review, report, conference, round table discussion, debate, etc.	Expert review, assessment harmonisation, review, peer review, self-analysis, character reference, diploma, certificate, etc.
Spiritual and moral area	Festival, project, concert, stage performance, contest, creative report, etc.	Review, self-evaluation, self-analysis, diploma, certificate, etc.
Patriotic area	Festival, concert, exhibition, forum, etc.	Review, self-evaluation, self-analysis, character reference, diploma, certificate, etc.
Cultural and educational area	Campaign, rally, competition, contest, forum, report, performance, festival, exhibition, trip, etc.	Review, self-evaluation, self-analysis, character reference, questioning, etc.
Environmental area	Campaign, rally, competition, forum, trip, etc.	Expert review, self-assessment, questioning, self-analysis, character reference, etc.
Physical education area	Campaign, hike, rally, competition, contest, trip	Refereeing, self-analysis, review, certificate, diploma
Professional and labour area	Project, exhibition, fair, excursion, contest, topic stand, trip	Review, assessment harmonization, testing, questioning, self-analysis, character reference
Student self-government (co-management)	Project, promotion, competition, forum, etc.	Review, self-evaluation, reflection, characterization, questionnaire, etc.
Voluntary (volunteer) activity	Promotion, collection, project, competition, departure, etc.	Review, self-evaluation, self-analysis, etc.
Implementation of the "Ministry Training" approach	Promotion, collection, competition, departure, etc.	Review, self-evaluation, self-analysis, etc.
Media and communications	Project, publication on social media social networks, exhibition, competition, thematic stand, departure, etc.	Review, self-evaluation, self-analysis, diploma, certificate, etc.

7.8.1. Ways of recognising and encouraging extracurriculars

The ways of recognising student achievements and social involvement are: achievements portfolio, volunteering record sheets, electronic journal, etc.

The ways of encouraging student extracurriculars are: certificates, letters of gratitude, entries on the Board of Honour, diplomas, expression of gratitude, presentation of experience and findings (seminar, exhibition, publication, etc.), personal scholarships, one-time cash payments, valuable gifts, funding of participation in olympiads, forums, competitions, etc.

7.9. Infrastructure of the university

The university has modern facilities for teaching, learning and mentoring of students.

Modern technical means of teaching and learning made by the leading world manufacturers are used in the academic process. An LED screen, video projection equipment for 3D mapping, a wide range of sound and lighting equipment for events of various formats are used. There are equipped premises for mentoring.

Cinema and Concert Hall (Penza, 40 Krasnaya st., building 5).

The Cinema and Concert Hall is designed for 384 seats, provided with modern equipment, high-speed Internet, Wi-Fi technology. High-class sound equipment by JBL and various

microphones by Sennheiser, Shure, dBTechnologies make it possible to sound concerts and performances. A motorised screen, a high- resolution and high-brightness NEC video projector for watching movies and organising video conferencing are also installed.

Lighting control using the Martin Light Jockey interface, Martin and Silver Star architectural lighting fixtures and full rotation projectors, fog generators allow highlighting locations on the stage and in the hall.

Event Hall (Penza, 37 Lermontova st., building 11).

The Event Hall is designed for 420 seats, provided with modern equipment and Wi-Fi technology. Hi-Fi audio equipment, including line arrays and a subwoofer by B&G, a digital mixing console by Allen & Heath, radio microphones by Sennheiser make it possible to sound concerts and performances. Lighting equipment, consisting of full rotation devices, effects projectors and architectural lighting fixtures by Silver Star and Involight, smoke generators allow highlighting locations on the stage. A high- resolution and high-brightness NEC video projector and a motorised screen for watching movies and organising video conferencing are also installed.

Assembly Hall (Penza, 68 Chkalova st., building 9).

The Assembly Hall is designed for 288 seats, provided with high-speed Internet and Wi-Fi and equipped with a sound system by JBL, radio microphones by dBTechnologies, a video projector by Sanyo and a motorised screen to arrange seminars, lectures and meetings with students.

Temp Sports and Culture Centre (Penza, 85 Sverdlova st.).

The Temp Sports and Culture Centre is designed for 3500 seats. A modular stage with an area of 100 m² and powerful sound-amplifying equipment, consisting of line arrays, subwoofers and monitors by B&G, a professional mixing console by Allen & Heath, radio microphones by Sennheiser and Invoton allow organising the large-scale cultural events. The covered arena with an area of 2000 m² with a combined coating of PVC tiles and artificial grass allows organising the mass sports events. Climbing walls, mobile interactive playgrounds and sports equipment allow operating the student clubs on tourism, football, tennis, etc.

Co-Working Centre (Penza, 85 Sverdlova st.).

The Co-Working Centre is designed for 50 seats. It is equipped with high-speed Internet, Wi-Fi, an interactive Smart board kit, a motorised screen and an Epson projector for conducting trainings, educational seminars, video conferences with students.

Impulse Training Centre (Penza, 85 Sverdlova st.).

The Impulse Training Centre is equipped with the Internet, Wi-Fi, a projector and a motorised screen, offices for self-presentations, master classes and trainings. The office for psychological relief, consultations and psychological assessment is equipped with a multipysychometer. A helpline operates for targeted assistance to students in various psychological situations.

Recording Studio (Penza, 40 Krasnaya str., building 5).

The Recording Studio is designed for sound recording and processing. The technical equipment includes a condenser studio microphone by Neumann, professional headphones by Sennheiser and Shure, and active acoustic studio monitors by Yamaha. Sound processing is carried out using studio controllers by Berlinger and Akai.

Film and Photo Studio (Penza, 40 Krasnaya st., building 3).

The Film and Photo Studio is designed for producing and processing photo and video content and covering cultural and sports events, seminars and trainings. It is equipped with a filmmaking complex, professional cameras by Sony and Canon with a wide range of lenses. It is provided with modern studio lighting and an automated roll-up background lifting system. For rendering photo and video content, powerful computers with increased capacity are used.

Student Printing House (Penza, 57 Chkalova st., residence hall 1).

The Student Printing House is intended for developing design layouts and printing information boards, booklets, business cards, posters. It is equipped with a large-format plotter by Epson, printers and MFPs with colour laser printing by Xerox. It is provided with special cutters, bookbinding machines and a laminator for making notebooks and sketchbooks.

7.9.1. Infrastructure of the university for implementing the basic professional educational programme

To ensure teaching and learning, the university is constantly developing its infrastructure. There are 19 academic buildings in a single architectural style, located in an ecologically clean area of the city. The infrastructure of the university includes facilities for teaching, learning, mentoring and extracurricular activities.

Culture facilities

Event hall and performance venues	<ul style="list-style-type: none"> – Temp Sports and Culture Centre: Penza, 85 Sverdlova st.; - Cinema and Concert Hall: Penza, 40 Krasnaya st., building 5; – Event Hall: Penza, 68 Chkalova st., building 9; - Event Hall: Penza, 3 Lermontova st., building 10; – Event Hall: Penza, 37 Lermontova st., building 11; – Dance Hall: Penza, 57 Chkalova st., residence hall 1; – Dance Hall: Penza, 2A Marshala Krylova st., residence hall 2; – Dance Hall: Penza, 26A Lermontova st., residence hall 4. - Dance Hall: Penza, 40 Krasnaya st., building 3; - Dance Hall: Penza, 68 Chkalova st., building 9;
Museums and libraries	<ul style="list-style-type: none"> – Information and Exhibition museum of the University History: Penza, 40 Krasnaya st., building 1; – Polytechnic museum: Penza, 40 Krasnaya st., building 3; – Museum of computing engineering: Penza, 40 Krasnaya st., building 7a; – Anatomical Museum: Penza, 3 Lermontova st., building 10; – Pedagogical Education History Museum: Penza, 37 Lermontova st., building 11; - Museum of Entertaining Sciences: Penza, 37 Lermontova st., building 13; – Geological museum: Penza, 37 Lermontova st., building 15; – Zoological museum: Penza, 37 Lermontova st., building 15. Scientific Library: – E-Library: Penza, 40 Krasnaya st., building 1, office 308; – Engineering library: Penza, 40 Krasnaya st., building 3; – Social, Humanities and Fiction Library: Penza, 68 Chkalova st., building 9; –Foreign literature library: Penza, 68 Chkalova st., building 9; – library: Penza, 37 Lermontova st., building 14; –Medical library and reading room: Penza, 3 Lermontova st., building 10; - Pedagogical Institute Main Library: Penza, 37 Lermontova st., building 11; –library and reading room: Penza, 37 Lermontova st., building 12; –library and reading room: Penza, 37 Lermontova st., building 13; –library and reading room: Penza, 37 Lermontova st., building 15; – Reading room for engineering literature: Penza, 40 Krasnaya st., building 7; - Periodicals Reading Room: Penza, Penza, 68 Chkalova st., building 9; – E-Reading Room: Penza, 68 Chkalova st., building 9.
Sports and health	<ul style="list-style-type: none"> – Polytechnic Open Sports and Recreation Stadium: Penza, 40

facilities	<p>Krasnaya st.;</p> <ul style="list-style-type: none"> – Temp Sports and Culture Centre: Penza, 85 Sverdlova st.; – Skiing Centre: Penza, 46B Krasnaya st.; – Skiing Centre: Penza, 37 Lermontova st.; – Swimming Pool: Penza, 37 Lermontova st., building 14; – Gym: Penza, 37 Lermontova st., building 14; <ul style="list-style-type: none"> – Gym: Penza Region, Serdobs, 285 Lenina st.; – Weightlifting Sports Hall: Penza, 40 Krasnaya st.; – Athletics Sports Hall: Penza, 40 Krasnaya st.; – Playing Sports Hall: Penza, 37 Lermontova st., building 14; <ul style="list-style-type: none"> – Workout room: Penza, 46 Krasnaya st.; – Workout Rooms (men's room and women's room): Penza, 2A Marshala Krylova st., residence hall 2; <ul style="list-style-type: none"> – Workout Room (for men and women): Penza, 58 Mira st., residence hall 3; – Workout Room (men's room): Penza, 26A Lermontova st., residence hall 4; <ul style="list-style-type: none"> – Workout Room: Penza, 14 Lermontova st., residence hall 6. – Recreation centre "Polytechnic": Penza region, Bessonovskiy region, Podlesny village; – sports and recreation camp "Sputnik": Penza, Zheleznodorozhny district, Pobeda village.
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7.10. Social and cultural environment. Networking with organisations and institutions

Social environment

The Penza Region as a multinational, multi-religious region with a rich history and cultural heritage is a platform for pursuing the goals of state cultural policy, which determines the stages, methods and means of engaging the population, particularly students, in the social and cultural environment.

Today in Penza there are 219 culture and art sites, memorial structures, 4 regional theatres, more than 20 museums and museum complexes, 18 public libraries, more than 10 concert halls.

Students explore them starting from the first days of studying at the university that enable them to engage in different areas (civil, patriotic, spiritual, moral, cultural, etc.) in three main ways:

- Familiarising. Students get acquainted with the history and cultural heritage of the region; define their place in the cultural and historical context;
- Integrating. Being included in the social and cultural life of the city students may foster the cultural level, realize creative potential and develop artistic taste;
- Applying. Students may use the regional infrastructure for implementing their own creative projects.

Infrastructure of region

Museums	<ul style="list-style-type: none"> – M.Yu. Lermontov State Museum-Reserve "Tarkhany" (Penza Region, Belinsky District, Lermontovo Village, 1/1 Bugor st.); – K.A. Savitsky Art Gallery (Penza, 3 Sovetskaya st.); – G.V. Myasnikov Museum of One Painting (Penza, 11 Kirova st.); – Association of State Literary and Memorial Museums of the Penza Region (Penza, 2 Kirova st.); – V.G. Belinsky Museum-Estate (Penza region, Belinsky District,
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	Belinsky, 4 Barysheva st.); – Local History Museum (Penza, 73 Krasnaya st.); – V.O. Klyuchevsky Museum (Penza, 66 Klyuchevskogo st.); - I.N. Ulianov Museum – department of Local History Museum (Penza, 54 Krasnaya st.); - N.N. Burdenko Museum – department of Local History Museum (Penza, 28 Lermontova st.); - Folk Art Museum (Penza, 45 Kuibysheva st.).
Monuments	Victory Monument (Penza, Victory sq.); – Sprout Monument (Penza, Sura River embankment); – First Settler Monument (Penza, Kirova st.); – Afghan Gates Memorial (Penza, Marshala Zhukova sq.); – V.I. Lenin Monument (Penza, Lenina sq.); – M.Yu. Lermontov Bust (Penza, Lermontova sq.); – V.G. Belinsky Monument (Penza, Moskovskaya st.); - A.S. Pushkin Bust (Penza, Pushkina st.); – Clock “Cuckoo” (Penza, Fountain Square).
Historical and architectural sites (churches, cathedrals, monasteries, palaces and parks)	– Spassky Cathedral (Penza, 3 Cathedral sq.); – Cathedral of the Assumption of the Blessed Virgin Mary (Penza, 1 Zakharova st.); – Troitse-Scanov Convent. Cave Convent (Penza Region, Narovchat District, Skanovo village, 1 Monastyrskaya st.); – St. Innocent of Irkutsk Church (Penza, 4 Perekop st.); – V.G. Belinsky Park (Penza, 1 Karla Marksa st.); – Olympic Park (Penza, 6 Gagarina st.); – Victory Park (Penza, Rakhmaninova st.).
Theatres, concert halls	– A.V. Lunacharsky Penza Drama Theatre (Penza, 89 Moskovskaya st.); – Penza Concert Hall (Penza, 215 Suvorova st.); – V.E. Meyerhold House (Penza, 59 Volodarskogo st.); – Kirillitsa Theatre (Penza, 37 Lermontov st., building 17).
Libraries	M.Yu. Lermontov Library (Penza, 168a Stroiteley av.); – University Library (Penza, 40 Krasnaya st., buildings 3, 7; 68 Chkalova st., building 9; 37 Lermontova st., building 11).
Cinema theatres	– Sovremennik (Penza, 10 Pushkina st.); – Suvorovsky (Penza, 144A Suvorova st.); – Vysshaya liga (Penza, 37 Moskovskaya st.); – October (Penza, 39 Kirova st.); – Berlin (Penza, 152B Stroiteley ave.).
Culture and creativity houses	– Culture and Leisure Centre (Penza, 11A Lenina st.); – Youth Centre (Penza, 51 Kirova st.); – Druzhba Folk Art House (Penza, 23 Druzhby st.); – Yunost Culture Centre (Penza, 22B Karpinskogo st.); – Gubernskiy Cultural Development Centre (Penza, 1A Leningradskaya st.); – Regional Folk Art Centre (Penza, 127Ternovsky st.).
Entertainment centres	– Rollerdom Sports and Entertainment Centre (Penza, 6 Gagarina st., building 1)
Sports centres	– Ruby Sports Palace (Penza, 9 Revolyutsionnaya st.); – Diesel Ice Arena (Penza, 163 Okruzhnaya st.);

	<ul style="list-style-type: none"> – Olympic Sports Palace (Penza, 39A Antonova st.); – Voeikov Martial Arts Palace (Penza, 22B 40 years of October st.); – Temp Sports and Culture Centre (Penza, 85 Sverdlova st.); – Trud Stadium (Penza, 3A Karla Marksa st.); – Pervomaisky Stadium (Penza, 119 Kalinina st.); – Penza Sports Complex (Penza, 1A Gagarina st.); – Zolotaya Shayba Sport Complex (Penza, 9A Antonova st.).
Forest parks, nature reserves	– I.I. Sprygin Botanical Garden (Penza, 2A Karla Marksa st.)

7.11. Networking with organisations and institutions

7.11.1 Networking forms and methods

1. Implementing an educational programme with the involvement of institutions within the network;

2. Interacting using material and technical resources.

3. Organising network educational events – one-time occasional joint events: campaigns, excursions, practical trainings, internships, etc.

4. Launching network educational projects – joint activity timed to specific learning outcomes.

Networking at the university is implemented through a variety of mechanisms: joint educational programmes, distance learning, independent education quality assessment, public and professional accreditation of educational programmes, research-to-practice conferences, exhibitions, forums, including virtual, etc.

Major organizations and institutions

Educational institutions and social media communities	<ul style="list-style-type: none"> – Penza State University, Penza, 40 Krasnaya st. – <i>Official website:</i> https://pnzgu.ru/ – <i>Vkontakte:</i> https://vk.com/pnzgu – Multidisciplinary college, Penza State University <i>Official website:</i> https://yurk.pnzgu.ru/ <i>Vkontakte:</i> https://vk.com/college58; – Penza State Agrarian University, Penza, 30 Botanicheskaya St. <i>Official website:</i> https://pgau.ru/; <i>Vkontakte:</i> https://vk.com/penz_gau; – Penza State University of Architecture and Construction, Penza, 28 Germana Titova st. – <i>Official website:</i> http://www.pguas.ru/ – <i>Vkontakte:</i> https://vk.com/pguaspnz – Penza State Technological University, Penza, 1a / 11 Baydukova pr. / Gagarina st. – <i>Official website:</i> http://www.penzgtu.ru/ – <i>Vkontakte:</i> https://vk.com/penzgtu – Penza Cossack Institute of Technology (branch of) Moscow State University of Technology and Management (First Cossack University), Penza, 6 Volodarskogo st. <i>Official website:</i> https://mqutupenza.ru/ <i>Vkontakte:</i> https://vk.com/mqutupkit
Religious organizations which represent traditional confessions for Russia	<ul style="list-style-type: none"> - Penza Eparchy of the Russian Orthodox Church, Penza, 1 Cathedral sq.; - Saint Innocent of Penza Eparchy Spiritual and Educational Centre at the Epiphany Church, Penza, 2 Oktyabskaya st.;

	<ul style="list-style-type: none"> – - Prayer House of Apostle Andrew the First-Called – - Religious organization of the Church of Jesus Christ of Latter-day Saints in Penza, Penza, 53 Bogdanova st., – - Central European Regional Management Center of the New Apostolic Church, Penza, 49 Gromova 6th proezd, – Bible Centre of the Penza Region, Penza, 42 Uritskogo st.
Youth organisations:	<ul style="list-style-type: none"> - Autonomous non-profit organisation “Student Sports Club of Penza State University” “Berkut”; - Public organisation “Union of Youth of Penza Region”; - Local Orthodox Religious Organisation of the Ascension Church Parish in Penza, Penza Eparchy of the Russian Orthodox Church; - Autonomous non-profit organisation “Penza Region Strikeball Federation”; - Penza Regional Branch of the All-Russian Public Organisation “Young Guard of the United Russia”. - Penza Regional Charitable Public Organisation “Social Youth Service”; Penza Regional Charitable Public Organisation “Social Youth Service” - Penza Regional Youth Public Organisation for the Prevention of Antisocial Behaviour “Perspektiva”; - Penza regional branch of the Russian Student Teams.
Radio and television:	<ul style="list-style-type: none"> – Radio Vesti FM; – Radio Express; – Radio Russia Penza – Radio Most; – TV channel VGTRK Penza; – TV channel Express; – TV channel 11; – Radio 101.8; – TV channel Ren; – Radio Europa Plus; – TV channel Nash Dom
Newspapers, journals, publishing houses:	<ul style="list-style-type: none"> – University Newspaper, Penza, 40 Krasnaya st., building 1, floor 2, office 213; – Penzenskaya Pravda, Penza, 16 Karla Marxa st.; – Editing and Publishing House, Penza, 65/2 Kirov st.; – ProGorod Newspaper, 34 Plekhanova st., floor 3; – Telesem Journal, Penza, 29 Moskovskaya st., floor 5; – Regional Publishing Centre, Penza, 65 Kirova st.; – Nauka i prosvyashcheniye Publ., Penza, Kirov st., 49, floor 2, office 20; – Nash Dom Publ., Penza, 11E Moskovskaya st.; Sociosphere Scientific Publishing Centre, Penza, 35 Mira st.
History, local history and search organisations	<ul style="list-style-type: none"> – - Penza Region Organisation of Local Historians; – - Local History Klyuchevsky Museum; – Penza Branch of the Russian Search Movement
Veteran organisations	<p>Penza Branch of the Russian Union of Afghanistan Veterans, Penza, 9 Kalinina st.;</p> <p>Penza Council of Veterans of War, Labour, Armed Forces and Law Enforcement, Penza, 4 Marshala Zhukova sq.;</p> <p>City Council of Veterans of War, Labour, Armed Forces and Law</p>

	<p>Enforcement, Penza, 13 Germana Titova st.;</p> <p>All-Russian Society of Disabled People, Penza, 17A Bogdanova st.;</p> <p>Penza Regional Council of War Veterans, Penza, 75 Moskovskaya st.;</p> <p>Penza House of Veterans, Penza, 9 Sobinova st.;</p> <p>Regional Committee of Soldiers' Mothers, Penza, 36a Kuraeva st.;</p> <p>Council for Veteran Affairs under the Governor of the Penza Region, Penza, 65 Kirova st.;</p> <p>Regional Organisation of the Russian Union of Afghanistan Veterans, Penza, 18a Bogdanova st.</p>
Public educational organisations	<p>Union of Youth of the Penza Region, e-mail: ynews@mail.ru, https://vk.com/smpo58;</p> <p>Centre for Youth Cooperation, Penza, 17 Volodarskogo st., office 5;</p> <p>Multifunctional Youth Centre, Penza, 51 Kirova st.;</p> <p>Penza Regional Branch of the Russian Student Multidisciplinary Teams Organisation, Penza, 51 Kirova st.</p>
Patriotic organisations	<p>Zaseka youth historical club, Penza, 17 Kolkhozny 3 pr.;</p> <p>– Guard Patriotic Club, Penza, 14 Bekeshskaya st.</p>
Sports teams and clubs	<p>Sports Training Centre of the Penza Region, Penza, 39-a Antonova st., http://shvsm-penza.ru/;</p> <p>School of the Olympic Reserve of the Penza Region, Penza, 93 Pugacheva st., http://uor-penza.ru;</p> <p>N.A. Lavrova Specialised Children and Youth Sports Gymnastics School of the Olympic Reserve, www.burtasy.ru;</p> <p>Specialised Children and Youth Water Sports School of the Olympic Reserve, www.dvs-sura.ru;</p> <p>Specialised Children and Youth Hockey School of the Olympic Reserve, www.diesel-arena.rf;</p> <p>– Horizon Specialised Children and Youth Swimming School of the Olympic Reserve, http://58sport.ru.</p>
Creativity organisations and culture associations	<p>- Ministry of Culture and Tourism of the Penza Region, http://minkult.pnzreg.ru/;</p> <p>Museums</p> <p>M.Yu. Lermontov State Museum-Reserve “Tarkhany”, Penza Region, Belinsky District, Lermontovo Village, 1/1 Bugor st., http://tarhany.ru;</p> <p>K.A. Savitsky Art Gallery (Penza, 3 Sovetskaya st., penza-art@mail.ru);</p> <p>Museum of Glass and Crystal, Penza Region, Nikolsk, 21 Komsomolskaya st., museum-nikolsk@mail.ru;</p> <p>G.V. Myasnikov Museum of One Painting, Penza, 11 Kirova st., tel. 56-14-27;</p> <p>Association of State Literary and Memorial Museums of the Penza Region, Penza, 2 Kirova st., www.litmuzpenza.ru;</p> <p>Local History Museum, Penza, 73 Krasnaya st., museum@tl.ru;</p> <p>V.O. Klyuchevsky Museum, Penza, 66 Klyuchevskogo st., tel. 54-38-01;</p> <p>Folk Art Museum, Penza, 45 Kuibysheva st.</p> <p>Theatres and performance venues</p> <p>A.V. Lunacharsky Penza Drama Theatre, Penza, 89 Moskovskaya st., dramapnz@rambler.ru;</p> <p>Penza Concert Hall, Penza, 215 Suvorova st., http://penzakoncert.ru</p>

	State libraries M.Yu. Lermontov Library, Penza, 168a Stroiteley av., tel. 63-44-32, 63-44-35; Penza, 10 Belinskogo st., tel. 63-44-21; http://liblermont.ru
Volunteer (volunteer) organisations	- Regional headquarters of the mutual aid action “We Are Together”. - Penza branch of the All-Union Volunteers of Victory; - Association of Green Universities; - Volunteer Corps of Penza State University; - All-Russian public movement “Victory Volunteers”.
Non-profit organisations. Organisations engaged in outreach and research activity	– Autonomous non-profit scientific and methodological organisation “Volga Region House of Knowledge” http://pdzpenza.ru – - Organisations working with persons with disabilities Autonomous non-profit organisation “Kvartal Lui” http://kvartal-lui.ru – Autonomous Non-Profit Organisation Creative Association “PenzaHobby” General Director Liudmila – Organisations working with people with disabilities http://penzahobby.ru – Autonomous non-profit organisation for social and pedagogical support of events in the life of children and youth ‘Plamenny’ Director Mikhail Kichatov – Penza Regional Organisation of the Trade Union of Workers of National Education and Science of the Russian Federation Trade Union Organisations http://profobr58.ru/ – Penza Regional Union of Trade Union Organisations “Federation of Trade Unions of Penza Region” http://fppo.ru https://vk.com/club156540412 – Penza Regional Public Organisation of Practicing Psychologists “Circle of Trust” Director Natalia Manchenkova https://vk.com/krug_doveriya – Penza Regional Branch of the Youth All-Russian Public Organisation “Russian Student Teams” http://rso58.ru ; https://vk.com/rso_penza – Trade Union Organisation of Students of Penza State University – https://profstud.pnzgu.ru/ profcom-psu@mail.ru (8412) 36-84-60 – Penza Regional Branch of the All-Russian Public State Organisation ‘Russian Military Historical Society’ https://rvio.histrf.ru ; https://vk.com/rviopenza

7.12. Staffing

The educational aspect is the most important aspect of the work of the university administration, faculties and institutes, teachers and university staff. Considerable educational load is concentrated in the practice of educational activity, which is organised and carried out by the employees of the subdivisions included in the structure of the Department of Youth Policy and Educational Activity of PSU, deputy deans of faculties on youth policy and educational activity, supervisors of academic groups. The student activists carry out socially significant work on a voluntary basis.

The basic professional educational programme of higher education was compiled in accordance with the requirements of the Federal State Educational Standard of Higher Education in the study field 37.03.01 Psychology, approved by the Order of the Ministry of Science and Higher Education of the Russian Federation dated July 29, 2020 No839, Professional standards:

- PS 03.008 Psychologist in the social sphere, approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation dated November 18, 2013 No 682n (registered by the Ministry of Justice of the Russian Federation dated December 25, 2013, No30840);

-PS 01.002 Educational Psychologist, approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation dated July 24, 2015 No 514n (registered by the Ministry of Justice of the Russian Federation dated August 18, 2015, No38575) and agreed with the following employer representatives:

1. Director of the Penza Region State Budgetary Institution "Centre for Psychological, Pedagogical, Medical and Social Assistance of the Penza Region"

E.V. Kolomentseva

« 25 » декабря 2023

2. Chair of the board of the joint stock company "Vizit"

E.V. Golyaev

« 26 » декабря 2023

Responsible person for designing the basic professional educational programme of higher education:

Head of the Department of
"General Psychology"

V.V. Konstantinov

The programme was approved by the Methodological Commission
of the Institute of Teacher Education

Record no 5

« 22 » февраля 2024

Head of the Methodological Commission of the Institute of Teacher Education

V.N.Morozova

The programme was approved by the Academic Council of the Institute of Teacher Education

Record no 6

« 28 » февраля 2024

Director of the Institute of Teacher Education

O.P.Surina

I certify that this is an accurate translation of the original document.

Head of International Projects Department T.A.Razuvaeva

THE LIST OF CHANGE
BPEP HE in the field of training 37.03.01 Psychology,
bachelor's degree programme Social psychology of personality
for the 2025-2026 academic year

Name of the element BPEJDP	Changes being made	Details of the protocol of the Academic Council of the Institute	Signature of the Chairman of the Academic Council of the Institute
7. Description of the University social and cultural environment securing the development of student general competences	<p>p. 7.3.2. Focus areas of awareness-raising in the work of the Department. Added modules:</p> <ul style="list-style-type: none"> -Student self-government (co-management), -Voluntary (volunteer) activities, -Implementation of the "Learning by service" approach, -Media and communications. <p>p.7.6.1. Activities and types of student associations.</p> <p>p.7.7. Annual events and affairs.</p>	<p>Minutes of the Academic Council</p> <p>V.G. Belinsky</p> <p>Institute of Teacher Education No.7</p> <p>dated June 25, 2025</p>	
Work programs of disciplines	<p><u>Changes have been made:</u></p> <p>Educational, methodological, information and technical means provided for the discipline:</p> <ul style="list-style-type: none"> - B1.O.06.01 - B1.O.06.02 - B1.O.06.04 - B1.O.06.06 - B1.O.06.10 <p>Materials for current and interim assessment of student knowledge:</p> <ul style="list-style-type: none"> - B1.O.05.03; - B1.O.04.03; - B1.O.06.08. 		
Work programs practices	<p><u>Changes have been made:</u></p> <p>Educational, methodological, information and technical means provided for the discipline</p> <ul style="list-style-type: none"> - B2.O.01 (Y); - B2.B.02 (II). 		