FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION "SAINT PETERSBURG STATE UNIVERSITY"

APPROVED BY

Deputy First Vice-Rector

for Strategic Development and Partnership –

Head of the Department of Educational Programmes

_____B.T. Gataeva

(signature)

30.06.2025

SELF-EVALUATION REPORT

OF EDUCATIONAL PROGRAMMES IN THE FIELDS OF STUDY:

"Obstetrics and Gynaecology" (31.08.01)
"Dermatovenereology" (31.08.32)
"Therapy" (31.08.49)
"Maxillofacial Surgery" (31.08.69)
"General Dentistry" (31.08.72)
"Therapeutic Dentistry" (31.08.73)
"Dental Surgery" (31.08.74)
"Prosthetic Dentistry" (31.08.75)
"Paediatric Dentistry" (31.08.76)
"Orthodontics" (31.08.77)

Saint-Petersburg

2025

CONTENTS

LIST OF ABBREVIATIONS

HE	- higher education
WFME	- World Federation for Medical Education
EP	- educational programme
CEP	- Council of Educational Programmes
SPbSU	- Federal State Budgetary Educational Institution of Higher Education «Saint Petersburg State University»
RF	- Russian Federation

INTRODUCTION

In the context of modernization of the national education system, the importance of education quality is increasing. The report aims to reveal the compliance of the cluster of postgraduate educational programmes in the fields of study "Obstetrics and Gynaecology" (31.08.01), "Dermatovenereology" (31.08.32), "Therapy" (31.08.49), "Maxillofacial Surgery" (31.08.69), "General Dentistry" (31.08.72), "Therapeutic Dentistry" (31.08.73), "Dental Surgery" (31.08.74), "Prosthetic Dentistry" (31.08.75), "Paediatric Dentistry" (31.08.76), "Orthodontics" (31.08.77) delivered by Saint-Petersburg State University (hereinafter – SPbSU, University) with standards and criteria of the National Centre for Public Accreditation (hereinafter – NCPA) and the Education Quality Evaluation Agency of the Ministry of Education of the People's Republic of China (hereinafter - EQEA). The standards are harmonized with the Postgraduate Medical Education WFME Global Standards for Quality Improvement, are developed in accordance with the national requirements and priorities of the healthcare system of the Russian Federation:

- ✓ policy and strategy of education quality assurance;
- ✓ a system of design, approval, monitoring and enhancement of educational programmes;
- ✓ the process of admission, teaching and learning, assessment of academic progress and recognition of student achievements;
- ✓ competency of the teaching staff;
- ✓ sufficiency and availability of educational resources and student support system;
- ✓ information management system; informing the public about education quality;
- ✓ procedures for internal and external monitoring of educational programmes.

SPbSU delivers higher education programmes on the basis of its own educational standard (since 2009); currently the SPbSU's educational standard of a new generation is in place; it was approved in 2018 (as amended) https://english.spbu.ru/about/documents/educational-standard-higher-education

During the self-evaluation, an analysis of the content, level and quality of graduates training, the content of the educational programmes under review and ttheir delivery conditions was carried out. The stregths and weaknesses of educational activities were identified; an assessment of educational programmes' development was carried out, as well as evaluation of material and technical resources and compliance of graduates training with the requirements of the Federal State Educational Standard of Higher Education (FSES HE).

The self-evaluation process was carried out on the basis of internal policies and procedures of SPbSU with the account of federal regulations of the Russian Federation; it was accompanied by the systematic collection of statistical data necessary to document the information presented in the self-evaluation report. The self-evaluation process was conducted in compliance with the standards of public accreditation developed by NCPA and EQEA; the stregnths and weaknesses (areas for improvement) of educational programmes (a cluster of educational programmes) were identified; the sufficiency of available resources was evaluated.

A working group (the internal review panel of SPbSU) was established to prepare and conduct the self-evaluation procedure; it determined the readiness of the educational programmes to undergo the external review in terms of public accreditation.

The working group meetings were held regularly, once every two weeks. The self-evaluation report was approved and was published on the University website.

The self-evaluation report was reviewed at the meeting of the Academic and Methodological Commission in the following fields of study: 30.00.00 Fundamental medicine, 31.00.00 Clinical Medicine, 32.00.00 Health Sciences medicine and Preventive Medicine, 34.02.01 Nursing, № 05/2.1/30-03-102 of 23.06.2025 (https://spbu.ru/openuniversity).

I GENERAL INFORMATION

Table 1 – General information on educational institution

Full name	Federal State Budgetary Educational Institution of Higher Education "Saint Petersburg State University" (https://english.spbu.ru/)
Founders	The Government of the Russian Federation
Year of foundation	1724 — foundation of St Petersburg University; 1819 — University rebuilding through the transformation of the Main Pedagogical Institute; 1821 — St Petersburg University was awarded the title of Imperial University; 1917 — Petrograd University; 1924 — Leningrad State University; 1991 — Saint Petersburg State University; 2009 – Saint Petersburg State University was granted the special status which implies the right to independently establish its own educational standards 1995 — establishment of the Faculty of Medicine and the first enrollment of students in the "General Medicine" programme 2002 — Faculty of Dental Medicine and Medical Technologies was established 2010s — training in the Medical College was initiated 2023 — a new educational and research unit, the Institute of Medicine, was established, uniting the Faculty of Medicine, the Faculty of Dental Medicine and Medical Technologies, the Medical College, and the Center of Medical Accreditation
Location	Russia, 199034, St. Petersburg, Universitetskaya Emb., 7–9
Rector	Nikolay Mikhailovich Kropachev
Licence	Educational license of 07.04.2016 № 2063, issued by the Federal Service for Supervision in Education and Science, license registration number in the electronic register Л035-00115-78/00120289, permanent
State accreditation	Certificate of State Accreditation Series 90A01 № 0019470-0019475, reg. No. in the electronic register №A007-00115-78/01379273 of 05.08.2021, permanent
Number of students	23680, including: 23285 are full-time students 395 are part-time students
Number of postgraduate students	Total number of postgraduate students – 663 (full-time)

Table 2 – Information on the educational programmes undergoing accreditation

Educational programmes	“Obstetrics and Gynaecology” (31.08.01) “Dermatovenereology” (31.08.32) “Therapy” (31.08.49) “Maxillofacial Surgery” (31.08.69) “General Dentistry” (31.08.72) “Therapeutic Dentistry” (31.08.73) “Dental Surgery” (31.08.74) “Prosthetic Dentistry” (31.08.75) “Paediatric Dentistry” (31.08.76) “Orthodontics” (31.08.77)
Degree / Duration	Obstetrics and Gynecology Doctor / 2 years Dermatovenerologist / 2 years Physician / 2 years Maxillofacial Surgeon / 2 years General Practitioner Dentist/ 2 years Dental Therapist / 2 years Dental Surgeon / 2 years Prosthodontist / 2 years Pediatric Dentist / 2 years

	Orthodontist /2 years
Structural subdivision (head)	Institute of Medicine, Andrey Mikhailovich Sarana
Graduating departments (Heads)	Department of Obstetrics, Gynecology, and Reproductive Medicine (D.A. Niauri, Doctor of Medicine, Professor) Department of Dermatovenereology and Cosmetology (I.O. Smirnova, Doctor of Medicine, Professor) Department of Faculty Therapy (A.N. Shishkin, Doctor of Medicine, Professor) Department of Hospital Therapy (A.G. Obrezan, Doctor of Medicine, Professor) Department of Propaedeutics of Internal Diseases (S.O. Mazurenko, Doctor of Medicine, Professor) Department of Postgraduate Education (S.G. Scherbak, Doctor of Medicine, Professor) Department of Maxillofacial Surgical Dentistry (D.Yu. Maday, Doctor of Medicine, Professor) Department of Dentistry (N.A. Sokolovich, Doctor of Medicine, Professor) Department of Therapeutic Dentistry (L.A. Ermolaeva, Doctor of Medicine, Professor) Department of Orthopedic Dentistry (Yu. G. Golinskiy, Candidate of Medicine, Associate Professor)
Site-visit	October 14-16, 2025
People responsible for accreditation	Abdulkadyrova Zarina Kudratovna, Candidate of Medicine, Associate Professor, Department of Obstetrics, Gynecology, and Reproductive Medicine Smirnova Irina Olegovna, Doctor of Medicine, Professor, Department of Dermatovenereology and Cosmetology Volovnikova Victoria Alexandrovna, Candidate of Medicine, Associate Professor Department of Faculty Therapy Mikhailova Ekaterina Stanislavovna, Doctor of Medicine, Associate Professor, Department of Therapeutic Dentistry Sokolovich Natalia Aleksandrovna, Doctor of Medicine, Professor, Department of Dentitry Ogrina Natalia Aleksandrovna, Candidate of Medicine, Associate Professor, Department of Orthopedic Dentistry Maday Olga Dmitrievna, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgical Dentistry

Table 3 – Number of admitted applicants

Field of study	2022	2023	2024
Obstetrics and Gynaecology (31.08.01)	16	18	27
Dermatovenereology (31.08.32)	9	9	11
Therapy (31.08.49)	20	18	19
Maxillofacial Surgery (31.08.69)	4	5	7
General Dentistry (31.08.72)	30	29	30
Therapeutic Dentistry (31.08.73)	31	19	14
Dental Surgery (31.08.74)	40	37	39
Prosthetic Dentistry (31.08.75)	37	34	31
Paediatric Dentistry (31.08.76)	17	10	14
Orthodontics (31.08.77)	32	32	29
Total number	236	211	221

Table 4. Number of admitted foreign applicants *(citizens of Austria, Iran, Iraq, Jordan, Syria, Morocco, Georgia, Azerbaijan, Turkmenistan, Uzbekistan, Kyrgyz Republic, Belarus, Moldavia)*

Field of study	2022	2023	2024
Obstetrics and Gynaecology (31.08.01)	3	0	4
Dermatovenereology (31.08.32)	3	0	0
Therapy (31.08.49)	1	1	0
Maxillofacial Surgery (31.08.69)	2	3	3
General Dentistry (31.08.72)	1	2	1
Therapeutic Dentistry (31.08.73)	5	0	2
Dental Surgery (31.08.74)	3	2	2
Prosthetic Dentistry (31.08.75)	2	1	1
Paediatric Dentistry (31.08.76)	1	1	0
Orthodontics (31.08.77)	1	0	1
Total number	22	10	14

II COMPLIANCE WITH STANDARDS OF PUBLIC ACCREDITATION DEVELOPED BY NCPA AND EQEA

The regulatory framework for the system of educational quality assessment and control includes a range of internal regulatory documents available in open access on SPbSU website

Main internal regulatory documents:

- Order of 08.02.2013 № 400/1 «SPbSU Policy Framework in Education Quality Assurance»
- Order of 20.07.2018 № 7244/1 «On Approval of the Regulations on Internal Independent Evaluation of Education Quality at SPbSU»
- Order of 06.12.2019 № 12061/1 «On Introducing Changes to the Order of 20.07.2018 № 7244/1 "On Approval of the Regulations on Internal Independent Evaluation of Education Quality at SPbSU"»
- Order of 31.12.2019 № 13427/1 «On Approval of the Regulations on Internal System of Education Quality Assessment of General Education Programmes and Secondary Education Programmes at SPbSU»
- Order of 21.04.2022 № 4365/1 «On Approval of the List of Planned Indicators of Internal Assessment of Study Porgrammes and Calculation Methodology»
- Order of 11.10.2023 № 12968/1 «On Approval of the Regulations on Internal System of Education Quality Assessment of Secondary Vocational Education Programmes at SPbSU»
- Order of 15.05.2024 № 7120/1 «On Approval of the Regulations on the System of Education Quality Assurance at Saint Petersburg State University»
- Order of 25.09.2020 № 8555/1 «On Establishing the Centre of Education Quality Monitoring at SPbSU»
- Order of 07.08.2020 № 7081/1 «On Approval of the Procedure for Annual Monitoring of Graduates Employability, Collection of Opinions of Graduates and Employers about Education Quality Assessment at SPbSU»
- Order of 30.03.2022 № 3068/1 «On Approval of the Annual Timetable of Assessment Activities and Control of the Results of Independent Education Quality Evaluation at SPbSU»
- Decree of 29.04.2022 № 1723/1p «On Organising the Monitoring of the Results of Internal Evaluation of Educational programmes delivered at SPbSU»
- Decree on Internal Independent Quality Evaluation of Students' Training at SPbSU (of 10.12.2019 № 3851, of 25.03.2021 № 955/1p, of 10.03.2022 № 800/1p, of 17.02.2023 № 532/1p, of 21.02.2024 № 554/1p, of 14.02.2025 № 549/1p)
- Decree on Preparing the Report of a Research Supervisor of a Educational programme at SPbSU (от 07.06.2023 № 2386/1p, от 11.06.2024 № 3015/1p, 2810/1p от 11.06.2025).

The system-forming document that unifies the requirements and directives of all the above-mentioned regulatory documents is the Regulations on the Quality Assurance System and Quality Management of Higher Education at Saint Petersburg State University (hereinafter – the Regulations) (https://english.spbu.ru/about/documents/regulations-quality-assurance-system-and-quality-management-higher-education-saint).

SPbSU delivers higher education programmes based on its own educational standard (https://english.spbu.ru/about/documents/educational-standard-higher-education).

The SPbSU educational standard of a new generation has a dedicated section «Ensuring and Confirming the Quality of Educational Activities and Student Training», which states that quality is guaranteed by the quality management system and participation of all stakeholders in the quality assurance process.

The education quality management system and participation in quality assurance at SPbSU includes 3 levels of educational activities: administrative, academic, and assessment by experts.

Administrative level of quality management is established based on the distribution of responsibilities among officials and staff of the departments and offices of Saint Petersburg State University.

The main tasks at this level are the development of internal regulations on education quality and quality control, as well as the coordination of interaction with the teaching staff and independent expert bodies.

Academic level is represented by the research and teaching staff from institutes and faculties.

The main tasks at this level are the design of the content of educational programmes and participation in their delivery in accordance with the established education quality requirements.

Highly qualified research and teaching staff as well as practitioners - representatives of key employers are involved in the design and delivery of educational programmes at Saint Petersburg State University through an open competitive selection process. Selection criteria are defined annually in compliance with the areas of expertise based on comparison with the achievements of the best specialists from leading Russian and foreign universities. Research and teaching staff appointed as academic supervisors of educational programmes are responsible for the quality of the educational programme and the education quality within that specific programme. In compliance wit the clauses 3.1. and 3.2. of the Regulations on the Academic Supervisor of an Educational Programme (order of 02.07.2021 № 6929/1 «On Approval of the Regulations on the Academic Supervisor of an Educational Programme» (as amended and supplemented) and of 25.04.2022 № 4645/1 «On amendments to order of 02.07.2021 № 6929/1 «On the Approval of the Regulations on the Academic Supervisor of the Educational Programme»; work of the academic supervisor is evaluated based on the Report of the Academic Supervisor of the educational programme, which serves as an annual self-evaluation of the educational programme against the planned indicators of the internal evaluation of SPbSU educational programmes. Based on the results of the Academic Supervisor's Report and opinions of expert advisory bodies, the head of the relevant educational and scientific unit of SPbSU submits proposals for the further development and improvement of the educational programme (for example, on rewarding the academic supervisor of the educational programme or on his/her replacement, on improving the content of the educational programme, its rebranding or closing admission to the educational programme, as well as on specific ways to improve the established indicators of the internal evaluation of SPbSU educational programmes). The process of forming and submitting the Academic Supervisor's Report is fully automated and is carried out in the information subsystem «Report of an Academic Supervisor».

The expert's assessment level is presented by expert bodies.

The involvement of all stakeholders (administration, teaching staff, students, employers, employer associations, research organizations, relevant ministries and departments – key partners

in graduate employment) and departments in the development and introduction of quality assurance policies through appropriate structures and processes.

Main internal regulatory documents:

- Order of 30.08.2023 № 11166/1 «On Introducing Changes to the Order of 17.01.2014 № 75/1 «On New Editions of the Framework for Activities of Academic and Methodological, Research and Medical Commissions»,
- Order of 16.12.2019 № 12317/1 «On Organising the Work of Commissions on Quality Control of Educational Activities at SPbSU»,
- Order of 02.11.2023 № 13958/1 «On Approval of the Regulations on the Council of a Educational programme».

SPbSU has Academic and Methodological Commissions in the relevants fields os studies. In addition to research and teaching staff, these Commissions must include representatives of students and employers.

Commissions for Quality Control of Educational Activities are established, which examine and control the quality of pools of assessment tools for educational programmes, and monitor the quality of student training through assessments of competency mastering and student learning outcomes (control of "retained knowledge"), as well as the delivery of both individual disciplines and the educational programme as a whole.

Important expert bodies ensuring the quality of education are Councils Of Educational Programmes (CEP) https://spbu.ru/universitet/podrazdeleniya-i-rukovodstvo/sovety-obrazovatelnykh-programm. CEP is an advisory body established to improve the effectiveness of training, to monitor the quality of programme delivery, and to develop a programme development strategy. Councils of Educational Programmes are comprised of representatives of professional communities and key employers and are established with the aim of developing relevant requirements for organizing training, incorporating professional standards, labor market demands, and the needs of leading employers into the educational process.

Expert bodies also include commissions that assess the quality of education at various stages of the educational process - from admission (Subject Commissions) to graduation (State Examination Commissions). The chairs of the State Examination Commissions are leading specialists in healthcare and higher medical education, while at least 50% of the State Examination Commission members are representatives of leading employers.

Student involvement in ensuring the quality of education at Saint Petersburg State University is carried out through the Academic and Methodological Committee of the SPbSU Student Council that prepares proposals on improving the quality of education and the results of assessment of education quality.

The processes and channels through which feedback from stakeholders is obtained are openly available on SPbSU website - https://guestbook.spbu.ru/en/. The Digital Admission Office is an essential component of the "feedback" system for stakeholders at SPbSU, where anyone can ask questions and address them to officials or report problems. Everyone receives responses.

Another source for obtaining opinions, assessments and suggestions regarding the quality of education is the monitoring activities of the Center for Education Quality Monitoring.

The Center for Education Quality Monitoring on a regular annual basis holds surveys of:

- students' and teachers' satisfaction with the educational environment and teaching within the educational programme;
- students on the quality of teaching and the organization of the educational process;
- graduates on the quality of received education and employment;
- employers on the quality of graduates' training;
- other surveys upon requests from officials and stakeholders.

STANDARD 1. MISSION AND EDUCATIONAL OUTCOMES

1.1. Mission and participation of stakeholders in its development

The main missions of Saint Petersburg State University are educational, research and social missions.

The goals, objectives and subject of Saint Petersburg University's performance are:

a) meeting the needs of an individual and the society for intellectual, cultural, moral, and spiritual development;

b) training highly qualified specialists having the skills of independent research in various specializations and fields of study; *(as amended by the Decree of the Government of the Russian Federation* of 31.01.2012 № 58*).*

c) training, retraining, and professional development of the teaching staff;

d) organizing and conducting fundamental, exploratory and applied research across a wide range of sciences and research and development work, including those that are related to the use of information classified as state secret;

e) preservation, development, and enhancement of the moral and cultural traditions of Saint Petersburg State University, fostering the youth in the spirit of these traditions, and increasing the role of humanities in the educational process;

f) participation in the organization and delivery of lifelong learning;

g) the spread of humanist worldview and knowledge;

h) providing healthcare services, including primary and specialized medical care, including high-tech medical care; *(supplemented by a sub-item - Decree of the Government of the Russian Federation* of 10.12.2016 № 1337*).*

i) studying, summarizing, and disseminating the experience of medical organizations in surgery and related fields of medicine, as well as carrying out innovative activities in medicine and related fields of science and practice, including the implementation of new medical technologies *(supplemented by a sub-item - Decree of the Government of the Russian Federation* of 10.12.2016 № 1337*).*

The goals of student training and their alignment with the mission, goals, and objectives of SPbSU's educational programmes are outlined in the SPbSU Educational Standard, the General Description of an Educational Programme, and the educational and methodological documents for the educational programme (competency-based curriculum, syllabi of disciplines (modules) and work placement, the state final examination program, etc.).

The educational and methodological documents are publicly available on the website of SPbSU.

Information on the number of students by each educational programme, state-funded/contract-based training, information on admission results, transfer, reinstatement, and expulsion, and information on the quality assurance system are also publicly available.

Missions of educational programmes are presented in the Annex 1.

Regulations on the quality assurance system and quality management of higher education at Saint-Petersburg State University **(Annex 2).**

1.2. Professionalism and professional autonomy

Graduates of the programme are specialists capable of successfully carrying out all types of medical and diagnostic activities, having necessary competencies and prepared for independent professional practice and the provision of highly qualified medical care.

The postgraduate educational programme incorporates professionalism and fosters professional autonomy necessary for a specialist to act in the best interests of the patient and society; it ensures collaboration and interaction with the government and other partners while maintaining necessary independence in decision-making in key areas such as design of an educational programme, assessment of knowledge and skills, selection and admission of students, selection/recruitment of teachers and their employment conditions, resource allocation; it also guarantees academic freedom for teachers and students necessary to deliver the educational programme.

The area of graduates' professional practice, who have completed the postgraduate educational programme, includes health care of citizens by providing medical care in compliance with the established requirements and standards in the healthcare sector.

01 Education and science (in the following fields: professional training, secondary vocational and higher education, further education; research);

02 Healthcare (in the sphere of obstetrics and gynecology);

07 Administrative and office management (in the healthcare system).

Graduates can pursue professional activities in other fields and/or professional areas, provided that their level of education and acquired competencies meet the qualification requirements for the employee.

Objects of graduates' professional activities:

- individuals (patients) aged 0 to 15 years, 15 to 18 years (hereinafter - adolescents) and 18 plus (hereinafter - adults);
- the geberal public;
- a set of resources and technologies aimed at creating conditions for citizens' health care.

Types of graduates' professional activities (with the indication of the Russian Classification of Economic Activities – OKVED CODE):

- Medical activities:

OKVED CODE 86.0 – healthcare activities
OKVED CODE 86.1 – activities of hospitals
OKVED CODE 86.22 – specialist medical practice activities

- Research activities:

OKVED CODE 72.19 – research and developments in natural sciences and engineering

- Organisational and managerial activities:

OKVED CODE 86.0 - healthcare activities
OKVED CODE 86.1 - activities of hospitals
OKVED CODE 86.9 – other activitiesin medicine

- Teaching activities:

OKVED CODE 85.2- professional education

Tasks of graduates' professional activities:

- Medical activities:

preventing the emergence of diseases among the population through preventive and anti-epidemic measures;

conducting preventive medical examinations, regular medical check-ups, and follow-up medical care;

collecting and carrying out medical and statistical analysis on health indicators of the population of different age and sex groups, characterizing their health status;

diagnosis of diseases and pathological conditions in patients on the basis of propaedeutic, laboratory, instrumental, and other research methods;

diagnosis of medical emergencies;

pregnancy disgnosis;

medical examinsation;

providing specialized medical care;

participation in providing emergency medical care for conditions requiring immediate medical intervention;

providing medical care in emergency situations, including participation in medical evacuation;

provision of medical rehabilitation and health resort treatment.

- Research activities:

developing sustainable research skills: defining and proving the relevance of the research, formulating the research goal and objectives, selecting reasonable materials and research methods, organizing and conducting the research, describing and discussing the research results, making conclusions and recommendations for the implementation of research results;

participation in solving relevant research and applied science problems in healthcare related to diagnosis, rehabilitation, and prevention;

adherence to core requirements and information security in the development of new methods and technologies in healthcare;

participation in statistical analysis and preparing a report on the conducted research;

participation in the effectiveness evaluation of innovation and technological risks when introducing new medical and organizational technologies in the activities of medical organizations;

analysis of scientific literature and official statistical surveys, participation in statistical analysis and public presentation of findings;

participation in solving specific research and applied science tasks in healthcare related to diagnostics, treatment, medical rehabilitation, and prevention;

- Organisational and managerial activities:

application of the core principles of organizing healthcare delivery in medical organizations and their structural units;

organization and management of medical organizations and their structural units;

organizing medical examination;

organization of quality assessment of medical care delivery for patients;

maintaining accounting and reporting documentation in a medical organization and its structural units;

creating favorable conditions in medical organizations and their structural units for patients and work of medical personnel, taking into account safety regulations and labor protection requirements;

compliance with core information security requirements;

- Teaching activities:

building motivation in the population, patients and their families to maintain and improve their own health and the health of people around them.

1.3. Educational outcomes and participation of stakeholders in their assessment

Competencies acquired as a result of mastering study prorammes under review:

As a result of mastering the postgraduate educational programmes, the students acquire universal competencies (UC, UCO), general professional competencies (GPC), professional academic competencies (PAC) and professional specialized competencies (PCC).

Competency code	Name and (or) desacription of a competence
GPC -1	Capable of using information and communication technologies in professional activities and adhering to information security regulations
GPC -2	Capable of applying fundamental principles of organization and management in the field of public health care and assessing the quality of medical care using key medical statistics indicators
GPC -3	Able to teach
GPC -4	Able to perform clinical diagnosis and patient examinations
GPC -5	Able to prescribe treatment for patients with diseases and/or conditions, and to monitor its effectiveness and safety
GPC -6	Able to conduct and monitor the effectiveness of medical rehabilitation interventions for diseases and/or conditions, including when delivering individual rehabilitation or habilitation programs for people with disabilities
GPC -7	Able to conduct medical examinations of patients
GPC -8	Able to conduct and monitor the effectiveness of preventive measures, to promote healthy lifestyle and provide health and hygiene education to the population
GPC -9	Capable of analyzing medical statistical information, maintaining medical records, and organizing activities of the medical personnel under their supervision
GPC -10	Able to participate in the provision of emergency medical care for conditions requiring immediate medical intervention
PAC -1	Capable of critically and systematically analyze, identify opportunities and determine methods for applying advancements in medicine and pharmacy
PAC -2	Capable of leading the work of a team of doctors, middle and junior medical staff and organizing the process of providing medical care to the population
PAC -3	Able to build professional relationships taking into account socio-cultural backgrounds of colleagues and patients
PAC -4	Capable of planning and achieving professional and personal development goals, including those related to the changes in the career path
PCC -1	Capable of implementing a set of measures aimed at preserving and strengthening health and at promotion of a healthy lifestyle, prevention of occurrence and/or spread of diseases, their early diagnosis, identification of causes and conditions of their occurrence and development, as well as aimed at eliminating the harmful impact of environmental factors on human health
PCC -2	Capable of conducting preventive medical examinations, medical check-ups, and providing follow-up care for healthy and chronically ill patients
PCC -3	Capable of taking anti-epidemic measures, organizing population protection in foci of especially dangerous infections, in case of a deteriorating radiation situation, natural disasters and other emergencies
PCC -4	Capable of applying social and hygienic collection methods and medical and statistical analysis of information on health indicators of adults and adolescents

PCC -5	Capable of identifying pathological conditions, symptoms, syndromes of diseases and specific diseases in patients in accordance with the International Statistical Classification of Diseases and Related Health Problems
PCC -6	Capable of monitoring pregnancy and conducting deliveries, providing obstetric and gynecological care to patients in need
PCC -7	Capable of providing medical care in emergency situations, including participation in medical evacuation
PCC -8	Capable of applying natural therapeutic factors, drug therapy, non-drug therapy and other methods to patients requiring medical rehabilitation and health resort treatment
PCC -9	Capable of motivating population, patients and their families towards maintaining and improving their own health and the health of people around them
PCC -10	Capable of applying the basic principles of organization and management in the field of public health care in medical organizations and their structural units
PCC -11	Capable of participating in the assessment of medical care quality using basic medical and statistical indicators
PCC -12	Capable of organizing medical care in emergency situations, including medical evacuation
PCC -13	Capable of performing a range of activities aimed at providing medical care, conducting consultations and maintaining medical records using modern digital healthcare methods
UC -1	Able to critically and systematically analyze, identify opportunities, and determine methods for applying advancements in medicine and pharmacy within a professional context
UC -2	Capable of designing, implementing and managing a project
UC -3	Capable of leading a team of doctors, middle and junior medical staff and organizing the process of providing medical care to the population
UC -4	Capable of building relationships within the scope of their professional activities
UC -5	Capable of planning and achieving professional and personal development goals, including those related to the changes in the career path
UCO -1	Capable of critically analysing and evaluating achievements in the professional field; able to identify opportunities and ways to apply them in the professional field based on a systematic approach and professional skills
UCO -2	Capable of planning, executing and managing their own project in a professional field
UCO -3	Capable of organizing and leading a team in a professional field, developing a team strategy to achieve the set goal, conducting ongoing analysis and improving team management in line with intolerance of corrupt behavior and of manifestations of extremism
UCO -4	Able to conduct and organize professional business communication in oral and written forms, including in foreign language(s), apply modern communication technologies for academic and professional interaction, and present the results of their subject-specific activities in scientific reports and texts
UCO -5	Capable of organizing and conducting business and professional communication using modern methods and technologies in the official language of the Russian Federation, both orally and in writing, taking into account the specifics of the chosen specialty, with both specialists and non-specialists
UCO -6	Capable of understanding and taking into account the characteristics of different cultures in professional activities and adhering to ethical and legal norms in professional communication, as well as in international and intercultural interaction
UCO -7	Able to plan and address the challenges of their own continuous professional and personal development, utilizing forms and methods of self-learning, self-awareness, self-improvement, and self-control
UCO -8	Capable of using and teaching methods of obtaining and working with information in a professional field taking into account modern technologies of digital economy and information security

Upon completion of a postgraduate educational programme, students acquire a qualification aligned with the descriptors of the National Qualifications Framework, encompassing general competency descriptors, skills and knowledge, which are specified in corresponding indicators of professional activity: scope of authority and responsibility, complexity of activities and research intensity.

The postgraduate educational programme in Obstetrics and Gynecology integrates theoretical and practical components and is designed to utilize practice-oriented training that includes personal involvement in the examination, treatment, and monitoring of patients. Training is conducted under the supervision of a mentor with regular assessment and feedback. While knowledge, skills, competencies and experience are being acquired, the degree of personal responsibility of students for the results of their activities is increasing.

The achievement of learning goals and outcomes outlined in the general programme description and relevant curricula is monitored through interim assessment in the disciplines of each educational programme, using pools of assessment tools indicated in the syllabi.

The need to modify the content of curricula and educational programmes is determined based on labor market monitoring conducted by the SPbSU Career Center, as well as suggestions and recommendations from employers (through the Educational programme Council, Academic and Methodological Council, and State Examination Commission), who directly interact with various government and public organizations and are well-versed in the societal demands.

The content of the educational programmes and syllabi reflects the latest scientific advancements in specific subject areas. Furthermore, major trends in professional fields regarding the use of innovations are embodied on an ongoing basis both in the content of existing disciplines and in the development of new academic disciplines and areas of the educational process. As an example of such quick response, the inclusion of artificial intelligence issues in the educational process can be mentioned, in particular.

Achievement of the goals and objectives of professional practical training and its relevance to future professional activities are ensured by the syllabi of academic practical training (professional orientation) and work placement (professional and creative) at all levels and in all fields, as well as by work placement agreements with organizations and participation of employers in the development of practical training syllabi.

The involvement of all stakeholders (administration, teaching staff, students, employers, employer associations, research organizations, relevant ministries and departments – key partners in graduate employment) and departments in the development and implementation of the quality assurance policy is carried out through relevant structures and processes on the basis of the following internal regulations:

Main internal regulatory documents:

- Order of 30.08.2023 № 11166/1 «On Introducing Changes to the Order of 17.01.2014 № 75/1 «On New Editions of the Framework for Activities of Academic and Methodological, Research and Medical Commissions»,
- Order of 16.12.2019 № 12317/1 «On Organising the Work of Commissions on Quality Control of Educational Activities at SPbSU»,
- Order of 02.11.2023 № 13958/1 «On Approval of the Regulations on the Council of a Educational programme».

Monitoring of students' satisfaction with the quality of practical training and its results is carried out by the supervisors of the respective practical trainings during the interim assessment. In case of unsatisfactory feedback regarding the organization and/or content of practical training, the Institute has the right to terminate the agreement with the host organization.

To ensure monitoring of the quality of educational activities, programme supervisors submit an annual report on the delivery of the educational programme. Based on the analysis of

internal assessment indicators of SPbSU educational programmes, the report identifies the strengths and weaknesses of the educational programme, as well as the areas for its improvement. This mechanism not only contributes to an effective assessment of the quality of the programme's delivery but also helps programme supervisors to constantly seek solutions to improve the quality of education.

SPbSU closely collaborates with over 700 partners, including representatives of major government bodies and public organizations, as well as leaders and leading specialists from successful Russian and international companies, who are potential employers for SPbSU graduates.

The education quality assurance system is based on the University's mission and its quality assurance policy. Saint Petersburg State University's activities are licensed and accredited by the Federal Service for Supervision in Education and Science; the quality of education is confirmed by certificates of public (international) accreditation.

Quality assurance of educational services is ensured through an external review process conducted by both Russian (state and public) and international organizations (National Council under the President of the Russian Federation for Professional Qualifications, Accreditation Council of the Association of Managers, FIBAA, EQUIS, ACCA, ZeVa, AKAR, etc. The accreditation processes resulted in the employers' association recognizing the quality of graduates' training as meeting the requirements of relevant professional standards and the labor market, and the issuance of confirming certificates.

All university programmes, including those analyzed in this report, participate annually in the independent assessment of the quality of conditions for the delivery of educational programmes (about the procedure and results).

The principles of external quality evaluation of education are considered when conducting the annual State Final Examination procedure.

Consideration of the requirements of professional standards (if available) and the labour market.

The programme description contains the list of applied professional standards in the field of graduates' professional activity (supplemented) and the list of generalized labor functions, skills and abilities according to potential employers (indicating the qualification level corresponding to the level of education, according to the order of the Ministry of Labor of Russia).

Compliance of professional competencies with the content of professional standards and/or generalized labor functions, skills and abilities, according to potential employers **(Annex 3).**

All stakeholders – administration, teachers and students – participate in the educational programme design, assessment of learning outcomes, and implementation of quality assurance policies through relevant structures and processes.

To enhance the quality of education and professional training of SPbSU graduates, who are ready for practical work and are in demand on the labour market, SPbSU has been developing and expanding its cooperation with employers for many years.

The Academic and Methodological Commission in the following fields of study: 30.00.00 Fundamental Medicine, 31.00.00 Clinical Medicine, 32.00.00 Health Sciences and Preventive Medicine, 34.02.01 Nursing includes employer representatives, who actively participate in the development and quality control of educational and methodological documentation, pools of assessment tools for specialist and postgraduate programmes, including work under the Commission for Quality Control of Educational Activities.

The SPbSU educational standard of a new generation (since 2018) includes a separate section titled "Consideration of Labor Market Requirements and Interaction with Employers," which outlines:

- inclusion of representatives of employers and professional communities in the expert bodies of SPbSU;

- selection criteria for representatives of state bodies, heads and leading specialists of state and public, Russian and foreign organizations as members of state examination boards;
- ongoing employer engagement strategies.

Interaction with employers is organized for all SPbSU educational programmes, starting from the stage of their design and continuing during their delivery, at the stage of the state final examination and based on the results of graduation (including employment of graduates) in order to update programmes for the future and the next academic period.

Interaction with employers is managed with the help of the "Partner" information system.

Meetings and roundtables with employer representatives are regularly held to discuss new experiences, identify problems, celebrate achievements and offer suggestions and recommendations to improve the educational process at Saint Petersburg State University.

Employer proposals are submitted for public discussion, reviewed by academic and methodological commissions and heads of educational and research units of SPbSU, educational programme councils, vice-rectors, and other authorized persons.

The main areas of interaction with employers are:

1. Employers' participation in the improvement of educational and research activities, in particular, conducting expert reviews of SPbSU educational programmes, including within the framework of the Educational programme Councils, the Academic and Methodological Commission, to ensure compliance with professional standards, qualification and other requirements imposed by employers on graduates.

2. Joint development of individual special training courses, disciplines (modules) focused on targeted training of specialists to work in various professional areas, development of educational programmes for training specialists being in demand on the labor market.

3. Organizing meetings, negotiations, joint conferences, seminars, round tables, workshops, implementing joint educational and research projects, and conducting other activities that serve the purpose of updating the content and conditions of educational programmes delivery.

4. Participation in the work of educational and methodological commissions in various fields of study, state examination boards.

5. Proposal of research topics.

6. Organization of internships for students of SPbSU, offering employment to University graduates.

7. Conducting international and public accreditations.

SPbSU closely collaborates with over 700 partners, including representatives of major government bodies and public organizations, as well as leaders and leading specialists from successful Russian and international companies, who are potential employers for SPbSU graduates.

Conclusions on Standard 1:

Strengths:

1. The goals of educational programmes are defined in accordance with the mission, goals, and objectives of the educational institution.
2. The mission of educational programmes reflects medical needs of the society and the healthcare system, as well as the goals and strategy of the educational process, enabling the training of a doctor who is competent and capable of providing appropriate clinical practice in a specific field of medicine; capable of performing the functions of a doctor in accordance with the established requirements of the healthcare system; capable of working in a team; committed to lifelong learning and ready for continuous professional development.
3. The use of general university competencies, universal competencies, professional academic and professional specialized competencies enables to prepare a specialist in a

professional field, possessing socially significant skills, who has undergone in-depth general theoretical training and acquired subject-specific skills.

4. The mission of a postgraduate educational programme is communicated to all stakeholders and the healthcare sector.

5. Participation of key stakeholders (teaching staff, administration, students of the Institute of Medicine, representatives of employers) in formulating the mission and expected learning outcomes is ensured.

6. An individual approach to students is used, including through the elective courses in the curriculum, which allows students to design an individual learning path and partial specialization within the specialty, thereby increasing their competitiveness on the labour market.

7. The inclusion of the "Training Simulation Course" in the educational programme provides for the development and improvement of manual skills, bringing them to a professional level. Practical skills are honed at SPbSU Simulation Center with the use of modern high-tech equipment.

8. Work placement (clinical practical training) is conducted at clinical facilities with a diverse profile orientation in obstetrics and gynecology. Constant exchange of trainees through clinical facilities is carried out, allowing them to gain necessary knowledge and skills in various areas of medical practice.

9. Teaching at clinical training facilities is conducted by leading specialists from medical institutions with extensive clinical experience, which subsequently ensures effective adaptation of trainees in the professional environment.

10. Students are given the opportunity to participate in research under the guidance of the SPbSU teachers.

11. SPbSU has transparent, open and systematic mechanisms and procedures for education quality assurance based on developed and approved indicators of internal evaluation of educational programmes.

12. Educational programmes under review participate in the annual quality assurance activities on the basis of the Report of a educational programme supervisor as a form of self-evaluation.

Areas for improvement:

1. Improving the functioning of Councils of educational programmes as a form of direct employer involvement in ensuring the quality of education.

2. Actively involve student representatives in defining the structure and content of the educational programme.

3. More actively introduce relevant innovations in the educational process, which enable the development of broader and subject-specific competencies.

4. Actively involve students in research activities and encourage the development of their research skills.

5. Ensure that learning outcomes of students with the Speacialist degree are taken into account when they apply for postgraduate education.

STANDARD 2. EDUCATIONAL PROGRAMMES

2.1. Development of the educational programme

The educational institution has procedures for developing and approving educational programmes; they are aligned with established goals. Qualifications obtained upon completion of the educational programmes are clearly defined.

The procedure for designing educational programmes of Saint-Petersburg State University is approved by the order of 11.11.2015 № 8529/1 «On approval» (as amended and supplemented) and includes several stages:

1. Organising design of the educational programme
2. Design of the educational programme
3. Review of the academic and methodological materials and resources of the educational programme
4. Approval of the educational programme

1. Design is initiated by representatives of employers, professional communities, officials/other stakeholders, or by order of an authorized official of SPbSU.
2. The drafts of educational and methodological documents are developed in accordance with the current SPbSU educational standard with the account professional standards, opinions of employers and labor market demands.
3. The drafts of educational and methodological documents undergo a series of expert reviews regarding:

- Compliance of the content and applied educational technologies with the goals of the educational programme, as well as the level of requirements for educational programmes of SPbSU.
- Compliance of drafts with educational and professional standards, qualification and other regulatory requirements, and internal regulatory documents.
- Necessary conditions for the delivery of educational programmes.

Reviews are carried out both by internal expert bodies and administrative units regarding delivery conditions of educational programmes, and by external experts, including representatives of employer organizations and professional communities.
4. In case of positive conclusions of the expert reviews, the educational programme is approved by order of an official authorized by SPbSU Rector and on the basis of the order establishing the tuition fee.
The procedure for amending the educational programmes of Saint Petersburg State University is approved by the Order of 08.12.2017 № 12146/1 «On amendments to the Order of 05.07.2013 № 2471/1 «On the Procedure of Review of Educational and Methodological Documents» (as amended and supplemented).
This order establishes the cases in which changes are made to the educational and methodological documents of educational programmes, and the deadlines for making these changes.
However, changes cannot be made in the event:

- if they are related to changes in the list and content of competencies acquired as a result of mastering the educational programme;
- if they are related to the current study period and involve changes to the schedule;
- if they are related to the list of elective courses chosen by the students.

Changes to the educational and methodological documentats of SPbSU educational programmes come into effect starting from the next academic period.

SPbSU has established the Council of the educational programme «General Medicine»

Highly qualified research and teaching staff are involved in the development and delivery of educational programmes at Saint Petersburg State University through open competition, while selection criteria are established annually based on comparison with the achievements of the best specialists from leading Russian and foreign universities, as well as practititioners representing key employers. Teachers appointed as academic supervisors of educational programmes are responsible for the quality of the educational programme and the quality of education within that specific programme. In compliance with the clauses 3.1. and 3.2. of the Regulations of the Academic Supervisor of the Educational Programme (Order of 02.07.2021 № 6929/1 «On Approval of the Regulations of the Academic Supervisor of the Educational Programme» (as

amended and supplemented) and of 25.04.2022 № 4645/1 «On Changes to the Order of 02.07.2021 № 6929/1 «On Approval of the Regulations of the Academic Supervisor of the Educational Programme»» work of the academic supervisor is evaluated based on the Report of the Academic Supervisor of the educational programme, which serves as an annual self-evaluation of the educational programme against planned indicators of the internal evaluation of SPbSU educational programmes. Based on the results of the Academic Supervisor's Report and opinions of expert advisory bodies, the head of the relevant educational and scientific unit of SPbSU submits proposals for the further development and improvement of the educational programme (for example, on rewarding the academic supervisor of the educational programme or on his/her replacement, on improving the content of the educational programme, its rebranding or closing admission to the educational programme, as well as on specific ways to improve the established indicators of the internal evaluation of SPbSU educational programmes). The process of forming and submitting the Academic Supervisor's Report is fully automated and is carried out in the information subsystem «Report of an Academic Supervisor».

Main internal regulatory documents:

- The procedure for designing educational programmes of Saint-Petersburg State University is approved by the order of 11.11.2015 № 8529/1 «On approval» (as amended and supplemented)
- The procedure to introduce changes to the educational programmes of Saint Petersburg State University is approved by the Order of 08.12.2017 № 12146/1 « On Amendments to the Order of 05.07.2013 № 2471/1 «On the Procedure of Review of Educational and Methodological Documents» (as amended and supplemented)
- Order of 30.08.2023 № 11166/1 «On Introducing Changes to the Order of 17.01.2014 № 75/1 «On New Editions of the Framework for Activities of Academic and Methodological, Research and Medical Commissions»,
- Order of 16.12.2019 № 12317/1 «On Organising the Work of Commissions on Quality Control of Educational Activities at SPbSU»,
- Order of 02.11.2023 № 13958/1 «On Approval of the Regulations on the Council of an Educational Programme».
- Information about the Council of the educational programme «General Medicine»

Design of postgraduate educational programmes (cluster «Dentistry»)

The educational programmeme «Paediatric Dentistry» is focused on market demands, strategic documents, and federal and regional programmes. The educational programme aligns with the established goals. The qualification obtained upon completion of the educational programme is clearly defined.

The educational programmeme «Paediatric Dentistry» is developed with the account of opinions of employers (professional communities) on the compliance of graduate professional competencies and job functions. There is no professional standard.

Saint Petersburg State University (SPbSU) as an educational institution has procedures for the design and approval of educational programmes.

• The procedure for designing educational programmes of Saint-Petersburg State University is approved by the order of 11.11.2015 № 8529/1 «On approval» (as amended and supplemented) and includes several stages:

1. Organising design of the educational programme
2. Design of the educational programme
3. Review of the academic and methodological materials and resources of the educational programme

4. Approval of the educational programme.

1. Design of the educational programmeme «Paediatric Dentistry» is initiated by representatives of employers and by order of SPbSU Rector.

2. The drafts of educational and methodological documents were developed in accordance with the current SPbSU educational standard with the account professional standards.

3. The drafts of educational and methodological documents underwent a series of expert reviews regarding:

- Compliance of the content and applied educational technologies with the goals of the educational programme, as well as the level of requirements for educational programmes of SPbSU.
- Compliance of drafts with educational and professional standards, qualification and other regulatory requirements, and internal regulatory documents.
- Necessary conditions for the delivery of educational programmes.

Reviews were carried out both by internal expert bodies and administrative units regarding delivery conditions of educational programmes, and by external experts, including representatives of employer organizations and professional communities.

4. The educational programmeme «Paediatric Dentistry» is approved by order of an official authorized by SPbSU Rector on the basis of the positive conclusion of the expert reviews and on the basis of the order establishing the tuition fee.

Main internal regulatory documents:

- The procedure for designing educational programmes of Saint-Petersburg State University is approved by the order of 11.11.2015 № 8529/1 «On approval» (as amended and supplemented)
- The procedure for amending the educational programmes of Saint Petersburg State University is approved by the Order of 08.12.2017 № 12146/1 «On amendments to the Order of 05.07.2013 № 2471/1 «On the Procedure of Review of Educational and Methodological Documents» (as amended and supplemented)
- Order of 30.08.2023 № 11166/1 «On Introducing Changes to the Order of 17.01.2014 № 75/1 «On New Editions of the Framework for Activities of Academic and Methodological, Research and Medical Commissions»,
- Order of 16.12.2019 № 12317/1 «On Organising the Work of Commissions on Quality Control of Educational Activities at SPbSU»,
- Order of 02.11.2023 № 13958/1 «On Approval of the Regulations on the Council of an Educational Programme».

2.2. Scientific method

Postgraduate educational programmemes at SPnSU are developed based on modern advancements in medical science, clinical guidelines and the requirements of the professional community. Their content reflects:

- requirements of the Federal State Educational Standard of Higher Education;
- current research in the professional field;
- international and Russian clinical standards:

FIGO - The International Federation of Gynecology and Obstetrics,
ESHRE – The European Society of Human Reproduction and Embryology,
ESGO – The European Society of Gynaecological Oncology,
ASRM – The American Society for Reproductive Medicine,
RAOG – Russian Association of Obstetricians and Gynecologists,
RAHR – Russian Association of Human Reproduction,

RAO – Russian Association of Oncologists.

Scientific principles of programme design

1. Integration of fundamental and clinical medicine.

The programme includes a range of natural science disciplines:

- fundamentals of gross anatomy of body regions; pathophysiological mechanisms of dysfunction development in the endocrine system, immune system, and pathophysiological mechanisms;
- modern diagnostic methods (laboratory, instrumental, genetic, radiological);
- new approaches to treatment (personalized medicine, biological therapy, telehealth technology).

2. Inclusion of key research areas of the departments (use of thesis research results in the educational process).

3. Evidence-based medicine and clinical guidelines

The programmes are based on:

- international (FIGO, ESHRE, ESGO, ASRM) and Russian (RAOG, RAHR, RAO) recommendations;
- principles of evidence-based medicine;
- current clinical trials and meta-analyses published in international reference and citation databases (Web of Science, Scopus, PubMed, Cochrane Library) and adhering to the principles of evidence-based medicine.

4. Research components of educational programmemes

The core curriculum for the second year of postgraduate educational programmemes under review includes the discipline "Fundamentals of Research in Medicine". This discipline covers training in scientific principles and methods used in medical research and clinical medicine, presents the results of modern scientific studies, and provides training in critical analysis of scientific literature and information.

Students participate in the department's research activities (e.g., studies in branch of obstetrics concerning care of pregnant women with complications, including various types of multifetal pregnancies, current issues in reproductive health – endometriosis, fertility disorders, autoimmune placental lesions and the development of placental insufficiency, post-COVID disorders, research in cellular reproductive medicine), which are conducted at modern clinical facilities. The programme provides for:

- participation in research;
- participation in research seminars, conferences and congresses;
- oral and/or poster presentations;
- publications in peer-reviewed journals.

SPbSU infrastructure is used (clinical facilities, laboratories, research centers). Throughout the training, not only medical judgement, but also scientific thinking and argumentation skills are developed in students.

5. Innovative educational technologies

Simulation-based training (skills training on simulating devices, training devices, phantoms, digital patients); analysis of complex clinical cases (including interdisciplinary approaches); electronic educational resources (online courses, clinical data bases).

Scientific method (cluster «Dentistry»)

Scientific principles of designing the educational programmeme:

1. Integration of fundamental and clinical medicine. The programme is built on an interdisciplinary basis with the account of biomedical aspects (oral microbiology, pathophysiology of caries, pulpitis, periodontitis), modern diagnostic methods (radiological, laboratory, molecular genetic); innovative treatment technologies (minimally invasive dentistry, biomaterials, digital technologies in endodontics and restoration);
2. The educational programme comprises the following disciplines: «Molecular Mechanisms of Pathological Processes», «Neuromorphology», «Human Neurophysiology», «Virology», «Neuropsychoendocrinology», «Normal Physiology of the Maxillofacial Region», « Pathomorphology of Nervous System Diseases», «Nanotechnologies in Medicine», which are designed to develop the medical judgement of a general dental practitioner and his/her understanding of the relationship between neurophysiological processes in the body and dental pathology at the molecular level;
3. The programme includes the mastery of modern diagnostic methods (laboratory, functional, microbiological, instrumental, radiological) and treatment using dental microscopes, lasers, and other high-tech equipment.
4. The curriculum comprises key research areas of the department (use of thesis research results in the educational process).
5. The educational programme uses innovative educational technologies such as simulation-based training, analysis of complex clinical cases (including interdisciplinary approaches), and electronic educational resources (online courses, clinical data databases).

During residency training, students are introduced to the scientific fundamentals and methods used in medical research in dentistry; they are trained in critical analysis of scientific literature and information; they discuss the results of modern research in dentistry and their use in clinical practice. The introduction of the "Work placement (Research Work)" programme into the curriculum provides the opportunity to collect, structure and analyze clinical material, ensures continuity and consistency in the study of theoretical and practical aspects of relevant professional problems in dentistry that require solutions. Thus, residents develop skills in medical judgement, scientific thinking and argumentation. They are involved in research conducted at the Department of Dentistry and have the opportunity to present research findings at annual scientific conferences through presentations and/or publications.

Postgraduate educational programme «Dermatovenereology»

It is developed on the basis of modern achievements in medical science, clinical guidelines, and the requirements of the professional community.

During the educational process training in scientific principles and methods used in medical research and clinical medicine is carried out; the results of modern scientific studies ar epresented, and training in critical analysis of scientific literature and information is carried out. Not only medical judgement, but also scientific thinking and argumentation skills are developed in students.

The content of the educational programme complies with the requirements of the Federal State Educational Standard for Higher Education in 31.08.32 "Dermatovenereology"; it comprises modern research in internal medicine, international and Russian clinical standards and recommendations (ESC, РКО, GOLD, KDIGO, etc.).

Scientific principles of programme design

1. Integration of fundamental and clinical medicine

The programme includes: pathophysiological mechanisms of skin diseases and sexually transmitted infections; modern diagnostic methods (laboratory, instrumental, genetic, radiological) of skin diseases and sexually transmitted infections; new approaches to treatment (personalized

medicine, biological therapy, telehealth technology) of skin diseases and sexually transmitted infections.

The programme comprises key research areas of the Department of Dermatovenereology (in the fields of trichology, pathology of the anogenital region, and features of syphilis in patients with HIV infection).

2. Evidence-based medicine and clinical guidelines

The programme is based on: international (ESC, EASL, ADA, GINA) and Russian recommendations (Cardiac Society of Russia, Russian Scientific Medical Society of Physicians); pricnciples of evidence-based medicine; clinical trial data and meta-analyses (publications in PubMed, Cochrane).

3. Research components of the educational programmeme

Students participate in research work of the departments (e.g., studies of granulomatous dermatoses, features of syphilis in patients with HIV infection).

The programme provides for research seminars and conferences, publications in peer-reviewed journals, presentations, publications of students of the educational programmeme «Dermatovenereology» and information on their participation in conferences is published on the conference website). SPbSU infrastructure is used (clinical facilities, laboratories, research centers).

Not only medical judgement, but also scientific thinking and argumentation skills are developed in students throughout the training.

The core curriculum for the second year of postgraduate educational programmeme «Dermatovenereology» includes the discipline "Fundamentals of Research in Medicine". This discipline covers training in scientific principles and methods used in medical research and clinical medicine, presents the results of modern scientific studies, and provides training in critical analysis of scientific literature and information.

4. Innovative educational technologies

- Simulation-based training (skills training on mannequins, digital patients);
- analysis of complex clinical cases (including interdisciplinary approaches);
- electronic educational resources (online courses, clinical data bases, access to the educational platform for dermatovenerologist

2.3. Content of the curriculum

Comparison of units of the educational programmeme with the content of current Federal State Educational Standards (FSES)

Educational programmes «Obstetrics and Gynaecology» (31.08.01) «Dermatovenereology» (31.08.01) «Therapy» (31.08.49) have the same structure.

Structure of the educational programme		Programme capacity and its units in credits	
		Curriculum of SPbSU educational programme	FSES (order of the Russian Ministry of Science and Higher Education of 09.01.2023 №6)
Unit 1	Disciplines (modules)	*47 credits*	not less than 42 credits
	Basic	*38*	33-39
	Elective	*9*	6-12
Unit 2	Practical training	*70 credits*	not less than 69 credits
Unit 3	State Final Examination	*3 credits*	3 *credits*
Programme capacity		*120 credits*	*120 credits*

«Maxillofacial Surgery» (31.08.69)

Structure of the educational programme		Programme capacity and its units in credits	
		Curriculum of SPbSU educational programme	FSES (*order of the Russian Ministry of Science and Higher Education of 09.01.2023 №18)*
Unit 1	Disciplines (modules)	*46*	not less than *42*
Unit 2	Practical training	*71*	not less than *69*
Unit 3	State Final Examination	*3*	*3*
Programme capacity		*120*	*120*

«General Dentistry» (31.08.72)

Structure of the educational programme		Programme capacity and its units in credits	
		Curriculum of SPbSU educational programme	FSES *(order of the Russian Ministry of Science and Higher Education)*
Unit 1	Disciplines (modules)	*46 credits*	42-48 *credits*
	Basic	*40*	33-39
	Elective	*6*	6-12
Unit 2	Practical training	*71 credits*	69 - 75
	Basic	*71*	60 - 66

	Elective		6 - 12
Unit 3	State Final Examination	*3 credits*	not less than 3 credits
Programme capacity		*120 credits*	*120 credits*

«Therapeutic Dentistry» (31.08.73)

Structure of the educational programme		Programme capacity and its units in credits	
		Curriculum of SPbSU educational programme	FSES (*order of the Russian Ministry of Science and Higher Education of 26.08.2014 №1116)*
Unit 1	Disciplines (modules)	*47*	42-48
	Basic	*35*	33-39
	Elective	*12*	6-12
Unit 2	Practical training	*70*	69 - 75
	Basic	*60*	60 - 66
	Elective	*10*	6 - 12
Unit 3	State Final Examination	*3*	3
	Basic	*3*	3
Programme capacity		*120*	*120*

«Dental Surgery» (31.08.74)

Structure of the educational programme		Programme capacity and its units in credits	
		Curriculum of SPbSU educational programme	FSES (*order of the Russian Ministry of Science and Higher Education of 26.08.2014 №1117)*
Unit 1	Disciplines (modules)	*47*	42-48
	Basic	*35*	33-39
	Elective	*12*	6-12
Unit 2	Practical training	*70*	69 - 75
	Basic	*60*	60 - 66
	Elective	*10*	6 - 12
Unit 3	State Final Examination	*3*	3
	Basic	*3*	3
Programme capacity		*120*	*120*

«Prosthetic Dentistry» (31.08.75)

Structure of the educational programme		Programme capacity and its units in credits	
		Curriculum of SPbSU educational programme	FSES (*order of the Russian Ministry of Science and Higher Education of 26.08.2014 №1116)*
Unit 1	Disciplines (modules)	*47*	42-48
	Basic	*35*	33-39
	Elective	*12*	6-12
Unit 2	Practical training	*70*	69 - 75
	Basic	*60*	60 - 66
	Elective	*10*	6 - 12
Unit 3	State Final Examination	*3*	3
	Basic	*3*	3
Programme capacity		*120*	*120*

«Paediatric Dentistry» (31.08.76)

Structure of the educational programme		Programme capacity and its units in credits	
		Curriculum of SPbSU educational programme	FSES *(order of the Russian Ministry of Science and Higher Education)*
Unit 1	Disciplines (modules)	*45 credits*	42-48 *credits*
	Basic	*39*	33-39
	Elective	*8*	6-12
Unit 2	Practical training	*70 credits*	69 - 75
	Basic	*60*	60 - 66
	Elective	*10*	6 - 12
Unit 3	State Final Examination	*3 credits*	not less than 3 *credits*
Programme capacity		*120 credits*	*120 credits*

«Orthodontics» (31.08.77)

Structure of the educational programme		Programme capacity and its units in credits	
		Curriculum of SPbSU educational programme	FSES *(order of the Russian Ministry of Science and Higher Education)*
Unit 1	Disciplines (modules)	*47 credits*	42-48 *credits*
	Basic	*35*	33-39
	Elective	*11*	6-12
Unit 2	Practical training	*70 credits*	69 - 75
	Basic	*60*	60 - 66
	Elective	*11*	6 - 12
Unit 3	State Final Examination	*3 credits*	not less than 3 *credits*
Programme capacity		*120 credits*	*120 credits*

2.4. Programme structure, composition and duration

The structure of the educational programme in Obstetrics and Gynecology is comprised of a basic part, mandatory for all students, and a variable part (elective courses). The educational programme includes both practice at clinical facilities and practical academic training, during which practical skills are developed; it also includes relevant theoretical training in Obstetrics and Gynecology, as well as basic biomedical disciplines, public health, social sciences, pedagogy and psychology, fundamentals of research in medicine, fundamentals of financial literacy and business skills, and digital technologies. The structure of the educational programme in Obstetrics and Gynecology is presented at the following links:
https://english.spbu.ru/admission/programms/clinical/obstetrics-and-gynaecology

The structure of the educational programme in Dermatovenerology is comprised of a basic part, mandatory for all students, and a variable part (elective courses). The educational programme includes both practice at clinical facilities and practical academic training, during which practical skills are developed; it also includes relevant theoretical training in Dermatovenerology, as well as basic biomedical disciplines, public health, social sciences, pedagogy and psychology, fundamentals of research in medicine, fundamentals of financial literacy and business skills, and digital technologies. The structure of the educational programme in Dermatovenerology is presented at the following link: https://english.spbu.ru/admission/programms/clinical/dermatovenerology

The structure of the educational programme in Dermatovenerology is comprised of a basic part, mandatory for all students, and a variable part (elective courses). The educational programme includes both practice at clinical facilities and practical academic training, during which practical skills are developed; it also includes relevant theoretical training in Dermatovenerology, as well as basic biomedical disciplines, public health, social sciences, pedagogy and psychology, fundamentals of research in medicine, fundamentals of financial literacy and business skills, and digital technologies.

The programme’s unique modules are: «Fundamentals of Research in Medicine» (36h), «Burning Issues in the Diagnosis and Treatment of Rheumatic Diseases» (144h), «Neurology in

Therapeutic Practice» (36h), «Skin Manifestations of Internal Medicine Disease» (36h), «Radiology in Therapeutic Practice» (36h).

The structure of the educational programme in Therapy is presented at the following link: https://english.spbu.ru/admission/programms/clinical/therapy

The programme «Maxillofacial Surgery» (31.08.69)) is designed for a 2-year residency. It includes a core curriculum and elective courses. The educational programme incorporates disciplines that provide practical clinical training for students, in-depth theoretical knowledge, practical skills development in terms of a simulation training course, as well as basic biomedical disciplines, public health, pedagogy and psychology, online courses, and others. https://english.spbu.ru/admission/programms/clinical/maxillofacial-surgery

The educational programmes in the cluster «Dentistry» are designed for a 2-year residency. They include a core curriculum and elective courses. The educational programmes incorporate disciplines that provide practical clinical training for students, in-depth theoretical knowledge, practical skills development in terms of a simulation training course, as well as basic biomedical disciplines, public health, pedagogy and psychology, online courses, and others.

https://english.spbu.ru/admission/programms/clinical/paediatric-dentistry
https://english.spbu.ru/admission/programms/clinical/therapeutic-dentistry
https://english.spbu.ru/admission/programms/clinical/general-dentistry
https://english.spbu.ru/admission/programms/clinical/orthodontics
https://english.spbu.ru/admission/programms/clinical/dental-surgery

The educational programme «Orthodontics» is designed for a 2-year residency. It includes a core curriculum and elective courses. The educational programme incorporates disciplines that provide practical clinical training for students, in-depth theoretical knowledge, practical skills development in terms of a simulation training course, as well as basic biomedical disciplines, public health, pedagogy and psychology, online courses, and others. https://spbu.ru/postupayushchim/programms/ordinatura/ortodontiya?ysclid=mclnmrqxaa220042610

2.5. Programme management

The postgraduate educational programmes are managed according to a unified standard by:

- a person responsible for postgraduate programmes (supervisor of the programme – members of the teaching staff);
- Academic and Methodological Commission;
- Subject-specific Department ensuring delivery of disciplines;
- Institution's administration (management of the educational programmes, Department of Postgraduate and Residency Studies, Academic Department).

The procedure for amending the educational programmes of Saint Petersburg State University is approved by the Order of 08.12.2017 № 12146/1 «On amendments to the Order of 05.07.2013 № 2471/1 «On the Procedure of Review of Educational and Methodological Documents» (as amended and supplemented).

This order establishes the cases in which changes are made to the educational and methodological documents of educational programmes, and the deadlines for making these changes. However, changes cannot be made in the event:

- ✓ if they are related to changes in the list and content of competencies acquired as a result of mastering the educational programme;
- ✓ if they are related to the current study period and involve changes to the schedule;
- ✓ if they are related to the list of elective courses chosen by the students.

Changes to the educational and methodological documentats of SPbSU educational programmes come into effect starting from the next academic period.

The process of programme delivery is managed through effective collaboration between faculty members of the departments responsible for the training of students and staff of the Academic Department, who are responsible for scheduling classes and assessments.

Engaging employers and external experts

To update programmes and control their quality, the following people are involved:

- Representatives of employers (chief freelance specialists, heads of medical organizations). Employers are members of the state examination boards for state final examinations; they participate in working meetings after the final state examinations and provide suggestions on particular issues (knowledge, skills, special requirements that should be reflected in the educational and methodological documents of the educational programme);
- Members of accreditation commissions;
- Experts of internal and external audits (including an independent assessment).

Monitoring and programme update mechanisms

1. Annual analysis of graduate employment (their career path).
2. Surveys of students and teachers (assessment of satisfaction with the educational process).
3. Programme adjustment based on:
   - Changes in the regulatory framework;
   - Employer recommendations;
   - State accreditation results.

Adjustments can be made to the content of core and elective disciplines, to the lists of practical skills, and to the assessment tools. Adjustments to the educational programme content can be made based on the results of the primary specialized accreditation of graduates by the the teaching staff with the account the opinions of employers. Employers can adjust the locations of clinical practical training to improve the level of professional training of students. Changes can be made to the individual study plan depending on students' individual learning path. A self-recording system for teachers has been organized.

Quality assurance of education

Quality control of programme delivery includes:

- Interim and final attestation;
- Regular professional development for teachers;
- Participation in accreditation activities (continuous medical education, accreditation of doctors).

2.6. The relation between PME and service

A specialist who has completed residency in Obstetrics and Gynecology must:

1. Conduct examinations of pregnant women, women in labor, postpartum women, and patients with reproductive system disorders for diagnostic purposes;
2. Manage physiological and complicated pregnancies, labor, and the postpartum period.
3. Provide urgent and emergency resuscitation care to pregnant women, women in labor, postpartum women, and patients with gynecological diseases;
4. Perform differential diagnosis of reproductive system diseases, substantiate the clinical diagnosis, plan of patient management, and identify indications and contraindications for non-surgical and surgical treatment methods;
5. Prescribe treatment and monitor its effectiveness and safety in pregnant women, women in labor, and postpartum women with obstetric complications, as well as patients with gynecological diseases;
6. Treat and rehabilitate patients with reproductive system disorders;

7. Conduct preventive work to prevent the occurrence and development of obstetric and perinatal complications in pregnant women, women in labor, and postpartum women, as well as to prevent the occurrence and development of gynecological diseases and reproductive system dysfunction;

8. Conduct medical checkups of the population, carry out health education, complete necessary medical documentation, prepare and analyze reports on their work;

9. Carry out activities in organization and management.

During training, students not only master theory but also have the opportunity to acquire practical skills and apply their knowledge in professional activities. Practical work is carried out at the department's clinical facilities under the guidance of the department's teachers. Mentors are leading specialists of clinical units and heads of departments. Clinical facilities are represented by leading research institutes, perinatal centers, multi-profile hospitals with obstetrics and gynecology departments, maternity hospitals, women's clinics, and the city cancer dispensary. As a result students have the opportunity to gain unique experience in managing patients with severe obstetric complications and gynecological diseases and to master modern high-tech treatment methods.

The programme of practical training includes:

– practical training in an obstetric hospital (antenatal, labor and delivery, postpartum units, newborn unit);

– practical training the gynecology department of a hospital;

– clinical practical training в women's clinics, consulting and outpatient department and the city cancer center;

– practical training in the gynecological oncology department.

During practical training, students participate in doctor rounds and consultations, clinical case discussions, attend meetings of treatment and control commissions and the Society of Obstetricians and Gynecologists, scientific and practical conferences and educational seminars for doctors.

The department's clinical facilities have a diverse range of specializations:

– outpatient care
– urgent care
– high-tech assistance and innovative methods
– Assisted Reproductive Technology
– gynecological oncology
– endocrine gynecology.

Every 2-4 months, students change departments and/or clinical facilities with different specializations in accordance with the students' individual learning path.

The department's clinical facilities include: Maternity Hospital No. 17, the first and one of the leading in the country, where unique high-tech procedures are performed to correct complicated multifetal pregnancies (laser coagulation of placental vascular anastomoses in feto-fetal transfusion syndrome, fetal reduction, etc.) and fetal hemolytic disease (exchange transfusion of blood components), and other fetal surgery methods are used; S.P. Botkin Clinical Infectious Diseases Hospital, which provides management of pregnancy, childbirth, and the postpartum period for women with various infectious diseases and socially significant infections (hepatitis, HIV infection); Almazov North-West Federal Medical Research Centre (Perinatal Centre - https://www.almazovcentre.ru), where pregnant women and women in labor with severe cardiovascular, hematological and endocrine diseases receive care, treatment for severe perinatal complications of the fetus and newborn is provided, and unique gynecological surgeries are performed with the use of robotics engineering; St. Petersburg Research Institute of Phthisiopulmonology of the Ministry of Health of the Russian Federation), where patients with tuberculosis of the genital organs are treated; A.M. Granov Russian Scientific Center for

Radiology and Surgical Technologies, where patients with gynecological oncology diseases receive inpatient care, and City Clinical Oncology Dispensary where patients with gynecological oncology diseases are observed and receive outpatient treatment; N.I. Pirogov Higher Medical Technologies Clinic of Saint Petersburg State University, where patients with various gynecological diseases receive both outpatient and inpatient care, including high-tech medical care using the latest modern diagnostic and treatment methods; city multi-specialty hospitals, Alexandrovskaya Hospital and Elizavetinskaya Hospital (City Hospital No. 3,) where emergency treatment for patients with gynecological diseases is provided; Women's Health Clinic No. 16) Women's Health Clinic No. 22, which provide medical check-ups for pregnant women and women of various ages, and focus on the prevention of gynecological diseases and obstetric complications, the prevention of abortions and selection of modern contraception methods. It also offers outpatient treatment and medical rehabilitation for patients with obstetric and gynecological pathologies.

The main clinical facility of the Department of Obstetrics, Gynecology and Reproductive Medicine is D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine, which is the largest scientific, educational and medical center, serving as the leading center for obstetrics and gynecology not only in the North-West but also throughout Russia. The Institute of Obstetrics, Gynecology, and Reproductive Medicine has extensive experience in managing pregnancies and deliveries for women with various types of diabetes mellitus, treating patients with hormonal disorders of ovarian function and endocrine glands, treating patients with general forms of endometriosis, and treating patients with various forms of infertility using the latest medical technologies in the Department of Assisted Reproductive Technologies. In the Department of Gynecological Surgery patients with gynecological diseases undergo endoscopic minimally invasive organ-preserving surgeries; the Department of Ultrasound Diagnostics conducts ultrasound diagnostics of various gynecological diseases, obstetric, and perinatal complications using modern equipment. In addition to medical activities, the Institute conducts research, educational and training work: on-the-job training for doctors, all types of training for research, teaching and scientific staff (doctoral studies, postgraduate studies, job seeking), research and educational seminars on obstetrics and perinatal medicine, gynecological endocrinology, neonatology, anesthesiology as well as distance learning (research videoconferences).

Also, to successfully master practical skills in the edcuational programme an academic practical training is provided in the form of educational simulation courses in obstetrics and gynecology, during which practical lessons are held while developing practical skills on training devices, phantoms, training models, simulators in the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of the SPbSU Scientific Park as well as at the Training Center of the D.O. Ott Research Institute of Obstetrics, Gynecology, and Reproductive Medicine. Both simulation centers are equipped with modern simulators and students can practice and hone all the practical skills necessary to perform their professional duties.

The Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" serves as a main facility for theoretical training and practical skills development in various medical specialties. The center provides testing, certification of theoretical knowledge and practical skills, examinations for admission to medical practice, accreditation of medical professionals, and training in qualification enhancement programmes in terms of continuing medical education.

The center is equipped with high-tech mannequins, robotic patient simulators and virtual training devices, which allow students to practice and test their practical skills in obstetrics and gynecology. The devices also include simulators for practicing obstetric examination skills and techniques, childbirth simulators for practicing various clinical scenarios of physiological and pathological labor, a hybrid training system for practicing ultrasound procedures, a simulator for modeling hysteroscopic procedures, and a virtual simulator for simulating laparoscopic interventions.

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in “Obstetrics and Gynecology” at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park, where they honed their practical skills during their two-year residency, which significantly improves the effectiveness of specialized accreditation.

«Dermatovenereology» (31.08.01)

The clinical facility of the Department of Dermatovenereology and Cosmetology is the St. Petersburg State Budgetary Healthcare Institution "City Dermatovenerologic Dispensary"– the largest institution in the North-West for the treatment of patients with dermatosis and sexually transmitted diseases. The institution provides specialized and high-tech dermatovenereological care to citizens of St. Petersburg. The "City Dermatovenerologic Dispensary" inpatient department consists of three 24-hour and one day dermatology departments, one 24-hour and one day venereologic departments, a somatic psychotherapy department, and 12 pediatric dermatology beds for the treatment of children with contagious skin pathology. Annually, more than 5,500 patients are treated in the inpatient department, of whom more than 2,000 have syphilis and other sexually transmitted infections. The "City Dermatovenerologic Dispensary" also has a consultative treatment and prevention department, where specialists (dermatovenereologist, ophthalmologist, otolaryngologist, neurologist, rheumatologist, oncologist, physician, medical psychologists, endocrinologist) examine and treat more than 15,000 patients with dermatoses and sexually transmitted infections annually. The institution has a Center for Genetic Engineering Biological Therapy and implements activities to support patients with congenital epidermolysis bullosa. Thus, the clinical facility of the Department has a diverse profile orientation and provides outpatient and inpatient care. In addition to medical activities, research, educational and training work is carried out at the clinical facilities: postgraduate education is delivered (residency, on-the-job training for doctors), all types of training for research, teaching and scientific staff are carried out (doctoral studies, postgraduate studies, job seeking), research and educational seminars on various areas of therapy are held, as well as distance learning (scientific and practical videoconferences).

The practical training programme provides for:

- practical training in dermatovenerology ward;
- practical training venerology ward;
- outpatient clinic practical training in a dermatovenerology dispensary.

During practical training, students participate in doctor rounds and consultations, clinical case discussions, attend meetings of treatment and control commissions and the Therapy Society, scientific and practical conferences and educational seminars for doctors.

Every 2-4 months, students change departments and/or clinical facilities with different specializations.

Delivery of the educational programme for students with disabilities is carried out considering their psychophysical development, individual abilities and health conditions in order to meet their educational needs and interests. E-learning, distance learning, and modern digital educational technologies provide the ability to exchange information in accessible formats for these students.

Individualization of learning is ensured through the selection of elective courses and the inclusion of online courses in the educational programme.

Also, to successfully master practical skills in the educational programme an academic practical training is provided in the form of educational simulation courses, during which practical lessons are held while developing practical skills on training devices, phantoms, training models, simulators in the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of the SPbSU Scientific Park. The center is equipped with modern simulators and students can practice and hone all the practical skills necessary to perform their professional duties (https://med.spbu.ru/accreditation-centre).

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in “Dermatovenerology” at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park, where they honed their practical skills during their two-year residency, which significantly improves the effectiveness of specialized accreditation.

«Therapy» (31.08.49)

During the training process, students not only master theory but also have the opportunity to acquire practical skills and apply their knowledge in professional activities. Practical training is carried out at the clinical facilities of the department under the guidance of the department's teachers. Mentors are leading specialists from clinical units and heads of departments.

Clinical facilities are represented by leading multidisciplinary hospitals, specialized hospitals, and clinics in the city. As a result, students have the opportunity to gain unique experience in managing patients with various internal diseases and master high-tech treatment methods.

Among the clinical facilities there are the Saint Petersburg State Budgetary Healthcare Institution "City Hospital No. 40 of the Kurortny District" - a multidisciplinary medical institution providing patients with comprehensive, highly qualified care — from outpatient and emergency services to high-tech inpatient care, which, if necessary, concludes with rehabilitation treatment using modern medical technologies. The structure City Hospital No. 40 includes: a hospital with 1254 beds; an outpatient consultation department; 3 clinics for adults and 2 clinics for children; an outpatient cancer care center with a day hospital for antitumor drug therapy; an outpatient dental department, a dialysis department, a tuberculosis dispensary; an emergency medical service department with three substations.

There are also multidisciplinary hospitals in the city and region such as St. George's City Hospital, City Multidisciplinary Hospital No. 2, Aleksandrovskaya Hospital, City Hospital No. 20, Road Clinical Hospital of JSC "Russian Railways Medicine", Gatchina Clinical Interdistrict Hospital, Vvedenskaya City Clinical Hospital (Hospital No. 32), where high-tech care is provided to patients with surgical, gynecological, traumatological, orthopedic, urological, therapeutic, neurological, rheumatological, endocrinological, and cardiological pathologies, and rehabilitation is carried out after acute cerebrovascular accidents, pneumonia, and cardiological diseases. It is particularly important to note inpatient facilities such as City Clinical Hospital No. 31 with two outpatient departments and five specialized city centers: oncohematology, treatment of multiple sclerosis and other demyelinating diseases, chronic inflammatory bowel diseases, modern surgical technologies, as well as treatment of complex cardiac arrhythmias and conduction disorders. S.P. Botkin Clinical Infectious Diseases Hospital - the largest multidisciplinary infectious diseases hospital, providing a full range of 24-hour medical care to patients with suspected or confirmed infectious diseases; N.P. Bekhtereva Institute of the Human Brain is one of the leading scientific institutions focused on the study of the human brain using the most modern research methods; Clinical Rheumatology Hospital No. 25 is a unique medical institution in St. Petersburg, specializing in the diagnosis and treatment of rheumatological diseases in both outpatient and inpatient clinics; St. Petersburg Clinical Hospital of the Russian Academy of Sciences. In 2024 the High-Tech Clinic "Belooostrov" became one of the clinical facilities, which includes three modern medical buildings (Multidisciplinary Medical Center, Oncology Center, and Laboratory Center). In terms of technology and the scale of its medical infrastructure, the Beloostrov High-Tech Clinic has no analogues in Russia. With the Oncology Center expected to reach full capacity in the coming years, as well as the launch of other areas of performance, the Clinic is designed to become the only medical complex in Russia that will utilize all types of diagnostics and treatment for patients with socially significant diseases (cardiovascular and oncological pathologies), using advanced methods of nuclear medicine.

Students can carry out their outpatient practical training at institutions such as St. Petersburg State Healthcare Institution City Polyclinic No. 117, N.I. Pirogov High Medical Technologies Clinic of Saint Petersburg State University, City Exercise Therapy Dispensary.

The department's clinical facilities have a diverse range of specializations:

- outpatient care
- urgent care
- high-tech care and innovative methods

In addition to medical activities, research, educational and training work is carried out at the clinical facilities: postgraduate education is delivered (residency, on-the-job training for doctors), all types of training for research, teaching and scientific staff are carried out (doctoral studies, postgraduate studies, job seeking), research and educational seminars on various areas of therapy are held, as well as distance learning (scientific and practical videoconferences).

The practical training programme provides for:

- practical training in the therapy ward;
- practical training in the cardiology ward;
- practical training in the pulmonology ward
- practical training in the gastroenterology ward
- practical training in the nephrology ward, including the hemodialysis unit
- practical training in the rheumatology ward
- practical training in the endocrine ward
- outpatient clinic practical training in city clinics and SPbSU clinic;
- practical training in the oncology/oncohematology ward
- practical training in the infectious diseases hospital.

During practical training, students participate in doctor rounds and consultations, clinical case discussions, attend meetings of treatment and control commissions and the Therapy Society, scientific and practical conferences and educational seminars for doctors.

Every 2-4 months, students change departments and/or clinical facilities with different specializations. Delivery of the educational programme for students with disabilities is carried out considering their psychophysical development, individual abilities and health conditions in order to meet their educational needs and interests. E-learning, distance learning, and modern digital educational technologies provide the ability to exchange information in accessible formats for these students.

Individualization of learning is ensured through the selection of elective courses and the inclusion of online courses in the educational programme.

Also, to successfully master practical skills in the educational programme an academic practical training is provided in the form of educational simulation courses in therapy, during which practical lessons are held while developing practical skills on training devices, phantoms, training models, simulators in the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of the SPbSU Scientific Park. The center is equipped with modern simulators and students can practice and hone all the practical skills necessary to perform their professional duties (https://med.spbu.ru/accreditation-centre).

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in “Therapy” at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park, where they honed their practical skills during their two-year residency, which significantly improves the effectiveness of specialized accreditation.

«Maxillofacial Surgery» (31.08.69)

A specialist who has completed residency must:

1. Conduct examinations of patients to identify diseases and pathologies in maxillofacial surgery and establish a diagnosis;
2. Prescribe treatment, monitor its effectiveness and safety in patients with diseases in maxillofacial surgery;
3. Perform differential diagnosis of diseases and pathologies of the maxillofacial region, substantiate the clinical diagnosis, plan of patient management, indications and contraindications for non-surgical and surgical treatment methods;
4. Conduct medical rehabilitation and monitor its effectiveness in patients with diseases in maxillofacial surgery, including when developing and implementing individual rehabilitation programmes;
5. Conduct and oversee the effectiveness of sanitary and anti-epidemic and other preventive measures to protect public health;
6. Conduct activities to promote a healthy lifestyle and provide sanitary and hygiene education to the population in order to prevent diseases and pathologies in maxillofacial surgery;
7. Carry out medical record keeping, analysis of medical statistics, carry out activities in organization and management;
8. Provide emergency and urgent medical care to patients.

During the training process, students not only master theory but also have the opportunity to acquire practical skills and apply their knowledge in professional activities. Practical training is carried out at the clinical facilities of the department under the guidance of the department's teachers. Mentors are leading specialists from clinical units and heads of departments.

Clinical facilities are represented by state and private multidisciplinary clinics/hospitals, clinic associations and holdings in St. Petersburg, providing specialized care to the population in terms of mandatory medical insurance and/or on a fee-for-service basis. The facilities are equipped in accordance with modern requirements for providing care to patients of different ages and have concluded partnership agreements with SPbSU. They include the Clinical Hospital "Russian Railways Medicine" of St. Petersburg, St. Petersburg Research Institute of Emergency Medicine named after I.I. Dzhanelidze, Vsevolozhskaya Clinical Interdistrict Hospital, Gatchinskaya Clinical Interdistrict Hospital. **The list of clinical facilities with which an agreement on practical training of students has been concluded is presented in the Annex 4.**

Clinics/hospitals are equipped with modern equipment, instruments and materials for the diagnosis, treatment, and prevention of diseases and complications in adults, children, and adolescents, which is also necessary for the training of students. Clinical facilities of Saint Petersburg State University provide students with the opportunity to master their work using high-tech diagnostic equipment (radiovisiography equipment, 3D - CT scanners, intraoral cameras, 3D - scanners, etc.), as well as to perform medical and preventive procedures using high-tech equipment, including laser and piezosurgery devices, neuro-monitoring systems, and laser radiation devices.

The multidisciplinary nature of Saint Petersburg University's clinical facilities allows for specialization of students in all areas covered by the "Maxillofacial Surgery" residency programme.

Students learn to work in teams, making collaborative decisions based on interdisciplinary interaction with colleagues.

During their work placement training, students can change their practical training facility to enhance the effectiveness of their professional training and ensure an individual learning path.

To successfully acquire practical skills, the educational programme includes academic clinical practical training with the use of modern simulation equipment that imitates a doctor's work. Over a period of two years, students practice various manipulations on phantoms; they also meet the demands of employers interested in bringing the graduates' manual skills to a highly professional level.

Also, practical lessons are held while developing practical skills on training devices, phantoms, training models, simulators in the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of the SPbSU Scientific Park. The center is equipped with modern simulators and students can practice and hone all the practical skills necessary to perform their professional duties.

The Resource Educational Center of High Medical Technologies “Center of Medical Accreditation” serves as a main facility for theoretical training and practical skills development in various medical specialties. The center conducts testing, certification of theoretical knowledge and practical skills, examinations for admission to medical practice, accreditation of medical professionals and training in qualification enhancement programmes in terms of continuing medical education.

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in “Maxillofacial Surgery” at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park, where they honed their practical skills during their two-year residency, which significantly improves the effectiveness of specialized accreditation.

«General Dentistry» (31.08.72)

A specialist who has completed residency must:

1. Conduct patient examinations for diagnostic purposes;
2. Prescribe and monitor the effectiveness and safety of non-pharmacological and pharmacological treatment and rehabilitation for dental patients;
3. Conduct and control the effectiveness of sanitary and anti-epidemic and other preventive measures for public health protection, including sanitary and hygiene education among the population and medical workers to promote a healthy lifestyle;
4. Conduct activities to promote a healthy lifestyle and provide sanitary and hygiene education to the population in order to prevent dental diseases in adults, children, and adolescents;
5. Keep medical records, analyze medical and statistical information, carry out activities in organization and management;
6. Provide emergency and urgent medical care to patients.

During the training process, students not only master theory but also have the opportunity to acquire practical skills and apply their knowledge in professional activities. Practical training is carried out at the clinical facilities of the department under the guidance of the department's teachers. Mentors are leading specialists from clinical units and heads of departments.

Clinical facilities are represented by state and private multidisciplinary dental clinics, clinic associations and holdings in St. Petersburg, providing specialized care to the population in terms of mandatory medical insurance and/or on a fee-for-service basis. The facilities are equipped in accordance with modern requirements for providing dental care to patients of different ages and have concluded partnership agreements with SPbSU. They include:

LLC «Holding Company «INTAN»

Dental Clinic № 16

Dental Clinic № 20

Children's Dental Clinic № 6

Dental clinics are equipped with modern equipment, tools and materials for the diagnosis, treatment, and prevention of dental diseases and complications in adults, children, and adolescents, which is also necessary for the training of students. Clinical facilities of Saint Petersburg State University provide students with the opportunity to master their work using high-tech diagnostic equipment (radiovisiography equipment, 3D - CT scanners, intraoral cameras, 3D - scanners, etc.), as well as to perform medical and preventive procedures using high-tech equipment, including binocular microscopes, dental microscopes, ultrasound scalers and laser radiation devices.

The multidisciplinary nature of Saint Petersburg University's clinical facilities allows for specialization in all areas outlined in the "General Dentistry" residency programme. The practical training programme provides for;
- practical training in the therapy unit/office;
- practical training in the orthopedic unit / office;
- practical training in the surgery unit / office;
- practical training in the unit for children / office of a multidisciplinary clinic/or in the children's dental clinic;

Students learn to work in teams, making collaborative decisions based on interdisciplinary interaction with colleagues.

During their work placement training, students can change their practical training facility to enhance the effectiveness of their professional training and ensure an individual learning path.

To successfully acquire practical skills, the educational programme includes academic clinical practical training with the use of modern simulation equipment that imitates a doctor's work in a dental office. Over a period of two years, students practice various dental manipulations on phantoms; they also meet the demands of employers interested in bringing the graduates' manual skills to a highly professional level.

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in "General Dentistry" at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park.

«Therapeutic Dentistry» (31.08.73)

A specialist who has completed residency must:

- Conduct patient examinations to identify dental therapeutic diseases and establish a diagnosis;
- Prescribe treatment, monitor its effectiveness and safety in patients with dental therapeutic diseases;
- Conduct medical rehabilitation and monitor its effectiveness in patients with dental therapeutic diseases, including the development and implementation of individual rehabilitation programmes;
- Conduct and monitor the effectiveness of sanitary and anti-epidemic and other preventive measures to protect public health;
- Conduct activities to promote a healthy lifestyle and provide sanitary and hygiene education to the population to prevent therapeutic dental diseases;
- Carry out medical records keeping, analysis of medical statistical information, carry out activities in organization and management;
- Provide emergency and urgent medical care to patients.

During the training process, students not only master theory but also have the opportunity to acquire practical skills and apply their knowledge in professional activities. Practical training is carried out at the clinical facilities of the Department of Therapeutic Dentistry and the Department of Dentistry under the guidance of the Department's teachers. Mentors are leading specialists from clinical units and heads of subject-specific units.

Clinical facilities are represented by state and private multidisciplinary dental clinics, clinic associations and holdings in St. Petersburg, providing specialized care to the population in terms of mandatory medical insurance and/or on a fee-for-service basis. The facilities are equipped in accordance with modern requirements for providing outpatient dental care to patients of different ages and have concluded partnership agreements with SPbSU. They include:

- LLC «Holding Company «INTAN»
- Dental Clinic №16;
- City Dental Clinic №20 ;

- Dental Clinic №15.

Dental clinics are equipped with modern equipment, tools and materials for the diagnosis, treatment, and prevention of dental diseases in adults, which is also necessary for the training of students. Clinical facilities of Saint Petersburg State University provide students with the opportunity to master their work using high-tech diagnostic equipment (radiovisiography equipment, 3D - CT scanners, intraoral cameras, 3D - scanners, etc.), as well as to perform medical and preventive procedures using binocular microscopes, dental microscopes, ultrasound scalers and laser radiation devices. See the list of training facilities of students in the Annex 7.2.

The multidisciplinary nature of Saint Petersburg University's clinical facilities allows for specialization in all areas outlined in the "Therapeutic Dentistry" residency programme.

Students learn to work in teams, making collaborative decisions based on interdisciplinary interaction with colleagues.

During their work placement training, students can change their practical training facility to enhance the effectiveness of their professional training and ensure an individual learning path.

To successfully acquire practical skills, the educational programme includes academic clinical practical training with the use of modern simulation equipment that imitates a doctor's work in a dental office. Over a period of two years, students practice various dental manipulations on phantoms; they also meet the demands of employers interested in bringing the graduates' manual skills to a highly professional level.

Practical lessons are held while developing practical skills on training devices, phantoms, training models, simulators in the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of the SPbSU Scientific Park. The center is equipped with modern simulators and students can practice and hone all the practical skills necessary to perform their professional duties.

The Resource Educational Center of High Medical Technologies “Center of Medical Accreditation” serves as a main facility for theoretical training and practical skills development in various medical specialties. The center conducts testing, certification of theoretical knowledge and practical skills, examinations for admission to medical practice, accreditation of medical professionals and training in qualification enhancement programmes in terms of continuing medical education.

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in “Therapeutic Dentistry” at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park.

«Dental Surgery» (31.08.74)

A specialist who has completed residency must:

- Conduct examinations of patients to identify diseases and pathologies in "Dental Surgery" and establish a diagnosis;
- Prescribe treatment, monitor its effectiveness and safety in patients with diseases in «Dental Surgery»;
- Conduct medical rehabilitation and monitor its effectiveness in patients with dental diseases in «Dental Surgery», including the development and implementation of individual rehabilitation programmes;
- Conduct and monitor the effectiveness of sanitary and anti-epidemic and other preventive measures to protect public health;
- Conduct activities to promote a healthy lifestyle and provide sanitary and hygiene education to the population to prevent diseases in «Dental Surgery»;
- Carry out medical records keeping, analysis of medical statistical information, carry out activities in organization and management;
- Provide emergency and urgent medical care to patients.

During the training process, students not only master theory but also have the opportunity to acquire practical skills and apply their knowledge in professional activities. Practical training is carried out at the clinical facilities of the Department of Therapeutic Dentistry and the Department of Dentistry under the guidance of the Department's teachers. Mentors are leading specialists from clinical units and heads of subject-specific units.

Clinical facilities are represented by state and private multidisciplinary dental clinics, clinic associations and holdings in St. Petersburg, providing specialized care to the population in terms of mandatory medical insurance and/or on a fee-for-service basis. The facilities are equipped in accordance with modern requirements for providing care to patients of different ages and have concluded partnership agreements with SPbSU. They includethe Road Clinical Hospital of JSC "Russian Railways Medicine", St. Petersburg Research Institute of Emergency Medicine named after I.I. Dzhanelidze, Vsevolozhskaya Clinical Interdistrict Hospital, Gatchinskaya Clinical Interdistrict Hospital Gatchina Clinical Interdistrict Hospital, Dental Clinic № 29.

Clinics/hospitals are equipped with modern equipment, tools and materials for the diagnosis, treatment, and prevention of dental diseases in adults, children and adolescents, which is also necessary for the training of students. Clinical facilities of Saint Petersburg State University provide students with the opportunity to master their work using high-tech diagnostic equipment (radiovisiography equipment, 3D - CT scanners, intraoral cameras, 3D - scanners, etc.), as well as to perform medical and preventive procedures using high-tech equipment for minimally invasive surgery, endoscopy and 3DHD visualization.

The multidisciplinary nature of Saint Petersburg University's clinical facilities allows for specialization in all areas outlined in the "Dental Surgery" residency programme.

Students learn to work in teams, making collaborative decisions based on interdisciplinary interaction with colleagues.

During their work placement training, students can change their practical training facility to enhance the effectiveness of their professional training and ensure an individual learning path.

To successfully acquire practical skills, the educational programme includes academic clinical practical training with the use of modern simulation equipment that imitates a doctor's work. Over a period of two years, students practice various dental manipulations on phantoms; they also meet the demands of employers interested in bringing the graduates' manual skills to a highly professional level.

Practical lessons are held while developing practical skills on training devices, phantoms, training models, simulators in the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of the SPbSU Scientific Park. The center is equipped with modern simulators and students can practice and hone all the practical skills necessary to perform their professional duties.

The Resource Educational Center of High Medical Technologies “Center of Medical Accreditation” serves as a main facility for theoretical training and practical skills development in various medical specialties. The center conducts testing, certification of theoretical knowledge and practical skills, examinations for admission to medical practice, accreditation of medical professionals and training in qualification enhancement programmes in terms of continuing medical education.

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in “Dental Surgery” at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park, where they honed their practical skills during their two-year residency, which significantly improves the effectiveness of specialized accreditation.

«Prosthetic Dentistry» (31.08.75)

A specialist who has completed residency must:

- Conduct examinations of patients to identify diseases and pathologies in "Prosthetic Dentistry" and establish a diagnosis;
- Prescribe treatment, monitor its effectiveness and safety in patients with diseases in «Prosthetic Dentistry»;
- Conduct medical rehabilitation and monitor its effectiveness in patients with dental diseases in «Prosthetic Dentistry», including the development and implementation of individual rehabilitation programmes;
- Conduct and monitor the effectiveness of sanitary and anti-epidemic and other preventive measures to protect public health;
- Conduct activities to promote a healthy lifestyle and provide sanitary and hygiene education to the population to prevent diseases in «Prosthetic Dentistry»;
- Carry out medical records keeping, analysis of medical statistical information, carry out activities in organization and management;
- Provide emergency and urgent medical care to patients.

During the training process, students not only master theory but also have the opportunity to acquire practical skills and apply their knowledge in professional activities. Practical training is carried out at the clinical facilities of the Department of Therapeutic Dentistry and the Department of Dentistry under the guidance of the Department's teachers. Mentors are leading specialists from clinical units and heads of subject-specific units.

Clinical facilities are represented by state and private multidisciplinary dental clinics, clinic associations and holdings in St. Petersburg, providing specialized care to the population in terms of mandatory medical insurance and/or on a fee-for-service basis. The facilities are equipped in accordance with modern requirements for providing outpatient dental care to patients of different ages and have concluded partnership agreements with SPbSU. They include:

LLC «Holding Company «INTAN»;

Dental Clinic №16;

City Dental Clinic №20;

Dental Clinic №29;

LLC «MedSoyuz»

Dental clinics are equipped with modern equipment, tools and materials for the diagnosis, treatment, and prevention of dental diseases in adults, children and adolescents, which is also necessary for the training of students. Clinical facilities of Saint Petersburg State University provide students with the opportunity to master their work using high-tech diagnostic equipment (radiovisiography equipment, 3D - CT scanners, intraoral cameras, 3D - scanners, etc.), as well as to perform medical and preventive procedures using binocular microscopes, a dental microscope, CAD/CAM.

The multidisciplinary nature of Saint Petersburg University's clinical facilities allows for specialization in all areas outlined in the "Prosthetic Dentistry" residency programme.

Students learn to work in teams, making collaborative decisions based on interdisciplinary interaction with colleagues.

During their work placement training, students can change their practical training facility to enhance the effectiveness of their professional training and ensure an individual learning path.

To successfully acquire practical skills, the educational programme includes academic clinical practical training with the use of modern simulation equipment that imitates a doctor's work. Over a period of two years, students practice various dental manipulations on phantoms; they also meet the demands of employers interested in bringing the graduates' manual skills to a highly professional level.

Practical lessons are held while developing practical skills on training devices, phantoms, training models, simulators in the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of the SPbSU Scientific Park. The center is equipped with modern simulators and students can practice and hone all the practical skills necessary to perform their professional duties.

The Resource Educational Center of High Medical Technologies “Center of Medical Accreditation” serves as a main facility for theoretical training and practical skills development in various medical specialties. The center conducts testing, certification of theoretical knowledge and practical skills, examinations for admission to medical practice, accreditation of medical professionals and training in qualification enhancement programmes in terms of continuing medical education.

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in “Dental Surgery” at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park.

«Paediatric Dentistry» (31.08.76)

A specialist who has completed residency must:

- Conduct examinations of pediatric patients to establish a diagnosis;
- Prescribe treatment for dental diseases and monitor its effectiveness and safety in children and adolescents during the primary, mixed, and permanent occlusion stages;
- Conduct activities to promote a healthy lifestyle, sanitакн and hygiene education and teach basic hygiene skills to children, adolescents, their parents (legal representatives) and family members to prevent dental diseases;
- Carry out medical records keeping, analysis of medical statistical information, carry out activities in organization and management;
- Provide emergency and urgent medical care to pediatric patients.

During the training process, students not only master theory but also have the opportunity to acquire practical skills and apply their knowledge in professional activities. Practical training is carried out at the clinical facilities of the Department of Therapeutic Dentistry and the Department of Dentistry under the guidance of the Department's teachers. Mentors are leading specialists from clinical units and heads of subject-specific units.

Clinical facilities are represented by state and private multidisciplinary dental clinics, clinic associations and holdings, children’s dental clinics in St. Petersburg, providing specialized care to the child population in terms of mandatory medical insurance and/or on a fee-for-service basis. The facilities are equipped in accordance with modern requirements for providing outpatient dental care to pediatric patients of different ages and have concluded partnership agreements with SPbSU. They include:

1. LLC «Holding Company «INTAN»
2. Dental Clinic № 16;
3. Dental Clinic № 20
4. Children’s Dental Clinic № 6

Dental clinics are equipped with modern equipment, tools and materials for the diagnosis, treatment, and prevention of dental diseases in children and adolescents, which is also necessary for the training of students. Clinical facilities of Saint Petersburg State University provide students with the opportunity to master their work using high-tech diagnostic equipment (radiovisiography equipment, 3D - CT scanners, intraoral cameras, 3D - scanners, etc.), as well as to perform medical and preventive procedures using binocular microscopes, a dental microscope, ultrasound scalers and laser radiation devices.

The multidisciplinary nature of Saint Petersburg University's clinical facilities allows for specialization in all areas outlined in the "Paediatric Dentistry" residency programme. The practical training programme provides for:

- practical training in the children's therapy unit /office;
- practical training in the children's orthodontic unit /office;
- practical training in the children's surgery unit /office;

Students learn to work in teams, making collaborative decisions based on interdisciplinary interaction with colleagues.

During their work placement training, students can change their practical training facility to enhance the effectiveness of their professional training and ensure an individual learning path.

To successfully acquire practical skills, the educational programme includes academic clinical practical training with the use of modern simulation equipment that imitates a doctor's work. Over a period of two years, students practice various dental manipulations on phantoms; they also meet the demands of employers interested in bringing the graduates' manual skills to a highly professional level.

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in "Paediatric Dentistry" at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park.

«Orthodontics» (31.08.77)

A specialist who has completed residency must:

- Conduct examinations of patients to establish a diagnosis;
- Prescribe and monitor the effectiveness and safety of treatment for patients with dentofacial anomalies during the primary, mixed, and permanent occlusion periods;
- Provide treatment and rehabilitation for patients with functional disorders of the dentofacial system, temporomandibular joint dysfunction, and gnathic forms of maxillofacial anomalies;
- Conduct activities to promote a healthy lifestyle, sanitation and hygiene education, and training in basic hygiene skills for children, adolescents, their parents (legal representatives) and family members to prevent dental diseases;
- Carry out medical records keeping, analysis of medical statistical information, carry out activities in organization and management;
- Provide emergency and urgent medical care to pediatric patients.

During the training process, students not only master theory but also have the opportunity to acquire practical skills and apply their knowledge in professional activities. Practical training is carried out at the clinical facilities of the Department of Therapeutic Dentistry and the Department of Dentistry under the guidance of the Department's teachers. Mentors are leading specialists from clinical units and heads of subject-specific units.

Clinical facilities are represented by state and private multidisciplinary dental clinics, clinic associations and holdings, children's dental clinics in St. Petersburg, providing specialized care to the child population in terms of mandatory medical insurance and/or on a fee-for-service basis. The facilities are equipped in accordance with modern requirements for providing outpatient dental care to pediatric patients of different ages and have concluded partnership agreements with SPbSU. They include:

1. LLC «Holding Company «INTAN»
2. Dental Clinic № 16;
3. Dental Clinic № 20;
4. Children's Dental Clinic № 6; (Annex 11.5)

Dental clinics are equipped with modern equipment, tools and materials for the diagnosis, treatment, and prevention of dental diseases related to dentofacial anomalies and malformations, which is also necessary for the training of students. Clinical facilities of Saint Petersburg State

University provide students with the opportunity to master their work using high-tech diagnostic equipment (radiovisiography equipment, 3D - CT scanners, intraoral cameras, 3D - scanners, etc.), as well as to perform medical and preventive procedures using binocular microscopes, dental microscopes, ultrasound scalers and laser radiation devices

The multidisciplinary nature of Saint Petersburg University's clinical facilities allows for specialization in all areas outlined in the "Orthodontics" residency programme. The practical training programme provides for;

- practical training in the children's orthodontic unit /office;
- practical training in the orthodontic office of the orthodontic unit;

Students learn to work in teams, making collaborative decisions based on interdisciplinary interaction with colleagues.

During their work placement training, students can change their practical training facility to enhance the effectiveness of their professional training and ensure an individual learning path.

To successfully acquire practical skills, the educational programme includes academic clinical practical training with the use of modern simulation equipment that imitates a doctor's work. Over a period of two years, students practice various dental manipulations on phantoms; they also meet the demands of employers interested in bringing the graduates' manual skills to a highly professional level

Later, students are eligible to undergo primary specialized accreditation for healthcare professionals in "Orthodontics" at the Resource Educational Center of High Medical Technologies "Center of Medical Accreditation" of SPbSU Scientific Park.

Conclusions on Standard 2:

Strengths:

1. The educational programmes are developed with the account of market demands, professional standards, strategic documents and federal and regional programmes.
2. The delivery of residency programmes complies with the Russian regulatory requirements and reflects the need for subject-specific professionals and their demand in the educational services market.
3. Employers participate in the development of the educational programme content through representation in the academic and methodological council, and they participate in the assessment of learning outcomes being members of the state examination boards.
4. Permanent monitoring of the development of academic and methodological documents and pools of assessment tools for the programme is carried out by the Commission for Quality Control of Educational Activities.
5. The curriculum encompasses both in-class activities such as lectures, seminars and practical sessions, as well as independent study under the guidance and supervision of a teacher, along with the use of teaching materials.
6. Elective components in the curriculum provide opportunities for an individual learning path.
7. An academic practical training provides extensive simulation training capabilities; the discipline "Training Simulation Course" allows for the comprehensive acquisition of practical skills necessary for a doctor's future professional practice.
8. Clinical facilities of the departments have a diverse range of specializations. Every 2-3-4 months, students change clinical facilities and/or departments with different specializations, which allows them to acquire necessary knowledge and skills in various areas of medical practice.
9. Research competencies in the educational programme train a physician-researcher ready to test and implement medical innovations in clinical practice.

Areas for improvement:

1. The Councild of Educational Programmes serve as a form of direct employer involvement in ensuring the quality of education.

2. Most students (up to 70%) are focused on their future employment and corresponding specialization, therefore, in the second year of training it is necessary to provide the possibility to study according to the maximally possible individual curriculum (taking into account the clinical facility) and the opportunity to take further education courses considering the needs of each resident.

3. In thematic plans of seminars and lectures the focus should be on interdisciplinary issues and comorbidity and more attention should be paid to differential diagnosis.

4. In thematic plans of practical lessons of simulation courses, the focus should be on applied aspects: basic manual skills for the 1st year of study; cases using manual skills for the 2nd year of study.

5. Consider the feasibility of developing elective curriculum components dedicated to emergency medicine, personalized medical care and the application of artificial intelligence in the relevant medical fields.

STANDARD 3. ASSESSMENT OF TRAINEES

3.1. Assessment methods

Quality assessment of postgraduate medical education includes ongoing academic progress monitoring, mid-term assessment, and state final examination.

Ongoing academic progress monitoring and mid-term assessment are forms of verifying students' progress in the curriculum, the learning process and the learning outcomes; they also the forms of correlating the learning outcomes with the requirements for the mandatory minimum content of disciplines and types of educational activities, as established by the Federal State Educational Standard. The structure, sequence and number of stages of ongoing academic progress monitoring and mid-term assessment for students are regulated by the curriculum, schedule of the educational process, and the class schedules.

Ongoing monitoring of the academic progress is conducted during lectures, seminars, practical training (through surveys, presentations, ongoing testing, case studies, monitoring of practical skills acquisition, etc.), and as part of independent study under the guidance of the teacher in forms specified in the independent study plan (through the submission of papers, tests and other assignments). The results of ongoing monitoring are recorded by teachers in ongoing monitoing sheets and departmental attendance and performance journals. The conditions for accounting the results of ongoing monitoring and measures to incentivize or discipline students on the basis of the results of ongoing monitoring are developed by the department and agreed upon with the Residency and Internship Department.

Assessment criteria for test monitoring:

90 - 100% correct answers - «excellent»
75 - 79% correct answers – «good»
60 - 74 % correct answers – «satisfactory»
less than 60% correct answers – «unsatisfactory».

Assessment criteria for case studies:

«pass» - the resident solved the case study without impediment correctly and completely, having a deep understanding of the material (completed all tasks, correctly answered all questions); the resident answered the questions sufficiently convincingly, with minor errors, but essentially correctly, or made slight inaccuracies in the answer; the resident answered the questions of the case study with insufficient confidence and errors, but will still be able to solve a similar case study in practice if necessary.

«non-pass/failed» - the students demonstrates a very poor understanding of the subject and made significant errors in answering most of the case study questions, answered the additional questions incorrectly and is unable to handle a similar task in practice.

Practical skills assessment is carried out through:

- demonstration of manual skills using simulation equipment during the "Academic practical Training: Educational Simulation Course in Obstetrics" and " Academic practical Training: Educational Simulation Course in Gynecology";
- data from the student's work log during the "Clinical Practical Training (Work Placement) in Obstetrics", "Clinical Practical Training in Gynecology" signed by the student, supervisor of residency training, head of the unit and head of the Department of Obstetrics, Gynecology, and Reproductive Medicine.

Mid-term assessment (pass/fail exam, traditional exam) reveals the results of the student's completion of the curriculum and the level of competency development.

Mid-term pass/fail assessment is conducted by the departments orally. Assessments are typically conducted by teachers who supervised practical training, seminars, practical classes or lectured on the course. The format and procedure for the assessment are established by the department, depending on the discipline's content, the goals and specifics of its learning, and the educational technology. The assessment includes three questions on nosological forms of diseases taught in the programme or on practical skills. During the interview, the teacher has the right to ask the student additional questions in terms of the thematic plan of the academic discipline. Assessments for disciplines and practical training are non-differentiated and are graded with the marks "pass" or "non-pass/failed".

Assessment criteria for the oral exam:

Mark «pass»:

- an answer demonstrating comprehensive, systematic and in-depth knowledge of the curriculum, mastery of the essential literature and knowledge of supplementary materials;

- the answer is correct, demonstrating a comprehensive and systematic understanding of the curriculum, and the mastery of essential literature;

- incomplete answer, demonstrating a superficial knowledge of the core curriculum, which can be replenished through further study and future professional work; insufficient knowledge of the essential literature recommended by the programme.

Mark «non-pass/failed»:

- an answer that contains serious mistakes, lack of knowledge of the basic components of the curriculum and the essential literature recommended by the programme.

Mid-term exam in the discipline consists of three stages:

1 stage – knowledge test;

2 stage – assessment of practical skills;

3 stage - interview.

The stages are conducted successively. The exam is conducted in Russian.

<u>1 stage – knowledge test.</u>

The testing is conducted in written form or with the use of computers. Each student receives 80 test questions compiled by random selection from a unified database of assessment tools, which is updated annually (hereinafter referred to as the assessment tools database). 60 minutes are allotted to solve the test questions.

Student knowledge is assessed based on the number of correct answers to the test questions.

A passing grade on the first stage is achieved with 71% correct answers or higher.

With 70% or fewer correct answers, the result is considered as "failed" and the student is not allowed to proceed to subsequent stages; a grade "unsatisfactory" is recorded in the final exam protocol.

No retakes are permitted for the test during the exam.

2 stage - assessment of practical skills.

The student is admitted to the second stage of the exam if the result of the first stage is assessed as "pass".

Assessment of two practical skills from among the skills evaluated in the second stage of the primary specialized accreditation of specialists having higher education in terms of an objective structured clinical examination is conducted in simulated conditions at the Center of Medical Accreditation of Saint Petersburg State University. The sequence and correctness of task performance are determined by checklists of the Methodological Center for Accreditation of Specialists.

The student is given a minimum of 10 minutes to complete the practical task. The time limit for completing the practical task should not exceed 15 minutes, including the time spent on learning the content of the practical task.

The Commission assesses the correctness and sequence of practical task execution using paper-based assessment sheets: each correctly performed action is marked with a "+", while a non-performed or incorrectly performed action is marked with a "-".

«+» - clear and successful completion of the task on the phantom with the account of sanitary and epidemiological requirements, correct communication with the patient and adherence to deontology principles;

«-» - violation of sanitary and epidemiological requirements, incorrect choice of methodology, lack of knowledge of materials and tools for the procedure, improper use of instruments, failure to comply with the principles of deontology when communicating with the patient.

The results of practical assignments are summed and an average score is determined for the 2nd stage of the assessment.

The decision about student’s pass is made if 71% or more of the practical tasks are completed correctly. If 70% or fewer practical tasks are completed correctly, the result is considered as "failed," and the student is not allowed to proceed to the next stage; the final exam protocol will reflect a grade "unsatisfactory".

3 stage – interview.

The student is admitted to the third stage of the exam if the results of the first and second stages are assessed as "pass".

The interview is conducted orally, covering theoretical and practical questions, and is graded on a five-point scale. The interview ticket includes 2 questions. During the exam, the Commission has the right to ask additional questions in terms of the educational programme.

The interview results are evaluated as "unsatisfactory", "satisfactory", "good", "excellent".

Assessment criteria:

“excellent” - during the interview, the examinee demonstrated comprehensive, systematic, and in-depth knowledge of the curriculum, including mastery of the essential literature and knowledge of supplementary literature;

“good” - during the interview, the examinee provided a correct answer demonstrating a sufficiently comprehensive and systematic knowledge of the curriculum, as well as mastery of the essential literature;

“satisfactory” - during the interview, the examinee demonstrated a superficial knowledge of the core curriculum, which can be replenished through further study and does not prevent the performance in the specialty under the guidance of a mentor;

“unsatisfactory” - the examinee's answer contained serious errors and he/she demonstrated a lack of knowledge of the core curriculum and essential literature, hindering his/her ability to perform activities in their field.

The decision on successful exam completion is made based on the results of the test (grade "pass"), practical skills demonstration (grade "pass"), and an interview (grade no lower than "satisfactory").

State Final Examination is the final stage of quality control in the training of specialists. The purpose of the State Final Examination is to establish the graduate's level of training to perfom professional tasks and the compliance with the requirements of the Federal State Educational Standard for Higher Education. Examination assignments are conducted in the form of a state exam, the programme of which is developed by the graduating department. The results of the examination assignments are determined by the grades "excellent", "good", "satisfactory", "unsatisfactory" and are announced on the same day after the protocols of the commission meetings are drawn up in the prescribed manner. Upon successful completion of the examination assignments, the student is awarded a graduation certificate about completion of residency in "Obstetrics and Gynecology". Students who have not passed the state final examination or have received unsatisfactory results during the state final examination have the right to take the state final examination within the timeframes determined by the procedure for conducting the state final examination.

State Final Examination requires an oral response based on tickets containing 3 questions. The total score for the final interview is 100 points (question 1 - up to 40 points, questions 2 and 3 - up to 30 points each).

Mark:
«excellent» corresponds to 91-100 points,
«good» - 81-90 points,
«satisfactory» - 71-80 points,
«unsatisfactory»- not less than 70 points.

Assessment criteria for oral responses:

«**Excellent**» deserves the student who has demonstrated full mastery of the intended learning outcomes (competencies); has comprehensively and thoroughly studied the literature recommended by the programme; and is capable of independently replenishing and updating their knowledge in the course of further learning.

«Good» deserves the student who has demonstrated mastery of the intended learning outcomes (competencies); has studied the literature recommended by the programme; and is capable of independently replenishing and updating their knowledge in further studies and professional activities.

«Satisfactory» deserves deserves the student who has demonstrated partial mastery of the intended learning outcomes (competencies), who has not fully developed new competencies, knowing the literature and publications related to the programme.

«Unsatisfactory» is given to a student who fails to demonstrate the achievement of intended learning outcomes (competencies), and makes significant errors in responses to programme-related questions.

State Final Examination for students with disabilities. It is conducted with the account of their psychophysical development, individual capabilities, and health. The state examination is conducted in accordance with the Rules for Higher Education Programmes – Postgraduate Programmes, Residency Programmes for the Training of Scientific and Teaching Staff delivered at Saint Petersburg State University, approved by the Order No. 8577/1 of August 30, 2018 (as amended and supplemented). In case of absolute necessity, in order to protect the life and health of students, research and teaching staff and employees carrying out the state final examination, the state final examination may be conducted solely with the use of remote technologies by decision of an authorized official.

Results of the State Final Examination for the programmes under review

Field of study	Results of the State Final Examination	2022	2023	2024
Obstetrics and Gynaecology	**Total**	26	22	17
	Excellent	24	18	13
	Good	2	4	4
	Satisfactory	0	0	0
	Unsatisfactory	0	0	0
Therapy	**Total**	16	18	23
	Excellent	12	11	17
	Good	4	7	6
	Satisfactory	0	0	0
	Unsatisfactory	0	0	0
Dermatovenereology	**Total**	15	13	8
	Excellent	13	10	5
	Good	2	3	3
	Satisfactory	0	0	0
	Unsatisfactory	0	0	0
Maxillofacial Surgery	**Total**	7	9	4
	Excellent	5	8	3
	Good	1	0	1
	Satisfactory	1	1	0
	Unsatisfactory	0	0	0
General Dentistry	**Total**	33	30	30
	Excellent	20	27	20
	Good	12	3	9
	Satisfactory	1	0	1
	Unsatisfactory	0	0	0
Therapeutic Dentistry	**Total**	25	40	30
	Excellent	21	28	19
	Good	3	12	7
	Satisfactory	1	0	4
	Unsatisfactory	0	0	0
Dental Surgery	**Total**	37	45	39
	Excellent	30	34	31
	Good	7	9	7
	Satisfactory	0	2	1
	Unsatisfactory	0	0	0
Prosthetic Dentistry	**Total**	34	38	36
	Excellent	21	32	29
	Good	9	6	7
	Satisfactory	4	0	0
	Unsatisfactory	0	0	0
Paediatric Dentistry	**Total**	16	19	16
	Excellent	9	16	16
	Good	7	3	0
	Satisfactory	0	0	0
	Unsatisfactory	0	0	0
Orthodontics	**Total**	35	32	32
	Excellent	29	24	24
	Good	6	8	7
	Satisfactory	0	0	1
	Unsatisfactory	0	0	

High scores on the State Final Examination confirm the students' successful mastery of the educational programme and the systematic work of the teaching staff.

One of the tools for independent assessment of the education quality of residency programmes is primary specialized graduate accreditation. It is conducted upon completion of their educational programmes.

Pursuant to Article 69 of the right to practice medicine or pharmacy in the Russian Federation is held by individuals who have received medical, pharmaceutical, or other education in Russian educational organizations and have passed specialist accreditation.

Specialist accreditation is conducted by an accreditation committee consisting of practicing medical professionals in their field of medicine. The accreditation committee is formed by the Ministry of Health of Russia with the participation of professional non-profit organizations specified in the Article 76 of the Federal Law of November 21, 2011 № 323-ФЗ «On the Basics of Public Health Protection in the Russian Federation».

Specialist accreditation is carried out in accordance with the qualification requirements for medical and pharmaceutical workers, as well as the professional standard.

SPbSU graduates have the opportunity to undergo primary specialized accreditation at the Resource Education Center of High Medical Technologies "Center of Medical Accreditations" of Saint Petersburg State University, where practical training lessons for honing practical skills were held during the 2 years of study, which significantly increases the effectiveness of accreditation.

Data on specialist accreditation are entered into the Unified State Information System in Healthcare as part of the maintenance of personalized records of individuals involved in medical activities in accordance with the Articles 92 and 93 of the Federal Law of November 21, 2011 № 323-ФЗ «On the Basics of Public Health Protection in the Russian Federation».

The procedure for specialist accreditation is regulated by the Regulations on specialist accreditation approved by the Order of the Ministry of Healthcare of the Russian Federation of October, 28, 2022 № 709н

Results of the primary specialized accreditation for the programmes under review

Field of study	Year of study	Started accreditation	Completed accreditation	Did not complete accreditation	Successfully received accreditation (%)
Obstetrics and Gynaecology	2022	25	25	0	100
	2023	22	22	0	100
	2024	15	15	0	100
Therapy	2022	30	28	2	93,3
	2023	30	30	0	100
	2024	32	32	0	100
Dermatovenereology	2022	6	6	0	100
	2023	7	7	0	100
	2024	9	9	0	100
Maxillofacial Surgery	2022	7	6	1	85,7
	2023	8	8	0	100
	2024	6	5	1	83,3
General Dentistry	2022	30	30	0	100
	2023	32	32	0	100
	2024	30	29	1	96,6
Therapeutic Dentistry	2022	32	31	1	96,8
	2023	29	29	0	100
	2024	30	30	0	100
Dental Surgery	2022	43	43	0	100
	2023	46	43	0	100
	2024	44	41	3	93,2
Prosthetic Dentistry	2022	44	40	4	90,9
	2023	38	37	1	97,4
	2024	37	36	1	97,2
Paediatric Dentistry	2022	16	16	0	100
	2023	19	19	0	100
	2024	16	16	0	100
Orthodontics	2022	35	35	0	100
	2023	31	29	2	94

	2024	31	30	1	97

A high percentage of students who have passed specialized accreditation demonstrates the educational programme's compliance with professional standards and the high competence of graduates in their professional field.

3.2. Relation between assessment and learning

The assessment of students' progress is carried out throughout the entire module. It includes attendance at lectures, seminars and practical classes, evaluation of knowledge in seminars and practical classes and students' independent work (test control, solving case studies).

Mid-term assessment in the form of a pass/fail exam or traditional exam is conducted after each module.

Conclusions on Standard 3:

Strengths:

High academic progress of graduates recognized by employers during the specialized graduate accreditation process.

Participation of employer representatives in the mid-term assessment and the state final examination.

A multifaceted approach to assessing student knowledge through the creation of a multi-tiered control system for each stage of the educational programme, and the use of modern methods to evaluate learning achievements.

The assessment procedure and its results are open and transparent, and uniform requirements are used in assessing students' knowledge in accordance with the qualification characteristics of the residency programme.

Effective operation of the appeals and student complaint system.

Course materials for programme disciplines are published in the electronic information educational environment of SPbSU and the personal student accounts.

Ongoing discussion of the progress and results of the educational process, labor market issues and employer demands takes place with the use of various formats, including participation in professional associations, round tables, expert councils, conferences, and project sessions.

Conditions have been created for an individual learning path.

The results of research and clinical activities are used in the educational process.

Areas for improvement:

Continue updating the procedures for assessing knowledge, skills and competencies and improving the assessment tools.

Motivate students to complete e-portfolios in the information system "Student", showcasing their professional and scientific achievements.

STANDARD 4. TRAINEES

4.1. Admission policy and selection

Admission to residency at SPbSU is based on the principles of objectivity, it includes a clear regulation of the selection process and a high level of achievements in previous education. Students with disabilities are admitted, as well as students from other universities, including foreign ones, are transferred.

Doctors having higher education - a specialist degree in one of the following field of study: "General Medicine," "Pediatrics," "Dentistry" - are admitted to residency in accordance with the requirements of the Order No. 206n of the Ministry of Healthcare of the Russian Federation dated May 2, 2023 "On Approval of Qualification Requirements for Medical and Pharmaceutical

Workers with Higher Education". The training is conducted away from the main place of work. The training lasts 2 years.

Admission rules to Saint Petersburg State University for postgradute educational programmes (hereinafter - Admission rules) regulate the admission of citizens of the Russian Federation, foreign citizens and stateless persons (hereinafter - applicants) to study the postgraduate educational programmes (hereinafter - residency) of Saint Petersburg State University (hereinafter - SPbSU) at the expense of federal budget allocations, as well as under contracts with payment of tuition fees by individuals and/or legal entities (hereinafter - contracts for the provision of paid educational services)

Admission rules are developed in accordance with the Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation", the Decree of the Government of the Russian Federation No. 353 of March 12, 2022 "On the Peculiarities of Licensing Activities in the Russian Federation", the Admission Procedure to Postgraduate Educational Programmes approved by the Order of the Ministry of Healthcare of the Russian Federation No. 212n of May 11, 2017 (hereinafter – the Admission Procedure), the Charter of the Federal State Budgetary Educational Institution of Higher Education "Saint Petersburg State University" approved by the Decree of the Government of the Russian Federation No. 1241 of December 31, 2010 (hereinafter – the SPbSU Charter).

All the necessary information on admission to residency programmes can be found on the SPbSU website.

4.2. Number of trainees

The enrollment of students in residency programmes is regulated by the requirements of the Order No. 206n of the Ministry of Healthcare of the Russian Federation dated May 2, 2023 "On Approval of Qualification Requirements for Medical and Pharmaceutical Workers with Higher Education" (as amended by Order No. 72n of the Ministry of Healthcare of the Russian Federation dated February 19, 2024) and professional standards.

A specialist who has successfully mastered specialist degree programmes in "General Medicine" (31.05.01) and "Pediatrics" (31.05.02) may be admitted to residency in "Obstetrics and Gynecology", "Therapy", and "Dermatovenereology".

A specialist who has successfully mastered the specialist degree programmes in "Dentistry" (31.05.03) or "General Medicine" (31.05.01) can be admitted to the programme in "Maxillofacial Surgery". Only specialists who have mastered the specialist degree programme in "Dentistry" (31.05.03) can be admitted to the programmes of the Dentistry cluster.

The University determines the number of admitted students in compliance with its material and technical and methodological resources at all stages of education and periodically adjusts the number and composition of admitted students. It takes into account opinions of stakeholders responsible for planning and developing human resources in the healthcare sector aiming at meeting the medical needs of the population and society as a whole, as well as taking into account available information on the number of qualified candidates and the needs of the national and international labor market.

4.3. Trainee councelling and support

- Student consultations regarding the organization of the educational process are conducted by staff of the Academic Office;
- Consultations for students on the content of the educational process are conducted by the teacher responsible for the training of postgraduate students;
- Individual learning paths are developed and are tailored to the interests and needs of each trainee;

- Up-to-date information is published in students' personal accounts and is sent via corporate email;
- Individual and group professional consultations on clinical cases for students are carried out during their practical training;
- A supervisor attends the clinical facilities where students undergo practical training;
- Individual consultations on developing an individual learning path, employment and career advancement are in place;
- Consultations and support on social and legal issues and continuing medical education are in place;
- A student feedback system on evaluation of learning conditions and the educational process is in place;
- Crisis support, assistance in resolving problematic situations arising in the institution where the student is undergoing practical training are in place.

4.4. Trainee representation

Students are members of the Academic and Methodological Commissions, Standing Committee of the SPbSU Academic Council on Academic and Methodological Work; they participate in the development, management and evaluation of the educational programme and are involved in decision-making on issues related to the educational process, learning and working conditions.

Students are actively encouraged to join professional societies, such as the Society of Obstetricians and Gynecologists of St. Petersburg and the Northwestern Region, Russian Society of Dermatovenerologists and Cosmetologists, where students present reports and patient cases, Russian Dental Association. Students may attend society meetings and workshops hosted by the association representatives. Students also have the opportunity to join the Russian Association of Human Reproduction and attend association meetings dedicated to current issues in reproductive medicine and assisted reproductive technologies.

4.5. Working conditions

Classroom training, including lessons in simulation classrooms and practical training that students undergo at clinical facilities under the guidance of mentors throughout the training period, are organized in compliance with the necessary hygiene and sanitary and epidemiological standards and requirements. Safety and effectiveness of training are ensured by reducing the negative impact of harmful factors on the health of students. For this purpose, the latest achievements of industry and ergonomics are used, as well as publicly available methods for preventing the development of fatigue and burnout processes, the occurrence of occupational diseases and the preservation of the working capacity and creative energy of students, such as:

- Limiting the length of the academic and work day and providing opportunities for sports, creative activities, etc.
- Workplace organization, regulation of microclimate, lighting, noise levels, vibration, etc;
- Use of equipment and tools designed in compliance with ergonomic requirements;
- Bacteriological protection and the use of personal protective equipment;
- Availability of psychological support to reduce psycho-emotional stress in relevant university units;
- Planning daily duty and work schedules, taking into account the educational needs of students;
- Granting academic leave to students (e.g., in case of illness, childbirth, military service and other circumstances).

Conclusions on Standard 4:

Strengths:

High satisfaction of students with learning conditions, material and technical recources and facilities for practical training.

High demand for SPbSU graduates as evidenced by their employment rate and the steady upward trend in the percentage of employed graduates.

A significant emphasis is placed on fostering a professional and humanistic approach to students' work, encompassing not only diagnosis and treatment issues but also the study of disease prevention, environmental protection, the impact of environmental hazards on reproductive health and the preservation of public health.

When delivering educational programmes, the needs of various groups of students are taken into account and opportunities for the development of individual learning paths are provided.

Areas for improvement:

Provide for the possibility of awarding additional points when applying for residency programmes to graduates of the "General Medicine" programme of SPbSU Institute of Medicine who actively participate in the student scientific society, scientific conferences, have scientific publications, who successfully defended their gradiation thesis and have high indicators of their academic progress.

Expand support for students involved in research and project activities by providing them a streamlined access to University resources and mentorship from faculty to stimulate their interest in science and practical work.

Regulate the number and cohort of admitted students, taking into account opinions of stakeholders responsible for planning and developing human resources in the healthcare sector aiming at meeting the medical needs of the population and society as a whole, as well as taking into account available information on the number of qualified candidates and the needs of the national and international labor market.

STANDARD 5. TRAINERS

5.1. Recruitment and selection policy

The educational institution has objective and transparent procedures for recruiting and developing the teaching staff, which ensure that teachers possess sufficient qualifications and competence.

Hired teachers must have a medical degree in General Medicine, complete residency training relevant to the taught discipline and hold a valid medical certification or accreditation in their field.

Teachers must know and be proficient in the methodology of teaching a medical discipline, know the course content and possess the skills that students are required to master, as well as regularly enhance their qualifications in their field and in pedagogy.

Teachers delivering lectures should hold a doctoral/candidate degree of medical sciences, in their research field of study, a medical qualification and have teaching experience.

5.2. Staff activity and staff development

The main components of SPbSU human resources development include creating conditions and incentives for employees' effective work, providing opportunities for professional development, fostering creative activity and facilitating career advancement.

University considers several levels of personnel training to work at SPbSU.

1. Working with future applicants: high school students, undergraduates, applicants for a Master degree, Master degree students and doctoral applicants.

2. Developing a talent pool from the most promising students, postgraduate students and young lecturers: personnel training in the line "bachelors - masters - postgraduate students - young lecturers and researchers".

3. Development and support of the faculty and administrative staff.

The HR policy of SPbSU is implemented through a range of tools and mechanisms that involve investments of both financial and non-financial resources:

- fostering a competitive academic environment (competitive selection, including from the international labor market, staff evaluation, internal competitions); incentivizing research and teaching activities (financial and non-financial rewards for achievements, competitions, creating conditions for creative activities, academic mobility);
- professional growth, support and skills development.

Therefore, human resources policy is linked to both the development of existing personnel and the attraction of new talent.

Talent pool. The University not only takes individual measures and carries out activities to motivate and support young staff, but also develops systematic programmes for personnel reserves. Special development programmes for young employees are planned:

- attracting and retaining young research and pedagogical staff at the University;
- incentivizing young scientists, lecturers and specialists;
- competitive support for young lecturers and researchers;
- building a talent pool.

To facilitate the systematic development of the talent pool, the following tools are used to encourage professional growth and motivate teachers to improve academic and teaching activities:

- regular meetings with University leadership;
- special seminars for postgraduate students and young lecturers on teaching methodology;
- regular workshops featuring experienced professors, including international ones and leading industry and higher education experts;
- youth scientific schools and conferences with the participation of leading scientists and specialists;
- internships for young teachers and scientists (including at leading research centers);
- participation in international conferences;
- qualification enahncement in the field (including on a priority basis);
- additional qualification programmes for students;
- competitions of educational, methodological and research papers - special project competitions;
- involving leading scientific schools;
- supporting students in preparing their publications;
- organizing student conferences.

By fostering a supportive environment for the professional development of young employees, the University increases its chances of retaining its internally trained staff having high professional potential, attracting talented young individuals from outside and, therefore it can expect significant contributions from young faculty and researchers. The University counts on young researchers and teachers to create new methodologies and technologies, improve the performance of research and resource centers and enhance the pedagogical skills of its teachers.

«Performance-Based Contract of Employment» (effective contract)

Signing a performance-based contract of employment with teachers and researchers is a crucial element in establishing a competitive University. For example, the effective contract at SPbSU specifies more clearly the requirements for teaching and research staff: regular and open publications, updating of personal information on the corporate portal, participation in applying for external and internal grants and participation in international conferences.

In compliance with the terms of the employment contract, the faculty member is required to conduct active research or participate in practical projects with a group of students and in competitions aiming at support of their own scientific and applied projects.

«Recruitment».

Recruiting teachers, researchers and managers involves searching and inviting specialists necessary for the development of the University, renewing its staff and optimizing educational and research activities. The University is attracting teachers, researchers and practitioners – specialists from the real sector of the economy, business and the social sphere – from both the international and Russian labor markets to engage in scientific and pedagogical activities. The University conducts audits and determines which specialists are necessary for the development of education and science and aims to attract talented teachers and young scientists, including Russian citizens who have received education and work experience at leading foreign universities, for both professor positions and newly created research positions for postgraduate students.

SPbSU carries out innovative recruitment by announcing research competitions open to employees not only from the University but also from other Russian and foreign scientific, educational, research and production institutions.

Financial incentives.

To retain highly qualified personnel and attract young faculty members, various incentive methods are employed, based on employees' publication and project activity metrics. Specifically, competitions are held annually to award publication-based salary supplements; additional payments are given to young scientists – Candidates of Sciences under 30 years old and Doctors of Sciences under 40 years old.

Orders of the First Vice-Rector for Economics:

1. Order No. 1354/1 dated March 4, 2016 "On the Procedure for Establishing Incentive Payments for Young Scientists of SPbSU".

2. Order No. 3981/1 of May 25, 2016 "On Amendments to Order No. 1354/1 of March 4, 2016 "On the Procedure for Establishing Incentive Payments for Young Scientists of SPbSU" (with the aim of developing the talent capacity of SPbSU and to incentivize creative youth - Order No. 1354/1 of the First Vice-Rector for Economics of March 4, 2016).

3. Order of the Vice-Rector for Research dated June 27, 2016, No. 5251/1"On the Results of the Competition for Scholarship Recipients of the Programme to Support Young Scientists of SPbSU delivered in terms of the Memorandum of Understanding and Cooperation between Bank Santander and SPbSU".

4. Order of the Vice-Rector for Research of April 12, 2016 No. 2508/1 "On the Results of of the Competition for Scholarship Recipients of the Joint Programme of SPbSU and DAAD "Dmitry Mendeleev" in the 2016/2017 Academic Year".

5. Order of the Acting First Vice-Rector for Academic, Extracurricular and Methodological Work No. 5412/1 of July 4, 2016 "On Approval of the Regulations on a Competitive Selection for Submission for the Award to Support Talented Youth and on Approval of the Composition of the Competition Commission".

«Obstetrics and Gynaecology» (31.08.01). Activities of the Department Staff

The postgraduate programmes in Obstetrics and Gynecology (31.08.01) are delivered by 15 Candidates and 11 Doctors of Sciences, 1 academician of the Russian Academy of Sciences and 1 corresponding member of the Russian Academy of Sciences. 6 teachers hold the academic title of Professor and 5 teachers hold the title of Associate Professor.

The teacing satff is actively involved in research and engage postgraduate students in this work. Over the past three years, the staff of the Department of Obstetrics, Gynecology and Reproductive Medicine has published 6 monographs, over 280 research articles, of which 113 are published in Scopus journals, 81 are published in journals recommended by the Higher Attestation Commission and 91 publications are included in the Russian Science Citation Index (RSCI). The staff participated and presented at over 290 Russian and international scientific conferences. 12 patents have been registered. 2 coursebooks and 7 learning guides have been published.

The teachers are members of the Dissertation and Academic Councils, they serve as experts in peer review and selection of scientific articles for scientific journals and publications and co-author clinical guidelines.

All teaching staff have subject-specific education, certification or accreditation in Obstetrics and Gynecology, as well as further education in other relevant areas ("Ultrasound Diagnostics", "Oncology", "Public Health and Healthcare Organization", "Endocrinology"); they regularly enhance their qualification in terms of the continuing medical education.

All teachers of the Department of Obstetrics, Gynecology and Reproductive Medicine are practicing obstetricians and gynecologists. Leading specialists and heads of relevant organizations having extensive practical experience are involved in the educational process. 20 teachers hold managerial positions in various medical institutions in the city and 9 teachers work as obstetricians-gynecologists in various medical institutions in the city.

Activities of teachers of the Department of Obstetrics, Gynecology and Reproductive Medicine

Distinguished teachers of the Department

Ailamazyan Eduard Karpovich — Academician of the Russian Academy of Sciences, Honored Scientist of the Russian Federation, Doctor of Medical Sciences, Professor, a recognized leader of the St. Petersburg School of Obstetricians and Gynecologists, founder of the Department of Obstetrics, Gynecology and Reproductive Medicine at the Faculty of Medicine, Saint Petersburg State University.

Teaching activities:

He began his teaching career in 1965, first as an assistant, then as an Associate Professor and Professor at the Department of Obstetrics and Gynecology of the First Leningrad Institute of Medicine (Pavlov First Saint Petersburg State Medical University); in 1983 he became the head of the Department of Obstetrics and Gynecology of the First Leningrad Institute of Medicine and since 1997 he has been a Professor at the Department of Obstetrics, Gynecology and Reproductive Medicine of SPbSU.

Research activities:

- Chair of the Thesis Board 24.1.171.01 (D 001.021.01) and a member of the Academic Council at the D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine;
- Editor-in-Chief of the journal "Obstetrics and Women Diseases"
- Author of more than 700 scientific and educational works, including two textbooks for medical students and a number of monographs: Textbook "Obstetrics", 2022 (10 editions), Textbook "Gynecology", 2015, "Emergency Care in Obstetrics" (5th ed., 2015), "Genital Endometriosis", 2017, "Diabetes Mellitus and the Female Reproductive System", 2017 and others.

Expert activities:

- Member of the Presidium of the North-Western Branch of the Russian Academy of Medical Sciences
- Member of the European Association for Gynaecology and Obstetrics

- Vice-President of the Russian Association of Obstetricians and Gynecologists
- WHO expert
- Editor-in-Chief of the journal "Obstetrics and Women Diseases"
- Member of the editorial boards and councils of numerous national and international publications, including the Great Medical Encyclopedia (4th edition)
- Chair of the Thesis Board 24.1.171.01 (D 001.021.01) and a member of the Academic Council at the D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine

Awards, honorary titles

- Order of Honour (2009)
- Order of Friendship (1997) - for outstanding achievements in the development of Russian medical science
- Order "For Merit to the Fatherland" IV class (2016)
- Medal "For Merit to Saint Petersburg"
- Honored Scientist of the Russian Federation (1993)
- Russian Federation Government Award in Science and Technology (2001) – for the development and implementation of measures to protect women reproductive health from the effects of harmful environmental factors, including industrial ones
- SPbSU Award for Scientific Works (2009)
- Laureate of the I.P. Pavlov Award (2003) - for outstanding achievements in perinatology and perinatal medicine, prenatal diagnosis of hereditary and congenital diseases
- Academician of the Russian Academy of Medical Sciences (1999)
- Academician of the Russian Academy of Sciences, Department of Medical Sciences (as part of the RAMS's incorporation into the RAS, 2013)
- Academician of the International Academy of National Environmental Safety
- Advisor to the Governor of St. Petersburg on a voluntary basis (2020)
- Honorary Citizen of Saint Petersburg (2024)

Current information on the activities of E.K. Ailamazyan can be found on the SPbSU website and of the website of the Russian Academy of Sciences (https://new.ras.ru/en/staff/akademiki/aylamazyan-eduard-karpovich/)

Kogan Igor Yuryevich — a Russian scientist specializing in obstetrics, gynecology and reproductive medicine, combines clinical practice as an obstetrician-gynecologist with research, actively participates in the training of new specialists and the development of modern infertility treatments.

Key positions and titles

- Corresponding Member of the Russian Academy of Sciences (since 2016) in the Department of Medical Sciences (Clinical Medicine Section).

- Director of the D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine (since 2024).

- Professor of the Department of Obstetrics, Gynecology and Reproductive Medicine, SPbSU (since 2018).

- Chief Non-Staff Specialist in Women Reproductive Health of the Health Committee of St. Petersburg.

Teaching activities

He began his teaching career in 1999 as an assistant at the Department of Obstetrics and Gynecology, SPbSU. From 2002 to 2018, he was an Associate Professor at the Department of

Obstetrics and Gynecology at Pavlov First Saint Petersburg State Medical University. Since 2018, he has been a professor at the Department of Obstetrics, Gynecology and Reproductive Medicine, SPbSU.

Research activities

Member of the Thesis Board 24.1.171.01 (D 001.021.01) and a Chair of the Academic Council at the D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine.

Author of over 400 scientific and educational publications, including monographs and guidelines for doctors, such as: "Venous Circulation in the Fetus During Normal and Complicated Pregnancy," 2002; "Progesterone in the Treatment of Mastopathy: A Monograph," 2012; "Ovarian Stimulation Protocols in IVF Cycles," 2017-2020 "Mastopathy in Gynecological Practice: A Guide for Physicians," 2021; "In Vitro Fertilization: A Practical Guide for Physicians," 2021, et al.

Expert activities:

- Corresponding Member of the Russian Academy of Sciences;
- Member of the Russian Association of Human Reproduction;
- Member of the European Society of Human Reproduction and Embryology (ESHRE);
- Member of the St. Petersburg Society of Obstetricians and Gynecologists;
- Member of the editorial board of the journal «Obstetrics and Women Diseases»;
- Member of the Thesis Board at the D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine (Д 001.021.01)
- Deputy Chair of the Expert Group in Obstetrics and Gynecology of the Health Committee of the Government of St. Petersburg;

Awards

- Order of Pirogov (2024) — for contribution to the development of medical science.

More details about his work can be found on the website of the D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine or on the website of the SPbSU Department

«Dermatovenerology» (31.08.01)

All teachers of the Department are practitioners (dermatovenerologists). Leading specialists and heads of relevant organizations with extensive practical experience are involved in the educational process. Qualifications are regularly enhanced. The educational programme in 31.08.32 "Dermatovenerology" is delivered by 4 Candidates and 1 Doctor of Sciences. In addition to certificates in "Dermatovenerology", the department's staff holds certificates in "Cosmetology" (2 people), "Healthcare Organization and Public Health" (1 person), as well as qualification enhancement in trichology.

The teaching staff is actively involved in research and engages students in this process. Over the past three years, the Department of Dermatovenereology and Cosmetology has prepared 2 (published in 2025) and published 3 illustrated guides for doctors; they also published over 36 scientific articles, of which 12 are in Scopus journals, 36 are in journals recommended by the Higher Attestation Commission and 3 lerning guides and teaching aids. The department's staff are also co-authors of one national guide for doctors.

The department's staff are members of leading scientific societies, including the Russian Society of Dermatovenereologists and Cosmetologists, the Interdisciplinary Association of Specialists in Anogenital Diseases, the European Academy of Dermatology and Venereology and the International Society for the Study of Vulvovaginal Diseases.

The publication activity of the department's staff is presented in the electronic system.

At the initiative of the teacing staff and with the support of SPbSU, annual meetings of the Russian Society of Dermatovenereologists and Cosmetologists are held, where postgraduate

students present reports and discuss patient cases; as well as a number of scientific events is held, including the "Scientific Assembly on Aesthetic Medicine, Trichology and Dermatovenerology" and the International St. Petersburg Forum "Dermatoses of the Anogenital Area - Interaction Algorithms", where students present reports.

Smirnova I.O., Head of the Department of Dermatovenerology and Cosmetology, is a member of the editorial boards of the journals "Medical Alphabet" and "Dermatovenereology. Cosmetology". She is the President of the Interdisciplinary Association of Specialists in Anogenital Diseases, founder of the educational portal for dermatovenerologists. The teaching staff are members of the organizing committees of the international Scientific Assembly on Aesthetic Medicine and Trichology, St. Petersburg (2021 – 2025), the international St. Petersburg Forum "Dermatoses of the Anogenital Area - Interaction Algorithms", St. Petersburg (2023 – 2025).

«Therapy» (31.08.49)

All teachers of the Department are general practitioners. Leading specialists and heads of relevant organizations with extensive practical experience are involved in the educational process. The entire teaching staff has relevant education, certification or accreditation, as well as further education in other relevant fields ("Functional Diagnostics," "Cardiology," "Healthcare Organization and Public Health," "Endocrinology," "Gastroenterology," "Allergology and Immunology," "Nephrology," "Pulmonology," "Rheumatology").

The educational programme in 31.08.49 «Therapy» is delivered by:

Department of Propaedeutics of Internal Diseases: 4 Candidates of Medicine and 2 Doctors of Sciences;

Department of Hospital Therapy: 9 Candidates of Medicine and 9 Doctors of Sciences;

Department of Faculty Therapy: 9 Candidates of Medicine and 4 Doctors of Sciences;

Department of Postgraduate Medical Education: 9 Candidates of Medicine and 4 Doctors of Sciences.

The teaching staff is actively engaged in research and involves students in this work.

Over the past three years, the teachers of the Department of Faculty Therapy has published: over 60 scientific articles, of which 44 are in Scopus journals, 17 are in journals recommended by the Higher Attestation Commision and 11 publications are included in the Russian Science Citation Index (RSCI). The teachers have presented at more than 40 Russian and international scientific conferences. 1 patent has been registered. 4 textbooks have been published.

The teachers of the Department of Propaedeutics of Internal Diseases have published: 14 articles in Scopus journals, 7 articles in journals recommended by the Higher Attestation Commision and 7 publications included in the RSCI. The staff has presented at more than 30 Russian and international scientific conferences. A monograph has been published.

The teachers of the Department of Hospital Therapy have published: 45 articles in Scopus journals, 120 articles in journals recommended by the Higher Attestation Commission and 146 publications included in the Russian Science Citation Index (RISC). The department's staff has presented at over 100 Russian and international scientific conferences. 4 educational and methodological manuals and 19 monographs have been published.

The teachers of the Department of Postgraduate Medical Education have published: 24 articles in Scopus journals, 34 articles in journals recommended by the Higher Attestation Commission and 21 publications included in the RSCI. The staff presented at more than 40 Russian and international scientific conferences. 3 textbooks and 4 monographs have been published.

The publications of the University's employees are systematized and are continuously updated in the electronic informational system PURE and are available for review.

The teachers are members of theThesis Boards and Academic Councils, serve as experts in peer review and selection of research articles for scientific journals and publications and co-author clinical guidelines.

All teachers hold relevant degrees, certifications or accreditations in "Therapy," as well as further education in other relevant fields ("Ultrasound Diagnostics," "Functional Diagnostics," "Healthcare Organization and Public Health," "Endocrinology," "Nephrology," "Cardiology," "Rheumatology," "Allergology and Immunology"). The teachers regularly enhance teir qualififcation in terms of continuing medical education.

All teachers are practititoners. Leading experts and heads of relevant organizations with extensive practical experience are involved in the educational process.

Reports on research of departments and expert activities of the teaching staff in Therapy are available on the website of the Institute of Medicine and on the websites of Departments

«Maxillofacial Surgery» (31.08.69)

The educational programme in "Maxillofacial Surgery" (31.08.69) is delivered by leading practicing dentists with extensive practical experience and pedagogical activities. All teaching staff have relevant education, certification or accreditation and regularly enhance their qualififcation.

The educational programme in «Maxillofacial Surgery» (31.08.69) is delivered by:

- Department of Maxillofacial Surgery and Dental Surgery – 8 Candidates of Sciences and 3 Doctors of Medicine The teaching staff involved in the delivery of the educational programme in Maxillofacial Surgery

Departments	Total number of teachers	Candidates of Medicine	Doctors of Medicine	Employers	SPbSU graduates
Department of Maxillofacial Surgery and Dental Surgery	23	8	3	3	3

The teaching staff actively conducts research and involves students in this work. The main research areas of the Department of Maxillofacial Surgery and Dental Surgery are:

- Biometric assessment of the severity of the pathological process; development and testing of modern domestic wound dressings; endoscopic monitoring of the treatment of severe combined head trauma; complex treatment of dental pathology in elderly and senile patients; reconstructive maxillofacial operations using 3D modeling and microsurgical techniques and other surgical interventions; tumors of the maxillofacial region; Neurodentistry - D.Yu. Maday, Doctor of Medical Sciences, Professor
- Development of 3D constructs based on precision synthesis of nano- and multi-nano layers with antimicrobial and osteoinductive properties for maxillofacial surgery, dentistry, surgery and traumatology - O.D. Maday, Candidate of Medicine, Associate Professor
- Inflammatory diseases of the maxillofacial region; Inflammatory diseases of the salivary glands; Surgical treatment of periodontal diseases - E.A. Gorshkov, Assistant and A.K. Kravchenko, Assistant
- Endoscopic monitoring of treatment of severe combined head injury; Traumatic injuries of the maxillofacial region; Military maxillofacial surgery; Biometric assessment of the severity of the pathological process - K.P. Golovko, Doctor of Medicine, Professor and V.I. Badalov, Doctor of Medicine, Professor

- Surgical preparation of the oral cavity for prosthesis; Surgical treatment of jaw anomalies and deformities; Dental and maxillofacial implantology - M.M. Soloviev, Candidate of Medicine, Associate Professor
- Resuscitation and Anesthesiology; Emergency Dental Care; Emergency Conditions in Dentistry - A.O. Bumay, Senior Teacher and A.G. Ivanov, Senior Teacher
- Microbiology; Development and testing of modern domestic wound dressings - G.E. Afinogenov, Doctor of Medicine, Professor
- Temporomandibular joint disorders; Complex treatment of dental pathology in elderly and senile patients - N.A. Udaltsova, Candidate of Medicine.

Research topics of postgraduate students:

Lunyov Anatoly Anatolyevich, "Determining the Effectiveness of Dental Implants Survival in Young Adults with Diabetes Mellitus," supervised by D.Yu. Maday, Doctor of Medicine, Professor

Halime Ibrahim, "The Influence of Tooth Extraction Technique on Reduction of the Alveolar Process of the Jaw," supervised by M.M. Soloviev, Candidate of Medicine, Associate Professor.

Patents were received in 2024.

«Antimicrobial Composition for Bone Cavity Replacement», Linnik S.A., Afinogenov G.E., Afinogenova A.G., Tsololo Ya.B., Karagezov G., Kuparadze I., Korshunov D.Yu., Avramidis S., Patent for invention RU 2812662 C1, 2024-01-31. Application of 25.07.2023.

Monographs, textbooks and teaching aids published for the last year:

Monograph

Golovko K.P., Maday D.Yu., Trishkin D.V., Kryukov E.V., Alekseev D.E., Alekseev E.D., Anisin A.V., Bagnenko A.S., Badalov V.I., Bezmenko A.A., Belskikh A.N., Belyakov K.V., Bechik S.L., Borisov M.B., Bulatov M.R., Bulyshchenko G.G., Gaivoronsky A.I., Ganin E.V., Golovanov A.E., Goncharov A.V., Grebnev A.R., et al. – “Military Field Surgery. National Manual”.

Type: monograph. Language: Russian. ISBN: 978-5-9704-8036-6. Year of publication: 2024. Place of publication: Moscow. Number of pages: 1056. Publisher: Limited Liability Company Publishing Group "GEOTAR-Media" (Moscow). UDC: [616-089:355](035.3).

Textbooks

Maday O.D. “Propaedeutics of Dental Surgery” (Type: textbook, Language: Russian, ISBN: 978-5-00110-397-4, Year of publication: 2024, Place of publication: St. Petersburg, Number of pages: 138, Publisher: LLC "Mediapapir", UDC: 616.314-089, Maday O.D.)

Teaching materials

Abakarov S.I., Abolmasov N.N., Adzhiev K.S., Abakarova S.S., Apresyan S.V., Akhmedov A.A., Ashurov G.G., Bagnenko A.S., Basov A.V., Blagovestnov D.A., Esayan L.K., Ibragimov T.I., Lapina N.V., Lezhnev D.A., Olesov E.E., Rabinovich S.A., Reshetov I.V., Saleev R.A., Sedrakyan A.N., Serova N.S., et al. “Fundamentals of Maxillofacial Prosthetics” (Type: textbook, Language: Russian, ISBN: 978-5-9704-7882-0, Year of publication: 2024, Place of publication: Moscow, Number of pages: 464, Publisher: Limited Liability Company Publishing Group "GEOTAR-Media", UDC: 616.314-089.23(075.8))

Badalov V.I., Golovko K.P., Bagnenko A.S. et al. “Military Field Surgery” (Type: textbook, Language: Russian, ISBN: 978-5-9704-8037-3, Year of publication: 2023, Place of

publication: Moscow, Number of pages: 568, Publisher: Limited Liability Company Publishing Group "GEOTAR-Media", UDC: [616-089:355](075.8))

Leading teachers involved in the delivery of the educational programme in Maxillofacial Surgery Maday Dmitry Yuryevich, Doctor of Medicine, Professor, Head of the Department of Maxillofacial Surgery and Dental Surgery, SPbSU. Member of the Scientific Society of Dentists of St. Petersburg and the Leningrad Region since 1990. Member of the N.I. Pirogov Surgical Scientific Society since 1990, member of the Thesis Board 07.2.002.05 (D 215.002.09).

1. Sidorov Pavel Sergeevich, Assistant at the Department of Maxillofacial Surgery and Dental Surgery, SPbSU. Member of the Russian Dental Association and the St. Petersburg Dental Association.
2. Sokirko Elena Leonidovna, Candidate of Medicine, Assistant Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial Surgery Unit, Saint Petersburg State Budgetary Healthcare Institution "Alexandrovskaya Hospital".
3. Soloviev Mikhail Mikhailovich, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial Surgery Unit, St. Petersburg State Budgetary Healthcare Institution "City Multidisciplinary Hospital No. 2".
4. Udaltsova Natalia Aleksandrovna, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Organizational and Methodological Division, Saint Petersburg State Budgetary Healthcare Institution "Dental Clinic No. 29".
5. Kuzmin Igor Alekseevich, Candidate of Medicine, Senior Lecturer, Department of Maxillofacial Surgery and Dental Surgery, Saint Petersburg State University, Official speaker and clinical consultant for Alpha-Bio in the Russian Federation.
6. Gorshkov Evgeny Alekseevich, Assistant of the Department of Maxillofacial Surgery and Dental Surgery, SPbSU; Head of the Maxillofacial Surgery Unit and ENT, Vsevolozhskaya Clinical Interdistrict Hospital
7. Magradze Guram Nodarovich, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial Surgery Unit No. 6 (including for patients with suppurative complications and dental care for patients under anesthesia with severe concomitant somatic and mental pathology), St. Petersburg State Budgetary Healthcare Institution "City Hospital No. 15".

The Department of Maxillofacial Surgery and Dental Surgery trains scientific and teaching staff. Postgraduate students act as teachers in terms of their teaching practical training. Those who have studied and graduated from postgraduate programmes at SPbSU, continuing their thesis or having defended their thesis for the degree of Candidate of Medicine, join the teaching staff of the Department.

«General Dentistry» (31.08.72)

Leading practicing dentists with extensive practical and pedagogical experience are involved in the delivery of the educational programme in "General Dentistry" (31.08.72). The entire teaching staff has relevant education, certification or accreditation and systematically enances their qualification.

The teachers are actively engaged in research. Over the past three years, the Department of Dentistry staff has published: 158 scientific articles, including 22 in Scopus journals, 31 in journals recommended by the Higher Attestation Commission and 105 publications in the Russian Science Citation Index (RSCI). The teaching staff has presented at more than 120 Russian and international scientific conferences. 9 patents have been registered. 19 learning guides (including monographs and chapters in textbooks) have been published. Over the past 3 years, under the supervision of Professor Sokolovich N.A., 5 thses for the degree of Candidate of Medicine have been defended.

The teaching staff of the Department of Dentistry involved in the delivery of the educational programme in «General Dentistry».

Total number of teachers	Candidates of Medicine	Doctors of Medicine	Employers	SPbSU graduates
24	7	7	21	4

Leading teachers of the Department of Dentistry involved in the delivery of the educational programme in General Dentistry: Sokolovich Natalia Aleksandrovna, Doctor of Medicine, Professor, Head of the Department of Dentistry, Saint Petersburg State University

1. Bulycheva Elena Anatolyevna, Doctor of Medicine, Professor, Department of Dentistry, Saint Petersburg State University
2. Borisova Eleonora Gennadievna, Doctor of Medicine, Professor, Department of Dentistry, Saint Petersburg State University
3. Kuzmina Diana Alekseevna, Doctor of Medicine, Professor, Department of Dentistry, Saint Petersburg State University
4. Kovalevsky Alexander Mechislavovich, Doctor of Medicine, Professor, Department of Dentistry, Saint Petersburg State University
5. Oleynik Elena Anatolyevna, Doctor of Medicine, Professor, Department of Dentistry, Saint Petersburg State University
6. Suntsova Tamara Valerievna, Doctor of Medicine, Professor.

Teachers of the Department of Dentistry are members of Thesis Boards and editorial boards of journals:

1. Medical and Pharmaceutical Journal Pulse (Higher Attestation Commission)
2. Global Issues of Modern Times (RSCI)
3. Applied Information Aspects of Medicine (RSCI)
4. International Journal of Dental Medicine (Scopus)
5. Institute of Dentistry (Higher Attestation Commission)
6. Clinical Dentistry (Moscow)
7. «Bulleten of Stomatiligy and Maxillofacial Surgery» (Armenia)

The Department of Dentistry under the guidance of Professor Sokolovich N.A. trains scientific and teaching personnel. Postgraduate students act as teachers in terms of their teaching practical training. Those who have studied and graduated from postgraduate programmes at SPbSU, continuing their thesis or having defended their thesis for the degree of Candidate of Medicine, join the teaching staff of the Department

«Therapeutic Dentistry» (31.08.73)

Leading practicing dentists with extensive practical and teaching experience are involved in the delivery of the educational programme in "Therapeutic Dentistry" (31.08.73). The entire

teaching staff have relevant education, certification or accreditation and regularly enhance their qualification.

The educational programme in Therapeutic Dentistry is delivered by:

- Department of Therapeutic Dentistry – 8 Candidates and 3 Doctors of Medicine, 7 employers https://med.spbu.ru/kafedra-terapevticheskoj-stomatologii.
- Department of Dentistry – 2 Candidates and 4 Doctors of Medicine

The teaching staff of the Department of Dentistry involved in the delivery of the educational programme in «Therapeutic Dentistry»

Departments	Total number of teachers	Candidates of Medicine	Doctors of Medicine	Employers	SPbSU graduates
Department of Therapeutic Dentistry	19	8	3	7	6
Department of Dentistry	9	2	4	-	-

The teachers are actively involved in research. Over the past three years, the Department of Therapeutic Dentistry has published 86 scientific articles, including 5 in Scopus journals, 30 in journals recommended by the Higher Attestation Commission and 80 publications in the Russian Science Citation Index (RSCI). The teaching staff has presented at more than 53 Russian and international scientific conferences. One patent has been registered. Seven learning guides have been published (including monographs and chapters in textbooks).

Over the past three years, the Department of Dentistry has published 158 scientific articles, including 22 in Scopus journals, 3 in journals recommended by the Higher Attestation Commission and 105 in the RSCI. The teaching staff has presented at more than 120 Russian and international scientific conferences. 9 patents have been registered. 19 learning guides have been published (including monographs and chapters in textbooks). Over the past 3 years, under the supervision of Professor Sokolovich N.A..

Leading teachers involved in the delivery of the educational programme in «Therapeutic Dentistry»:,

Yermolayeva Lyudmila Aleksandrovna, Doctor of Medicine, Professor, Honored Doctor of the Russian Federation, Head of the Department of Therapeutic Dentistry, SPbSU; member of the Thesis Board of SPbSU in 3.1.7 "Dentistry".

Sokolovich Natalia Aleksandrovna, Doctor of Medicine, Professor, Head of the Department of Dentistry, Saint Petersburg State University; member of the editorial board of the medical journals reviewed by the Higher Attestation Commission "Medical Alliance"; "Children's Medicine of the North-West"; Chair of the Programme Committee of the International Conference "Burning Issues of Dentistry", St. Petersburg; Board member of the St. Petersburg Dental Association; member of the Subject-Specific Commission of the Ministry of Healthcare of the Russian Federation on Pediatric Dentistry; member of the Scientific Council on Biomedical Sciences of the Russian Professor Assembly; member of the Thesis Board 21.2.067.01 of the North-Western State Medical University named after I.I. Mechnikov of the Ministry of Healthcare of the Russian Federation; Chair, member of the Thesis Boards of SPbSU in 3.1.7 "Dentistry".

Ulitovsky Sergey Borisovich, Doctor of Medicine, Professor, Department of Therapeutic Dentistry, Saint Petersburg State University; Deputy Chairman of the Section of the Dental Association of Russia "Prevention of Dental Diseases"; President of the "Association of Dental Hygienists of St. Petersburg and Leningrad Region"; member of the interregional public

organization "United Association of Honored Doctors, Honored Scientists and Healthcare Workers", member of the editorial board of the journal "Medical Alphabet (Dentistry)", member of the editorial board of the journal "Periodontology", Deputy Editor-in-Chief of the "Dental Scientific and Educational Journal", member of the Specialized Commission on Pediatric Dentistry of the Ministry of Healthcare of the Russian Federation.

Mikhailova Ekaterina Stanislavovna, Doctor of Medicine, Associate Professor, Department of Therapeutic Dentistry, SPbSU; Chair, member of the SPbSU Thesis Board in 3.1.7 "Dentistry".

Zhavoronkova Marina Dmitrievna, Candidate of Medicine, Associate Professor, Department of Therapeutic Dentistry, Saint Petersburg State University.

Tumanova Svetlana Adolfovna, Candidate of Medicine, Associate Professor, Department of Therapeutic Dentistry, Saint Petersburg State University.

Kuzmina Diana Alekseevna, Doctor of Medicine, Professor, Department of Dentistry at Saint Petersburg State University, member of the Thesis Board 21.2.067.01 at the North-Western State Medical University anmed after I. I. Mechnikov, member of the Expert Council of the E. I. Shvarts Association of Specialists in Molecular Medicine, Medical and Laboratory Genetics, member of the Editorial Board of the journal “Children’s Medicine of the North-West”, member of the SPbSU Thesis Board in 3.1.7 “Dentistry”.

Borisova Eleonora Gennadievna, Doctor of Medicine, Professor, Department of Dentistry, Saint Petersburg State University, Academician of the Russian Academy of Natural Sciences, member of the Russian Society for the Study of Pain, member of the editorial board of the Higher Attestation Commission journals "Medical and Pharmaceutical Journal "Pulse," "Applied Information Aspects of Medicine"; Honored Worker of the Higher School of the Russian Federation.

Kudryavtsev Igor Vladimirovich, Candidate of Biology, Associate Professor, Department of Fundamental Problems in Medicine and Medical Technologies, Head of the Laboratory of Cellular Immunology, Federal State Budgetary Scientific Institution "Institute of Experimental Medicine".

Vasiliev Vadim Borisovich, Doctor of Medicine, Professor, Professor of the Russian Academy of Sciences, Department of Fundamental Problems in Medicine and Medical Technologies, SPbSU; Head of the Department of Molecular Genetics, Federal State Budgetary Scientific Institution "Institute of Experimental Medicine", Member of the Russian Society of Biochemists and Molecular Biologists, Member of the Russian Society of Medical Geneticists, Member of the Biochemical Society.

The Department of Therapeutic Dentistry and Department of Dentistry train scientific and teaching staff. Postgraduate students act as teachers in terms of their teaching practical training. Those who have studied and graduated from postgraduate programmes at SPbSU, continuing their thesis or having defended their thesis for the degree of Candidate of Medicine, join the teaching staff of the Department.

«Dental Surgery» (31.08.74)

Leading practicing dentists with extensive practical and teaching experience are involved in the delivery of the educational programme in "Dental Surgery" (31.08.74). The entire teaching staff have relevant education, certification or accreditation and regularly enhance their qualification.

The educational programme in Dental Surgery is delivered by:

Department of Maxillofacial Surgery and Dental Surgery – 7 Candidates and 9 Doctors of Medicine,

Department of Dentistry – 2 Candidates and 4 Doctors of Medicine.

The teaching staff of the Department of Dentistry involved in the delivery of the educational programme in « Dental Surgery »

Departments	Total number of teachers	Candidates of Medicine	Doctors of Medicine	Employers	SPbSU graduates
Department of Maxillofacial Surgery and Dental Surgery	23	8	9	3	3
Department of Dentistry	9	2	4	-	-

The teachers are actively involved in research and engage students in this work.

Over the past three years, the Department of Dentistry has published 158 scientific articles, including 22 in Scopus journals, 3 in journals recommended by the Higher Attestation Commission and 105 publications in the Russian Science Citation Index (RSCI). The teaching staff presented at more than 120 Russian and international scientific conferences. 9 patents have been registered. 19 learning guides have been published (including monographs and chapters in textbooks). Over the last 3 years under the supervision of Professor Sokolovich N.A., 5 theses for the degree of Candidate of Medicine have been defended (https://research.spbu.ru/ru/login).

The main research areas of the Department of Maxillofacial Surgery and Dental Surgery are:

- Biometric assessment of the severity of the pathological process; development and testing of modern domestic wound dressings; endoscopic monitoring of the treatment of severe combined head trauma; complex treatment of dental pathology in elderly and senile patients; reconstructive maxillofacial operations using 3D modeling and microsurgical techniques and other surgical interventions; tumors of the maxillofacial region; Neurodentistry - D.Yu. Maday, Doctor of Medical Sciences, Professor
- Development of 3D constructs based on precision synthesis of nano- and multi-nano layers with antimicrobial and osteoinductive properties for maxillofacial surgery, dentistry, surgery and traumatology - O.D. Maday, Candidate of Medicine, Associate Professor
- Inflammatory diseases of the maxillofacial region; Inflammatory diseases of the salivary glands; Surgical treatment of periodontal diseases - E.A. Gorshkov, Assistant and A.K. Kravchenko, Assistant
- Endoscopic monitoring of treatment of severe combined head injury; Traumatic injuries of the maxillofacial region; Military maxillofacial surgery; Biometric assessment of the severity of the pathological process - K.P. Golovko, Doctor of Medicine, Professor and V.I. Badalov, Doctor of Medicine, Professor
- Surgical preparation of the oral cavity for prosthesis; Surgical treatment of jaw anomalies and deformities; Dental and maxillofacial implantology - M.M. Soloviev, Candidate of Medicine, Associate Professor
- Resuscitation and Anesthesiology; Emergency Dental Care; Emergency Conditions in Dentistry - A.O. Bumay, Senior Teacher and A.G. Ivanov, Senior Teacher
- Microbiology; Development and testing of modern domestic wound dressings - G.E. Afinogenov, Doctor of Medicine, Professor
- Temporomandibular joint disorders; Complex treatment of dental pathology in elderly and senile patients - N.A. Udaltsova, Candidate of Medicine

Research topics of postgraduate students:

Lunyov Anatoly Anatolyevich, "Determining the Effectiveness of Dental Implants Survival in Young Adults with Diabetes Mellitus," supervised by D.Yu. Maday, Doctor of Medicine, Professor

Halime Ibrahim, "The Influence of Tooth Extraction Technique on Reduction of the Alveolar Process of the Jaw," supervised by M.M. Soloviev, Candidate of Medicine, Associate Professor.

Topics of graduation theses planned for the 2024-2025 academic year:

1. Clinical, surgical and microbiological aspects of periodontitis
2. Instrumental and surgical treatment of dentofacial anomalies.
3. Immune-oriented therapy in dentistry. Principles and algorithms of emergency care for allergic reactions in dental practice.
4. Infectious complications of mechanical trauma in dental practice.
5. Clinical manifestations of immunopathology in dentistry.
6. Comprehensive treatment and rehabilitation methods for dental neurology patients.
7. Emergency dental care. Odontogenic Osteomyelitis.
8. Gingival recession. Modern understandings of causes of occurrence and surgical techniques for correction.
9. Features of providing emergency dental care in an outpatient dental practice.
10. Precancerous conditions in dental practice.
11. Surgical treatment of dentofacial anomalies (Smile surgery).
12. Endoscopic techniques in the treatment of salivary gland pathology.
13. Etiology, pathogenesis and prevalence of dentofacial anomalies. Clinical forms of dentofacial anomalies.
14. Early diagnosis, prediction, treatment and prevention of various post-traumatic complications.
15. Endoscopic surgical techniques in the treatment of odontogenic maxillary sinusitis.
16. Plastic surgery of soft tissues of the oral cavity. Use of full-thickness and split-thickness palatal flaps.
17. Oral and Maxillofacial Plastic Surgery
18. Modern devices and methods for osteosynthesis when treating mandibular fractures. Indications for the selection of osteosynthesis methods.
19. Dental rehabilitation of injured and wounded individuals with total injuries and post-traumatic defects of the maxillofacial region.

Patents were received in 2024.

«Antimicrobial Composition for Bone Cavity Replacement», Linnik S.A., Afinogenov G.E., Afinogenova A.G., Tsololo Ya.B., Karagezov G., Kuparadze I., Korshunov D.Yu., Avramidis S., Patent for invention RU 2812662 C1, 2024-01-31. Application of 25.07.2023.

Monographs, textbooks and teaching aids published for the last year:

Monograph

Golovko K.P., Maday D.Yu., Trishkin D.V., Kryukov E.V., Alekseev D.E., Alekseev E.D., Anisin A.V., Bagnenko A.S., Badalov V.I., Bezmenko A.A., Belskikh A.N., Belyakov K.V., Bechik S.L., Borisov M.B., Bulatov M.R., Bulyshchenko G.G., Gaivoronsky A.I., Ganin E.V., Golovanov A.E., Goncharov A.V., Grebnev A.R., et al. – “Military Field Surgery. National Manual”.

Type: monograph. Language: Russian. ISBN: 978-5-9704-8036-6. Year of publication: 2024. Place of publication: Moscow. Number of pages: 1056. Publisher: Limited Liability Company Publishing Group "GEOTAR-Media" (Moscow). UDC: [616-089:355](035.3).

Textbooks

Maday O.D. “Propaedeutics of Dental Surgery” (Type: textbook, Language: Russian, ISBN: 978-5-00110-397-4, Year of publication: 2024, Place of publication: St. Petersburg, Number of pages: 138, Publisher: LLC "Mediapapir", UDC: 616.314-089, Maday O.D.)

Teaching materials

Abakarov S.I., Abolmasov N.N., Adzhiev K.S., Abakarova S.S., Apresyan S.V., Akhmedov A.A., Ashurov G.G., Bagnenko A.S., Basov A.V., Blagovestnov D.A., Esayan L.K., Ibragimov T.I., Lapina N.V., Lezhnev D.A., Olesov E.E., Rabinovich S.A., Reshetov I.V., Saleev R.A., Sedrakyan A.N., Serova N.S., et al. “Fundamentals of Maxillofacial Prosthetics” (Type: textbook, Language: Russian, ISBN: 978-5-9704-7882-0, Year of publication: 2024, Place of publication: Moscow, Number of pages: 464, Publisher: Limited Liability Company Publishing Group "GEOTAR-Media", UDC: 616.314-089.23(075.8))

Badalov V.I., Golovko K.P., Bagnenko A.S. et al. “Military Field Surgery” (Type: textbook, Language: Russian, ISBN: 978-5-9704-8037-3, Year of publication: 2023, Place of publication: Moscow, Number of pages: 568, Publisher: Limited Liability Company Publishing Group "GEOTAR-Media", UDC: [616-089:355](075.8))

https://research.spbu.ru/ru/login

Information on teachers involved in the delivery of the educational programme in «Dental Surgery»:

Maday Dmitry Yuryevich, Doctor of Medicine, Professor, Head of the Department of Maxillofacial Surgery and Dental Surgery, SPbSU. Member of the Scientific Society of Dentists of St. Petersburg and the Leningrad Region since 1990. Member of the N.I. Pirogov Surgical Scientific Society since 1990, member of the Thesis Board 07.2.002.05 (D 215.002.09).

Sokolovich Natalia Aleksandrovna, Doctor of Medicine, Professor, Head of the Department of Dentistry, Saint Petersburg State University; member of the editorial board of the medical journals reviewed by the Higher Attestation Commission "Medical Alliance"; "Children's Medicine of the North-West"; Chair of the Programme Committee of the International Conference "Burning Issues of Dentistry", St. Petersburg; Board member of the St. Petersburg Dental Association; member of the Subject-Specific Commission of the Ministry of Healthcare of the Russian Federation on Pediatric Dentistry; member of the Scientific Council on Biomedical Sciences of the Russian Professor Assembly; member of the Thesis Board 21.2.067.01 of the North-Western State Medical University named after I.I. Mechnikov of the Ministry of Healthcare of the Russian Federation; Chair, member of the Thesis Boards of SPbSU in 3.1.7 "Dentistry".

Sidorov Pavel Sergeevich, Assistant at the Department of Maxillofacial Surgery and Dental Surgery, SPbSU. Member of the Russian Dental Association and the St. Petersburg Dental Association.

Sokirko Elena Leonidovna, Candidate of Medicine, Assistant Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial Surgery Unit, Saint Petersburg State Budgetary Healthcare Institution "Alexandrovskaya Hospital".

Soloviev Mikhail Mikhailovich, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial Surgery Unit, St. Petersburg State Budgetary Healthcare Institution "City Multidisciplinary Hospital No. 2".

Udaltsova Natalia Aleksandrovna, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Organizational and Methodological Division, Saint Petersburg State Budgetary Healthcare Institution "Dental Clinic No. 29".

Kuzmin Igor Alekseevich, Candidate of Medicine, Senior Lecturer, Department of Maxillofacial Surgery and Dental Surgery, Saint Petersburg State University, Official speaker and clinical consultant for Alpha-Bio in the Russian Federation.

Gorshkov Evgeny Alekseevich, Assistant of the Department of Maxillofacial Surgery and Dental Surgery, SPbSU; Head of the Maxillofacial Surgery Unit and ENT, Vsevolozhskaya Clinical Interdistrict Hospital.

Magradze Guram Nodarovich, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial Surgery Unit No. 6 (including for patients with suppurative complications and dental care for patients under anesthesia with severe concomitant somatic and mental pathology), St. Petersburg State Budgetary Healthcare Institution "City Hospital No. 15".

The Department of Maxillofacial Surgery and Dental Surgery and Department of Dentistry train scientific and teaching personnel. Postgraduate students act as teachers in terms of their teaching practical training. Those who have studied and graduated from postgraduate programmes at SPbSU, continuing their thesis or having defended their thesis for the degree of Candidate of Medicine, join the teaching staff of the Department.

The main components of SPbSU human resources development include creating conditions and incentives for employees' effective work, providing opportunities for professional development, fostering creative activity and facilitating career advancement. This includes fostering a competitive academic environment (competitive selection, including from the international labor market, staff evaluation, internal competitions); incentivizing research and teaching activities (financial and non-financial rewards for achievements, competitions, creating conditions for creative activities, academic mobility); professional growth, support and skills development.

The human resources policy is linked to both the development of existing personnel and the attraction of new talent.

«Prosthetic Dentistry» (31.08.75)

Leading practicing dentists with extensive practical and teaching experience are involved in the delivery of the educational programme in "Dental Surgery" (31.08.74). The entire teaching staff have relevant education, certification or accreditation and regularly enhance their qualification.

The educational programme in Prosthetic Dentistry is delivered by:

Department of Prosthetic Dentistry – 7 Candidates and 2 Doctors of Medicine, 3 employers

Department of Dentistry – 1 Candidate and 3 Doctors of Medicine,

The teaching staff of the Department of Dentistry involved in the delivery of the educational programme in «Prosthetic Dentistry»

Departments	Total number of teachers	Candidates of Medicine	Doctors of Medicine	Employers	SPbSU graduates
Department of Prosthetic Dentistry	15	7	2	3	-
Department of Dentistry	4	1	3	-	-

The number of teachers having education related to the profile of the taught discipline (module) out of the total number of faculty members delivering the residency programme is 100%. The number of teacers holding an academic degree and/or academic title out of the total number of faculty members delivering the residency programme is 68.4%. These indicators meet the requirements for the staff necessary to deliver the educational programme.

The teaching staff is actively involved in research and engage students in this work.

Leading teachers involved in the delivery of the educational programme in Prosthetic Dentistry.

1. Lopushanskaya Tatyana Alekseevna, Doctor of Medicine, Professor, Department of Prosthetic Dentistry, SPbSU; member of the Scientific Commission of the Institute of Medicine of SPbSU, member of the Council of the Dental Association of Russia.

2. Voytyatskaya Irina Viktorovna, Doctor of Medicine, Professor, Department of Prosthetic Dentistry, SPbSU; member of the Thesis Board of Belgorod State University; member of the Council of the Dental Association of Russia

3. Golinsky Yuri Georgievich, Candidate of Medicine, Associate Professor, Head of the Department of Prosthetic Dentistry, SPbSU; expert in Orthopedic Dentistry of the Health Committee of St. Petersburg, Vice-President of the St. Petersburg Dental Association, member of the Council of the Dental Association of Russia

4. Ogrina Natalia Aleksandrovna, Candidate of Medicine, Associate Professor, Department of Prosthetic Dentistry, Saint Petersburg State University; member of the Educational and Methodological Commission in 30.00.00 Fundamental Medicine; 31.00.00 Clinical Medicine; 32.00.00 Health Sciences and Preventive Medicine; 34.02.01 Nursing; member of the Accreditation Commissions as an expert in compliance with the Order of the Ministry of Healthcare of the Russian Federation No. 618 of June 23, 2020 and the Annexes to Order No. 618 of December 3, 2020 No. 1308 "On approval of compositions of the accreditation commissions of the Ministry of Healthcare of the Russian Federation for the accreditation of specialists having higher medical education (specialist degree, residency, bachelor's degree, master's degree)"; member of the Council of the Dental Association of Russia

5. Sokolovich Natalia Aleksandrovna, Doctor of Medicine, Professor, Head of the Department of Dentistry, Saint Petersburg State University; member of the editorial board of the medical journals reviewed by the Higher Attestation Commission "Medical Alliance"; "Children's Medicine of the North-West"; Chair of the Programme Committee of the International Conference "Burning Issues of Dentistry", St. Petersburg; Board member of the St. Petersburg Dental Association; member of the Subject-Specific Commission of the Ministry of Healthcare of the Russian Federation on Pediatric Dentistry; member of the Scientific Council on Biomedical Sciences of the Russian Professor Assembly; member of the Thesis Board 21.2.067.01 of the North-Western State Medical University named after I.I. Mechnikov of the Ministry of Healthcare of the Russian Federation; Chair, member of the Thesis Boards of SPbSU in 3.1.7 "Dentistry".

6. Borisova Eleonora Gennadievna, Doctor of Medicine, Professor, Department of Dentistry, Saint Petersburg State University, Academician of the Russian Academy of Natural Sciences, member of the Russian Society for the Study of Pain, member of the editorial board of the Higher Attestation Commission journals "Medical and Pharmaceutical Journal "Pulse," "Applied Information Aspects of Medicine"; Honored Worker of the Higher School of the Russian Federation

7. Bulycheva Elena Anatolyevna, Doctor of Medicine, Professor, Department of Dentistry, Saint Petersburg State University, Full Member of the Russian Academy of Natural Sciences, Master of Science, Chair of the "Clinical Gnathology" section of the Dental Association of Russia, Head of the Department of Further Education in Dentistry, Laureate of the Russian Federation Government Award.

The Department of Prosthetic Dentistry and Department of Dentistry train scientific and teaching staff. Postgraduate students act as teachers in terms of their teaching practical training. Those who have studied and graduated from postgraduate programmes at SPbSU, continuing their thesis or having defended their thesis for the degree of Candidate of Medicine, join the teaching staff of the Department.

«Paediatric Dentistry» (31.08.76)

Leading practicing dentists with extensive practical and teaching experience are involved in the delivery of the educational programme in "Paediatric Dentistry" (31.08.76). The entire

teaching staff have relevant education, certification or accreditation and regularly enhance their qualification.

The teaching staff of the Department of Dentistry involved in the delivery of the educational programme in «Paediatric Dentistry»

Total number of teachers of the Department of Dentistry	Candidates of Medicine	Doctors of Medicine	Employers	SPbSU graduates
10	3	2	8	2

The teaching staff of the Department of Dentistry is actively engaged in research. Over the past three years, the teachers have published: 158 scientific articles, including 22 in Scopus journals, 31 in journals recommended by the Higher Attestation Commission and 105 publications in the Russian Science Citation Index (RSCI). They presented at more than 120 Russian and international scientific conferences. 9 patents have been registered. 19 learning guides have been published (including monographs and chapters in textbooks). Over the past 3 years, under the guidance of Professor Sokolovich N.A., 5 theses for the degree of Candidate of Medicine have been defended.

Leading teachers involved in the delivery of the educational programme in «Paediatric Dentistry»

Sokolovich Natalia Alexandrovna, Doctor of Medicine, Professor, Head of the Department of Dentistry, SPbSU;

Kuzmina Diana Alekseevna, Doctor of Medicine, Professor, Department of Dentistry, SPbSU;

Vasyanina Anna Anatolyevna, Candidate of Medicine, Associate Professor, Department of Dentistry, SPbSU;

Danilova Natalia Borisovna, Candidate of Medicine, Associate Professor, Department of Dentistry, SPbSU.

Teachers serve on Thesis Boards and are members of editorial boards of the following journals:

1. Medical and Pharmaceutical Journal Pulse (Higher Attestation Commission)
2. Global Issues of Modern Times (RSCI)
3. Applied Information Aspects of Medicine (RSCI)
4. International Journal of Dental Medicine (Scopus)
5. «Institute of Dentistry» (Higher Attestation Commission)
6. «Clinical Dentistry» (Moscow)

The Department of Dentistry uder the guidance of N.A. Sokolovich train scientific and teaching staff. Postgraduate students act as teachers in terms of their teaching practical training. Those who have studied and graduated from postgraduate programmes at SPbSU, continuing their thesis or having defended their thesis for the degree of Candidate of Medicine, join the teaching staff of the Department.

The main components of SPbSU human resources development include creating conditions and incentives for employees' effective work, providing opportunities for professional development, fostering creative activity and facilitating career advancement.

University considers several levels of personnel training to work at SPbSU.

1. Working with future applicants: high school students, undergraduates, applicants for a Master degree, Master degree students and doctoral applicants.

2. Developing a talent pool from the most promising students, postgraduate students and young lecturers: personnel training in the line "bachelors - masters - postgraduate students - young lecturers and researchers".

3. Development and support of the faculty and administrative staff.

The HR policy of SPbSU is implemented through a range of tools and mechanisms that involve investments of both financial and non-financial resources:

- fostering a competitive academic environment (competitive selection, including from the international labor market, staff evaluation, internal competitions); incentivizing research and teaching activities (financial and non-financial rewards for achievements, competitions, creating conditions for creative activities, academic mobility);
- professional growth, support and skills development.

Therefore, human resources policy is linked to both the development of existing personnel and the attraction of new talent.

«Orthodontics» (31.08.77)

The teaching staff of the Department of Dentistry involved in the delivery of the educational programme in «Orthodontics».

Total number of teachers of the Department of Dentistry	Candidates of Medicine	Doctors of Medicine	Employers	SPbSU graduates
16	7	1	12	4

The teaching staff of the Department of Dentistry is actively engaged in research. Over the past three years, the teachers have published: 158 scientific articles, including 22 in Scopus journals, 31 in journals recommended by the Higher Attestation Commission and 105 publications in the Russian Science Citation Index (RSCI). They presented at more than 120 Russian and international scientific conferences. 9 patents have been registered. 19 learning guides have been published (including monographs and chapters in textbooks). Over the past 3 years, under the guidance of Professor Sokolovich N.A., 5 theses for the degree of Candidate of Medicine have been defended.

Leading teachers involved in the delivery of the educational programme in «Orthodontics»

Sokolovich Natalia Alexandrovna, Doctor of Medicine, Professor, Head of the Department of Dentistry, SPbSU;

Petrova Natalia Petrovna, Candidate of Medicine, Associate Professor, Department of Dentistry, SPbSU;

Ponomareva Karina Gennadievna, Candidate of Medicine, Associate Professor, Department of Dentistry, SPbSU;

Vasyanina Anna Anatolyevna, Candidate of Medicine, Associate Professor, Department of Dentistry, SPbSU.

Teachers serve on Thesis Boards and are members of editorial boards of the following journals:

1. Medical and Pharmaceutical Journal Pulse (Higher Attestation Commission)
2. Global Issues of Modern Times (RSCI)
3. Applied Information Aspects of Medicine (RSCI)
4. International Journal of Dental Medicine (Scopus)
5. «Institute of Dentistry» (Higher Attestation Commission)

«Clinical Dentistry» (Moscow)

The Department of Dentistry uder the guidance of N.A. Sokolovich train scientific and teaching staff. Postgraduate students act as teachers in terms of their teaching practical training. Those who have studied and graduated from postgraduate programmes at SPbSU, continuing their thesis or having defended their thesis for the degree of Candidate of Medicine, join the teaching staff of the Department.

The main components of SPbSU human resources development include creating conditions and incentives for employees' effective work, providing opportunities for professional development, fostering creative activity and facilitating career advancement.

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1. Working with future applicants: high school students, undergraduates, applicants for a Master degree, Master degree students and doctoral applicants.

2. Developing a talent pool from the most promising students, postgraduate students and young lecturers: personnel training in the line "bachelors - masters - postgraduate students - young lecturers and researchers".

3. Development and support of the faculty and administrative staff.

Conclusions on Standard 5:

The SPbSU HR policy promotes qualification enhancement, career growth and advancement of the teaching staff; it also promotes professional obligation of doctors to participate in practice-oriented training (the entire teaching staff have relevant qualifications, certifications or accreditation, as well as further education in other relevant fields. They systematically enhance their qualification and accreditation in their clinical field.

Leading experts and heads of relevant medical organizations with extensive practical experience are involved in the educational process.

A comprehensive incentives system for the teachers is aimed at developing their research capability and pedagogical excellence.

SPbSU establishes a talent pool from among its most promising students and young teachers.

Project-based approaches and resources enable teachers to carry out research and instill in students the principles of scientific methodology.

The regulated procedure for the review of educational programmes delivered at SPbSU is in place; it contributes to improving employees’ qualifications in methodological support for the training of students.

<u>Areas for improvement:</u>

Continue developing the talent pool with qualified personnel in compliance with qualification requirements.

Continue attracting international lecturers in priority areas, including with the use of the electronic educational information environment.

Continue engaging healthcare professionals (practititoners) as mentors.

Improve social programmes to incentivize employees.

Further promote research taking into account scientific achievements and international publications.

STANDARD 6. EDUCATIONAL RESOURCES

6.1. Physical facilities

The educational institution has the necessary, sufficient, accessible and appropriate educational resources and student support services.

The University's own facilities and clinical facilities are used (based on practical training agreements). The requirements for physical facilities of educational programmes at Saint Petersburg State University are outlined in Order No. 8342/1 dated September 21, 2020. «On Approval of Minimum Requirements to Physical Facilities for Delivering SPbSU Educational Programmes».

Specific requirements for each SPbSU educational programme are defined in the syllabi of courses, disciplines and practical training. The available material and technical and information resources, which meet these requirements, fully ensure the acquisition of the intended learning outcomes of the educational programmes.

The development of physical facilities is scheduled in compliance with the Development Programme of the Federal State Budgetary Educational Institution of Higher Education "Saint Petersburg State University" for 2021–2030

Full information on classrooms is available at the following link.

The standard set of licensed and free software, including software registered in the Russian Software Registry, that is used in the educational process is in place.

6.1.1 Classroom characteristics

Classrooms are used for lectures and seminars; they are provided with standard equipment used in teaching in compliance with the requirements for physical facilities.

Training equipment:

- specialized furniture for educational activities (desks, chairs);
- Internet connection availability;
- standard software;
- multimedia projector, screen (portable or fixed), laptop or desktop with multimedia capabilities, power strip;
- lecturer's desk, demonstration equipment table;
- chalkboard or whiteboard.

1. For lectures:

Standard classrooms with seating capacity for 40-50 people. The classroom should be equipped with multimedia equipment allowing the lecturer to deliver multimedia presentations and the audience to take notes in comfortable conditions;

- For seminars, practical classes, individual consultations and interim assessments:

A classroom for 20-25 people, equipped with workplaces for students and the teacher. Classrooms must be provided with tables, chairs, a whiteboard, markers, computer hardware. Visual aids are stored in a bookcase in the classroom along with subject-specific manuals and books.

Rooms equipped with specialized equipment

2. For the training class:

Mannequins, training devices, simulators, phantoms, mock-ups, tools for practical skills training, tables for their placement, cabinets for storing demonstration and consumable materials.

Training also takes place in standard examination rooms, dressing rooms and operating theater at clinical facilities.

6.1.2 Specialized equipment characteristics

To develop and practice practical skills, the resources of the SPbSU Resource Educational Center of High Medical Technologies "Center of Medical Accreditations" are used. Testing, certification of theoretical knowledge and practical skills, examinations for admission to medical practice, accreditation of medical professionals and qualification improvement programmes in terms of continuing medical education are conducted in the Centre.

The Center is equipped with high-tech mannequins, robotic patient simulators and virtual simulators, which allow students to practice and test their practical skills in various professional fields. The equipment also includes a simulator with the ability to practice obstetric examination techniques. Labor simulators with the ability to practice various clinical scenarios of physiological and pathological labor, a hybrid training system for practicing ultrasound examination skills, a simulator for modeling hysteroscopic procedures, a virtual simulator for laparoscopic interventions, as well as other phantoms, training devices, mock-ups, mannequins, tools for practical skills training and phantom tables for equipment placement.

Simulation equipment of the Center of Medical Accreditations includes:

- The SMART STAT multi-functional patient simulator robot with vital signs monitoring system
- Harvey Plus: comprehensive cardiology patient simulator with an objective assessment system
- Patient simulator for childbirth training
- “Noelle” birthing simulator
- Cesarean section simulator
- Hysteroscopy procedures simulator
- Abdominal ultrasound phantom
- Hybrid training system for ultrasound skills development
- Periodontal Center Durr Dental Vector Paro
- Dental microscopes ZEISS
- MAX, phantom of maxillofacial surgery and more
- Urological Examination Simulator with STI Module
- Dermatoscopes
- FotoFinder

5.1.3 List and number of required consumables and tools in compliance with the syllabi of disciplines.

The list and number of required equipment, tools and materials are specified for the training of postgraduate student groups and are provided in the course syllabi.

6.2. Clinical training resources

Active efforts are being made to engage with employers, particularly regarding practical training. Collaboration with relevant organizations has been established to facilitate work placements.

Practical training in terms of the educational programme "Obstetrics and Gynecology" is held in Obstetrics and Gynecology hospitals, gynecology departments of multidisciplinary hospitals, perinatal centers and maternity hospitals, clinics and women consultation clinics, in the city clinical oncology dispensary, at the facilities of research institutes having concluded a partnership agreement with SPbSU. It is held in compliance with the requirements for the provision of specialized medical care. Practical training in terms of the educational programme "Therapy" is conducted in medical and research institutions in St. Petersburg.

Clinical facilities for practical training in «Obstetrics and Gynaecology»:

- D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine

- Almazov North-West Federal Medical Research Centre of the Ministry of Healthcare of the Russian Federation (
- St. Petersburg Research Institute of Phthisiopulmonology of the Ministry of Healthcare of the Russian Federation)
- A.M. Granov Russian Research Center for Radiology and Surgical Technologies
- Pirogov High Medical Technologies Clinic, Saint Petersburg State University
- S.P. Botkin Clinical Infectious Diseases Hospital
- Maternity Hospital No. 9
- Maternity Hospital No.10
- Maternity Hospital No.17
- Alexandrovskaya Hospital (City Hospital №17)
- Elizavetinskaya Hospital (City Hospital № 3)
- City Clinical Oncology Dispensary
- Women Consultation Clinic No. № 16
- Women Consultation Clinic No. 22

Clinical facilities for practical training in «Dermatovenerology»:

Saint Petersburg State Budgetary Healthcare Institution "City Dermatovenereology Dispensary"

Clinical facilities for practical training in «Therapy»:

"City Hospital No. 40 of the Kurortny District" a multidisciplinary medical institution providing patients with comprehensive, highly qualified care — from outpatient and emergency services to high-tech inpatient care, which, if necessary, concludes with rehabilitation treatment using modern medical technologies. The structure City Hospital No. 40 includes: a hospital with 1254 beds; an outpatient consultation department; 3 clinics for adults and 2 clinics for children; an outpatient cancer care center with a day hospital for antitumor drug therapy; an outpatient dental department, a dialysis department, a tuberculosis dispensary; an emergency medical service department with three substations.

Multidisciplinary hospitals in the city and region such as St. George's City Hospital, City Multidisciplinary Hospital No. 2, Aleksandrovskaya Hospital, City Hospital No. 20, Road Clinical Hospital of JSC "Russian Railways Medicine", Gatchina Clinical Interdistrict Hospital, Vvedenskaya City Clinical Hospital (Hospital No. 32), where high-tech care is provided to patients with surgical, gynecological, traumatological, orthopedic, urological, therapeutic, neurological, rheumatological, endocrinological, and cardiological pathologies, and rehabilitation is carried out after acute cerebrovascular accidents, pneumonia, and cardiological diseases. It is particularly important to note inpatient facilities such as City Clinical Hospital No. 31 with two outpatient departments and five specialized city centers: oncohematology, treatment of multiple sclerosis and other demyelinating diseases, chronic inflammatory bowel diseases, modern surgical technologies, as well as treatment of complex cardiac arrhythmias and conduction disorders. S.P. Botkin Clinical Infectious Diseases Hospital - the largest multidisciplinary infectious diseases hospital, providing a full range of 24-hour medical care to patients with suspected or confirmed infectious diseases; N.P. Bekhtereva Institute of the Human Brain is one of the leading scientific institutions focused on the study of the human brain using the most modern research methods; Clinical Rheumatology Hospital No. 25 is a unique medical institution in St. Petersburg, specializing in the diagnosis and treatment of rheumatological diseases in both outpatient and inpatient clinics; St. Petersburg Clinical Hospital of the Russian Academy of Sciences. In 2024 the High-Tech Clinic "Belooostrov" became one of the clinical facilities, which includes three modern medical buildings (Multidisciplinary Medical Center, Oncology Center, and Laboratory Center). In terms of

technology and the scale of its medical infrastructure, the Beloostrov High-Tech Clinic has no analogues in Russia.

Practical clinical training in terms of the eductional programmes of the cluster «Dentistry» is carried out in the maxillofacial surgery departments of clinics/hospitals equipped in accordance with the requirements for providing dental care to children and adults and having concluded a partnership agreement with SPbSU:

- I.I. Dzhanelidze Saint Petersburg Research Institute of Emergency Medicine, 3 Budapeshtskaya Str.
- S.M. Kirov Military Medical Academy of the Ministry of Defence of the Russian Federation, Department and Clinic of Military Field Surgery, 6 Academician Lebedev Str., building A
- Clinical Hospital "RZD-Medicina" (Russian Railways Medicine) of St. Petersburg", 27 Mechnikova Str. and Clinic "RZD" (Russian Railways), 55 Borovaya St.
- Aleksandrovskaya Hospital, 4, Solidarnosti Pr.
- Vsevolozhskaya Clinical Interdistrict Hospital and Dental Department of the Clinic, Vsevolozhsk, Koltushskoye sh., 20
- City Multidisciplinary Hospital No. 2, Uchebny Lane, 5.
- City Hospital No. 15, 4 Avangardnaya Str.
- N.N. Petrov National Medical Research Center of Oncology of the Ministry of Healthcare of the Russian Federation, Pesochny, Leningradskaya str., 68
- Dental Clinic “Nesco” (Gera Dentistry), Kantemirovskaya St., 22 and Aviakonstruktorov Ave., 47, Varshavskaya St., 23, building 2
- Medical Center “Neoclassica”, Moskovsky Prospekt, 183-185

6.3. Information technologies and library resources

SPbSU has established its own information and educational environment. Its main components are presented in the Table.

SPbSU's Electronic Information and Educational Environment

1.	Availability of the electronic information and educational environment (links to information confirming the presence of an electronic information and educational environment that are published in open and publicly available information resources in information and telecommunication networks of general use, including in the Internet	https://spbu.ru/ https://spbu.ru/universitet/spbgu-cifrovoy-universitet https://english.spbu.ru/about/pirogov-clinic-high-medical-technologies-st-petersburg-state-university https://english.spbu.ru/admission/programms/graduate/medical-and-pharmaceutical-law https://it.spbu.ru/services https://spbu.ru/sveden/education https://timetable.spbu.ru/ https://dspace.spbu.ru/
1.1	Local regulatory legal act on the electronic information and educational environment	Regulations on SPbSU electronic information and educational environment https://spbu.ru/sites/default/files/20181221_12491_1.pdf
1.2	Access to the electronic library system	https://library.spbu.ru/ru/ https://spbu.tdnetdiscover.com/authentication/login?returnUrl=%2F
1.3	The availability of interaction between teaching staff and students (student and teacher personal accounts) in the electronic information and educational environment	https://my.spbu.ru/Login.aspx?ReturnUrl=%2f https://bb.spbu.ru/ https://exam.spbu.ru/moodle/login/index.php App:VKTeams
1.4	access to electronic educational resources and/or professional databases (collections of information resources on topics in accordance with the content of the educational programme)	https://library.spbu.ru/ru/ https://english.spbu.ru/science-research-spbu/m-gorky-scientific-library-spbu
1.5	Access to the electronic timetable (a service that allows each student to view their current class and exam schedule)	https://timetable.spbu.ru/
1.6	The ability to create an electronic portfolio of students, including storage of their works and grades for that works	Personal accpunt of a student https://my.spbu.ru/Login.aspx?ReturnUrl=%2f

1.7	Access to curricula, syllabi of disciplines (modules), programmes of practical training, electronic educational publications and electronic educational resources specified in the syllabi and programmes of practical training	https://spbu.ru/sveden/education
1.8	Administrative information and accounting system "Training" that includes the following modules: "Curricula", "Disciplines", "Teaching Assignments", "Partners", "Timetable", etc	Report of a supervisor https://adc.spbu.ru/Login.aspx?ReturnUrl=%2f Teaching at SPbSU https://courses.spbu.ru/ Timetable https://timetable.spbu.ru/ Graduation theses https://depo.spbu.ru

The procedure for establishing and using the electronic information and educational environment of SPbSU is determined by the Regulations on the Electronic Information and Educational Environment (Order No. 12491/1, dated December 21, 2018 "On Electroniv Information and Educational Environment of SPbSU (as amended by 17.03.2021 № 1924/1) (https://spbu.ru/openuniversity/documents/ob-elektronnoy-informacionno-obrazovatelnoy-srede-spbgu).

SPbSU has an Information Technology Department (USIT), which provides administrative and technical support for educational programmes and research activities of staff and students in all areas both in-person and online.

The "spbu.ru" Wi-Fi wireless network is available at SPbSU. Connecting to the Free Wi-Fi SPB.EDU is possible. The Internet access in the dormitories of SPbSU is provided remotely.

SPbSU has developed its own information and educational environment. To solve information and educational tasks, employees work in the "Training" information system. Subsystems of the "Training" information system are Admissions, Students, Disciplines, Curricula, Workload Distribution, Electronic Timetable, Partners, Graduates.

SPbSU students have access to a free educational version of MS Office 365, which includes cloud-based Word, Excel, PowerPoint, OneNote and additional work tools.

The SPbSU electronic document exchange and management system "Delo" is designed for the automated processing of documents included in the consolidated file register of SPbSU.

Thanks to the personal account available to each University student, continuous online interaction is possible between students, faculty and the University administration. The system LMS has a plagiarism detection system and is accessible to members of the State Examination Board, academic supervisors and others. Research projects, graduation theses are subject to plagiarism checks.

Various resources are available to inform students, employees and all stakeholders (https://spbu.ru/oficialnye-kanaly-spbgu).

The SPbSU Insttitute of Medicine has a website http://med.spbu.ru, where information on its organizational structure, departments, teachers, key documents regulating educational activities at SPbSU, a catalog of educational programmes and other documents is located. The information is regularly updated.

In addition, electronic library support for the studied disciplines is provided by the M. Gorky Scientific Library of SPbSU (Order No. 230/1 of January 15, 2021 «On Electronic Library System at SPbSU».

The M. Gorky Scientific Library is located at St. Petersburg, Universitetskaya Emb., 7-9-11, lit. A, O, 199034), the branch is located at St. Petersburg, 21st line, house 8a, https://med.spbu.ru/biblioteka

However, working with students is not limited to the use of online technologies, despite their high development level at St. Petersburg University. For example, support and consultation of students is carried out by the teaching staff according to the consultation schedule and students can access methodological materials and textbooks, as well as address a wide range of issues (including personal ones) to their course mentors.

Support for students with disabilities and those in difficult life circumstances is provided in compliance with the "Regulations on the Organization of the Educational Process for Students with Disabilities in SPbSU".

English SPbSU websie - https://english.spbu.ru/
Chinese SPbSU website - https://chinese.spbu.ru/

6.4. Medical research and scholarship

The educational programmes under review equip students with the skills to apply their knowledge, learn scientific foundations and research methodologies in their fields, thereby strengthening the link between research and educational activities in medicine and education.

The teachers involved in the delivery of educational programmes are heads of research activities in their respective professional areas; under their guidance complex scientific projects are carried out with the participation of students.

The general characteristics of the residency programmes under review indicate that professional activities of graduates, along with medical practice, also include research activities. The research incorporates developing sustainable research skills, solving relevant research and applied science tasks in healthcare related to diagnostics, treatment, medical rehabilitation and prevention, analysis of scientific literature and official statistical reviews, participating in statistical analysis and public presentation of the results.

The curriculum dedicates sufficient time to training in the fundamentals of research - the discipline "Fundamentals of Research in Medicine" is included in the core part of the programme and comprises 36 academic hours.

Trainees are actively encouraged to participate in research in various fields of medicine. They have the opportunity to conduct research with access to modern tools, equipment, classrooms and laboratories. Students annually participate in scientific paper competitions, including the annual International Medical and Biological Scientific Conference of Young Researchers "Fundamental Science and Clinical Medicine. Human and his Health" organized by SPbSU.

Since the establishment of the Department of Obstetrics, Gynecology and Reproductive Medicine, more than 35 theses for the Candidate degree have been defended under the supervision of the department's staff. The teachers have published more than 20 monographs and textbooks and more than 30 teaching and methodological manuals

The teachers regularly register patents of the Russian Federation and electronic databases, they participate in research projects supported by grants from Russian and international scientific foundations.

The teachers are members of the Thesis Boards and Academic Councils, act as opponents and reviewers for Candidate theses and engage in expert activities such as reviewing and selecting scientific articles for the compilation of scientific journals and publications.

Cluster «Dentistry»

Over the past three years, the employees of the Department of Dentistry, Department of Maxillofacial Surgery and Dental Surgery, Orthodontics Department have published over 50 scientific articles, including 5 in Scopus journals, 15 in journals recommended by the Higher Attestation Commission and 56 publications in the Russian Science Citation Index. The teachers presented at over 30 Russian and international scientific conferences. 1 patent has been registered. 4 learning guides have been published (including monographs and book chapters).

The teaching staff of the Department of Maxillofacial Surgery and Dental Surgery and the Department of Dentistry initiate and organize the annual St. Petersburg University International Scientific Conference "Burning Issues in Dentistry." The conference provides dentists of all specialties with a unique format for interdisciplinary interaction and discussion of research results in all branches of dental science, as well as ways to implement scientific achievements in educational and practical activities.

6.5. Educational expertise

Internal independent assessment of the education quality is carried out in the following areas:

- Quality assurance policy
- Quality review of educational programmes
- Quality evaluation of students' training
- Quality evaluation of teachers' work
- Quality evaluation of resources

The education quality assurance system is based on the University's mission and its policy in education quality assurance. SPbSU's performance is licensed and accredited by the Federal Service for Supervision in Education and Science; the quality of education is confirmed by certificates and documents on public accreditation (including international accreditation.

Quality assurance of educational services is ensured through an external review process conducted by both Russian (state and public) and international organizations (National Council under the President of the Russian Federation for Professional Qualifications, Accreditation Council of the Association of Managers, FIBAA, EQUIS, ACCA, ZeVa, AKAR, etc. The accreditation processes resulted in the employers' association recognizing the quality of graduates' training as meeting the requirements of relevant professional standards and the labor market, and the issuance of confirming certificates.

All university programmes, including those analyzed in this report, participate annually in the independent assessment of the quality of conditions for the delivery of educational programmes.

The results of the independent quality assessment of the conditions for the delivery of educational programmes are published on the SPbSU website - .

6.6. Academic mobility

The University has established and implements a policy on national and international cooperation with other educational institutions to organize academic mobility for students and teachers; study periods (credits) obtained at other educational institutions are recognized. The University assists teachers and students in participating in academic mobility programmes both domestically and abroad and allocates appropriate resources for these purposes.

SPbSU organizes academic and professional internships for students and teachers at foreign universities.

The teachers participate in scientific conferences, congresses and symposia in various countries, deliver lectures and enhance their qualification both in near and far-abroad countries.

In 2011-2019, the Department of Obstetrics, Gynecology and Reproductive Medicine actively participated in preparing students for academic mobility exchange programmes - 1-2 students annually participated in programmes related to obstetrics and gynecology.

In 2012, a student of the Department completed an internship at the Women and Children Health Division at Karolinska Institute (Stockholm, Sweden), followed by doctoral studies there from 2014 to 2018 with a thesis "Von Willebrand Disease In Women : Heavy Menstrual Bleeding and Obstetrical Bleeding". Regular visits of experts from the Karolinska Institute to deliver lectures and conduct practical training for students were held.

During her residency in 2019-2020, E.S. Aleshkina conducted research in terms of the Russian Government megagrant project (14.W03.31.0009 dated February 13, 2017) at the Zabludowicz Center for Autoimmune Diseases (Sheba Medical Center, Israel) and the Laboratory of the Mosaic of Autoimmunity (SPbSU).

Khalenko V. V. completed a month-long internship as a doctor at the University of Palermo Azienda Ospedaliera Ospedali Riuniti Villa Sofia - Cervello Dr. Giuseppe Gullo during her residency in 2023 at the department of assisted reproductive technologies under the mentoring programme from ESHRE (at the invitation of Dr. Giuseppe Gullo).

Mentorship programme

Blazhenko A.A. presented at the following international conferences during her residency:

1. Pharmacology, 2019 "The changes of protein kinases` activities in the brain structures after ghrelin antagonists administration in previously stressed Danio rerio", Edinburgh International Conference Centre, Edinburgh, December 15-17, 2019.
2. International Conference Zebrafish «Benzodiazepine anxiolytic decreases the level of neuropeptide ghrelin in Zebrafish brain after stress exposure" Suzhou , China, 12-16 June 2019.

Cluster of educational programmes in Dentistry

For the past 3 years, in accordance with the current framework agreement between Saint Petersburg State University and Bukhara State Institute of Medicine named after Abu Ali ibn Sino, the teaching staff in Maxillofacial Surgery of the SPbSU Institute of Medicine and the Faculty of Dentistry of the Bukhara Institute have been cooperating. SPbSU lecturers in Maxillofacial Surgery regularly conduct training for colleagues from Bukhara, scientific and professional internships and exchange pedagogical experience at the clinical facilities of SPbSU, deliver lectures to students and the teaching staff of the Faculty of Dentistry of the Bukhara Institute of Medicine (including online). At the same time, students of the Department of Maxillofacial Surgery and Dental Surgery, the Department of Therapeutic Dentistry and the Department of Dentistry have the opportunity to familiarize themselves with scientific achievements in dentistry in Uzbekistan by attending lectures by teachers from Bukhara.

6.7. Clinical teams

Teamwork skills development:

1. Goals and objectives for developing teamwork competencies. Residency programmes in Obstetrics and Gynaecology, Therapy and Dermatovenerology are aimed at developing students' skills in effective interaction within multidisciplinary teams, which aligns with: - requirements of the Federal State Educational Standards (competencies related to teamwork); - professional standards (e.g., interaction with colleagues, junior and middle medical personnel); - accreditation requirements (communication and team management skills).

2. Teamwork skills development methods. During training, students develop teamwork skills through: - Clinical case discussions, consultations, meetings of medical supervisory committees (participate in discussions of complex cases with doctors of different specialties). - Rounds with the head of the division, doctor's rounds of patients in the hospital departments. - Simulation training (practicing interaction in conditions that simulate real clinical practice, for example, team training in emergency situations). - Interdisciplinary projects (collaboration with students of other specialties, for example, developing tactics for managing a pregnant woman with

somatic pathology). - Patient supervision as part of a medical team under the guidance of a mentor (role distribution - attending physician, assistant, coordinator)

3. Assessment of teamwork skills. The level of competence is monitored through: - Feedback from supervisors of practical training (assessment of interaction with colleagues in clinical settings); - 360-degree methods – surveys of colleagues, patients and middle medical personnel; - Standardized scenarios (e.g., assessment of communication in a simulation center)

4. Examples of team-based integration. Participation of students in research projects alongside with the teachers and practicing doctors. Conducting patient schools involving a multidisciplinary team (endocrinologists, cardiologists, dermatovenerologists). Implementation of mentorship programmes where senior students mentor junior students

5. During their residency, students develop teamwork skills with healthcare professionals, as well as management skills and the expertise of other healthcare professionals when working within a multidisciplinary team. This is because the professional activities of graduates include organizational and management activities in addition to medical and research activities.

Conclusions on Standard 6:

Strengths:

Departments delivering residency programmes have sufficient material and technical resources, which ensures the delivery of educational programmes and access to information and communication technologies, as well as equipment for practicing practical skills.

Clinical facilities where students undergo practical training are the largest and leading medical institutions and research and educational centers in the Russian Federation, equipped with modern, high-tech equipment.

The accreditation and simulation center functions effectively as a platform for practicing basic professional skills, as well as for primary, specialized and periodic accreditation of healthcare professionals.

A safe learning environment for staff, learners and patients is ensured.

An electronic information educational environment ensures the unified interaction of all structural units of the University as a whole.

Access is provided to all working and study materials, student academic progress data and the system of their assessment, teacher-student interaction; various types of documentation can be obtained.

Participation of students in doctors' rounds, consultations, clinical case discussions, workshops led by leading specialists and individual performance under the guidance of mentors allows for the development of a broad clinical perspective and clinical reasoning, as well as the acquisition of an optimal set of diagnostic, manipulative and surgical skills necessary for independent professional activity and workplace adaptation.

Areas for improvement:

Regularly update phantoms and simulators with the account of the latest advancements in simulation-based training.

Replenish simulation equipment with VR augmented reality simulators for more effective practical skills development.

Regularly update software for programmable simulators, expand access to scientific medical literature databases.

Continue improving the electronic personal accounts of students and employees by simplifying their use and enhancing their features.

The task was assigned to move to proprietary Russian software used in the Electronic Information and Educational Environment of SPbSU.

STANDARD 7. PROGRAMME EVALUATION

7.1. Mechanisms for programme monitoring and evaluation

The educational institution continuously monitors and periodically evaluates its educational programmes, uses feedback mechanisms (surveys, interviews, questionnaires of students and key employers) to ensure they achieve their objectives and meet the needs of students and society. The results of these processes lead to continuous programme improvement. Information about planned and implemented actions is available to all stakeholders.

A separate section titled "Ensuring and Confirming the Quality of Educational Activities and Student Training" is included in the SPbSU Educational Standard of a new generation. This section establishes that quality is guaranteed by the education quality management system and outlines methods for ensuring and confirming quality.

The SPbSU education quality management system comprises 3 levels of educational activity: administrative, academic and expert evaluation.

Administrative level of quality management is established based on the distribution of responsibilities among officials and staff of the departments and offices of Saint Petersburg State University.

The main tasks at this level are the development of internal regulations on education quality and quality control, as well as the coordination of interaction with the teaching staff and independent expert bodies.

Academic level is represented by the research and teaching staff from institutes and faculties.

The main tasks at this level are the design of the content of educational programmes and participation in their delivery in accordance with the established education quality requirements.

Highly qualified research and teaching staff are involved in the design and delivery of educational programmes at Saint Petersburg State University through an open competitive selection process. Selection criteria are defined annually in compliance with the areas of expertise based on comparison with the achievements of the best specialists from leading Russian and foreign universities.

The teaching staff appointed as academic supervisors of educational programmes are responsible for the quality of education for a certain educational programme.

The expert's assessment level is presented by expert bodies.

SPbSU has expert bodies: Academic and Methodological Commissions in the relevants fields os studies, Commissions for Quality Control of Educational Activities which monitor the quality of student learning outcomes and the delivery of disciplines.

In addition to teachers, the Academic and Methodological Commissions include representatives of students and employers.

Important expert bodies ensuring the quality of education are Councils of Educational Programmes (CEP). CEP is an advisory body established to improve the effectiveness of training, to monitor the quality of programme delivery, and to develop a programme development strategy.

Councils of Educational Programmes are comprised of representatives of professional communities and key employers and are established with the aim of developing relevant requirements for organizing training, incorporating professional standards, labor market demands, and the needs of leading employers into the educational process.

Expert bodies also include commissions that assess the quality of education at various stages of the educational process - from admission (Subject Commissions) to graduation (State Examination Boards).

The Academic and Methodological Council of the SPbSU Student Council develops proposals on education quality issues.

Feedback processes:

- Digital Admiddion Office — «feedback» from SPbSU stakeholders
- The Center for Educatio Quality Monitoring conducts surveys of:

— students and teachers on satisfaction with the educational environment and teaching activities
— students on the quality of teaching and the organization of the educational process
— graduates on the quality of their education and employment
— employers on the quality of SPbSU graduates education.

Main internal regulatory documents:

- Order of 08.02.2013 № 400/1 « SPbSU Policy Framework in Education Quality Assurance »
- Order of 20.07.2018 № 7244/1 «On Approval of the Regulations on Internal Independent Evaluation of Education Quality at SPbSU»
- Order of 06.12.2019 № 12061/1 «On Introducing Changes to the Order of 20.07.2018 № 7244/1 "On Approval of the Regulations on Internal Independent Evaluation of Education Quality at SPbSU"»
- Order of 31.12.2019 № 13427/1 «On Approval of the Regulations on Internal System of Education Quality Assessment of General Education Programmes and Secondary Education Programmes at SPbSU»
- Order of 21.04.2022 № 4365/1 «On Approval of the List of Planned Indicators of Internal Assessment of Study Porgrammes and Calculation Methodology»
- Order of 11.10.2023 № 12968/1 «On Approval of the Regulations on Internal System of Education Quality Assessment of Secondary Vocational Education Programmes at SPbSU»
- Order of 15.05.2024 № 7120/1 «On Approval of the Regulations on the System of Education Quality Assurance at Saint Petersburg State University»
- Order of 25.09.2020 № 8555/1 «On Establishing the Centre of Education Quality Monitoring at SPbSU»
- Order of 07.08.2020 № 7081/1 «On Approval of the Procedure for Annual Monitoring of Graduates Employability, Collection of Opinions of Graduates and Employers about Education Quality Assessment at SPbSU»
- Order of 30.03.2022 № 3068/1 «On Approval of the Annual Timetable of Assessment Activities and Control of the Results of Independent Education Quality Evaluation at SPbSU»
- Decree of 29.04.2022 № 1723/1p «On Organising the Monitoring of the Results of Internal Evaluation of Educational programmes delivered at SPbSU»
- Decree on Internal Independent Quality Evaluation of Students' Training at SPbSU (of 10.12.2019 № 3851, of 25.03.2021 № 955/1p, of 10.03.2022 № 800/1p, of 17.02.2023 № 532/1p, of 21.02.2024 № 554/1p, of 14.02.2025 № 549/1p)
- Decree on Preparing the Report of a Research Supervisor of a Educational programme at SPbSU (от 07.06.2023 № 2386/1p, от 11.06.2024 № 3015/1p, 2810/1p от 11.06.2025).

7.2. Trainer and trainee feedback

SPbSU has developed feedback mechanisms - surveys, interviews and questionnaires of students. The educational institution continuously moniotr and periodically evaluate educational programmes using feedback mechanisms (surveys, interviews, questionnaires of students and key employers) to ensure they meet their objectives and address the needs of students and society. The results of these processes lead to the continuous improvement of the programmes. Information on

planned and implemented actions is available to all stakeholders (https://spbu.ru/nauka/laboratorii-i-centry/centr-monitoringa-kachestva-obrazovaniya-spbgu).

Monitoring of students' satisfaction with the quality of practical training and its results is carried out by the supervisors of the respective practical training during the intermediate assessment. In case of unsatisfactory feedback regarding the organization and/or content of practical training, the Institute has the right to terminate the agreement with the host organization.

SPbSU holds a traditional and teachers on the quality of education. The aim of the study is to get feedback on learning conditions, content and the quality of training during current academic year. The survey has been conducted annually since 2020 by the Center for Education Quality Monitoring of SPbSU among all students enrolled in the educational programme. The survey is conducted both after the completion of each discipline and as a general survey at the end of the academic year. Students are asked to fill out a questionnaire and tell about their engagement in the educational process, participation in lectures and seminars, experience with internships and seeking assistance from University departments. They can also evaluate the content of the educational programme and th educational environment, share their successes and express gratitude to the teachers and staff of Saint Petersburg State University. Traditionally, the questionnaire includes several questions about career, employment and special learning needs. Participation in the study is completely confidential: the University guarantees that no personal data, including corporate email, will be recorded anywhere. The average time to complete the questionnaire is about 25-30 minutes. Most questions contain pre-defined answer choices, while some require participants to write a detailed response. The data obtained will be used solely in aggregated form and will be provided to the heads of the University's departments to improve the content and conditions of learning.

The results of surveys of students and teachers in 2025 are available here:

https://spbu.ru/openuniversity/documents/analiticheskiy-otchet-o-rezultatakh-oprosa-obuchayuschikhsya-ob-1?ysclid=mcoha9qdwd685323304

7.3. Performance of qualified doctors

«Obstetrics and Gynaecology» (31.08.01)

All teachers of the Department of Obstetrics, Gynecology and Reproductive Medicine are practicing obstetrician-gynecologists. Leading specialists and heads of relevant organizations with extensive practical experience are involved in the educational process.

Among the department's staff, 20 hold leadership positions in various medical institutions in the city and 9 teachers work as obstetrician-gynecologists in various medical institutions in the city, heads of medical and scientific organizations related to the field of training (Director of the D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine; Deputy Director for Research of the D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine; Deputy Director for Medical Affairs of the D.O. Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine; Chief Physician of St. Petersburg State Budgetary Healthcare Institution "Maternity Hospital No. 9"; Head of Outpatient Gynecology at N. I. Pirogov Clinic of High Medical Technologies of Saint Petersburg State University).

The performance of qualified physicians is regularly analyzed, feedback on their clinical practice is provided and mechanisms are used to evaluate the educational programme using the collected data; the results of the performance evaluation of qualified physicians are used to interact with the structural unit responsible for student selection and educational programme development.

«Dermatovenerology» (31.08.01)

All teachers of the Departments of Dermatovenerology are practicing qualified specialists in dermatology and venereology. They undergo professional development training at least once every 5 years throughout their career, as well as continuing medical education and interim

accreditation in medical specialties every 5 years. The teachers are actively involved in clinical practice at the department's clinical facilities and in hospitals and clinics in the city and region.

The staff of the Department of Dermatovenerology are also practititoners:

- Petunova Yanina Georgievna, Candidate of Medicine, Dermatovenerologist, Dermatovenereology Dispensary, City Organizational and Methodological Advisory Department of Dermatovenereology;
- Ignatovsky Andrey Viktorovich, Candidate of Medicine, Dermatovenerologist, Chief Physician, LLC "Clinic of Dermatology and Reproductive Health of Dr. Ignatovsky";
- Shin Natalya Valentinovna, Candidate of Medicine, Dermatovenerologist, Cosmetologist, LLC "Medical Center Prime Rose", Head of the Division of Dermatovenerology and Cosmetology;
- Kulikova Evgenia Aleksandrovna, Candidate of Medicine, Dermatovenerologist, Cosmetologist, LLC Medical Center "Lakhta Clinic";
- Medetskaya Olga Mikhailovna, Dermatovenerologist, LLC Medical Center "Lakhta Clinic";
- Gusarov Mikhail Vyacheslavovich, Dermatovenerologist, City Skin and Venereal Diseases Dispensary No. 1.

«Therapy» (31.08.49)

All teachers of the graduating departments in the field of Therapy are practicing qualified specialists in various areas of medicine (therapy, cardiology, gastroenterology, nephrology, hematology, rheumatology, etc.). They undergo professional development training at least once every 5 years throughout their entire career, as well as continuing medical education and interim accreditation in medical specialties every 5 years. The teachers are actively involved in clinical practice at the department's clinical facilities and in hospitals and clinics in the city and region.

Heads and staff od the departments are also employers: (Sarana Andrey Mikhailovich - Director of the Institute of Medicine of SPbSU; Shcherbak Sergey Grigoryevich - Chief Physician of the City Hospital No. 40; Sergey Olegovich Mazurenko - Chief Therapist and Deputy Chief Physician for Medical Affairs of the City Hospital No. 4; Obrezan Andrey Grigoryevich - Chief Physician of the corporate group “My Medical Centre”) and journal editors (Rumyantsev Alexander Shalikovich - "Nephrology"; Shishkin Alexander Nikolaevich, Obrezan Andrey Grigoryevich - "Vestnik of St. Petersburg University"; Obrezan Andrey Grigoryevich - "Cardiology: News, Opinions, Training", Pchelin Ivan Yuryevich - "Juvenis Scientia").

«Maxillofacial Surgery» (31.08.69)

The educational programme in "Oral and Maxillofacial Surgery" (31.08.69) is delivered by leading specialists, who are certified maxillofacial surgeons with practical experience:

1. Maday Dmitry Yuryevich, Doctor of Medicine, Professor, Head of the Department of Maxillofacial Surgery and Dental Surgery, SPbSU. Member of the Scientific Society of Dentists of St. Petersburg and the Leningrad Region since 1990. Member of the N.I. Pirogov Surgical Scientific Society since 1990, member of the Thesis Board 07.2.002.05 (D 215.002.09), maxillofacial surgeon, dental surgeon.
2. Sidorov Pavel Sergeevich, Assistant at the Department of Maxillofacial Surgery and Dental Surgery, SPbSU. Member of the Russian Dental Association and the St. Petersburg Dental Association, maxillofacial surgeon, dental surgeon, LLC «Medical Company «Nesko»
3. Sokirko Elena Leonidovna, Candidate of Medicine, Assistant Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial Surgery Unit, Saint Petersburg State Budgetary Healthcare Institution "Alexandrovskaya Hospital", maxillofacial surgeon
4. Soloviev Mikhail Mikhailovich, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial

Surgery Unit, St. Petersburg State Budgetary Healthcare Institution "City Multidisciplinary Hospital No. 2", dental surgeon, implant surgeon, maxillofacial surgeon

5. Kuzmin Igor Alekseevich, Candidate of Medicine, Senior Lecturer, Department of Maxillofacial Surgery and Dental Surgery, Saint Petersburg State University, Official speaker and clinical consultant for Alpha-Bio in the Russian Federation

6. Maday Olga Dmitrievna, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, dental surgeon, maxillofacial surgeon, Dental Clinic 9

7. Bagnenko Andrey Sergeevich, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, maxillofacial surgeon, dental surgeon, «Neoklassika»

8. Absava Kakha Ashotievich, Candidate of Medicine, Assisstant, Department of Maxillofacial Surgery and Dental Surgery, Aleksandrovskaia Hospital, maxillofacial surgeon.

The performance of qualified physicians is regularly analyzed, feedback on their clinical practice is provided and mechanisms are used to evaluate the educational programme using the collected data; the results of the performance evaluation of qualified physicians are used to interact with the structural unit responsible for student selection and educational programme development.

Cluster of educational programmes in «Dentistry»

The educational programme in 31.08.72 «General Dentistry» is delivered by leading specialists, who are certified dentists with practical experience.

1. Danilova Natalia Borisovna, Candidate of Medicine, Associate Professor, Department of Dentistry, SPbSU, dental therapist, Head of the Dentistry Unit at the City Clinic № 76. Awarded the badge of honor of the Ministry of Healthcare of the Russian Federation "Excellent Healthcare Worker";

2. Sadikov Roman Anatolyevich, orthodontist, maxillofacial surgeon, Chief Physician of LLC "Clinic "Klassika", Candidate of Medicine, Associate Professor, Department of Dentistry

3. Lunev Anatoly Anatolyevich, maxillofacial surgeon, implant surgeon, 13 years of experience, Head of the Adult Dental Department of the Dental Clinic of the Gatchina Clinical Hospital, postgraduate student at the Department of Dentistry, SPbSU graduate.

The educational programme in 31.08.73 «Therapeutic Dentistry» is delivered by leading specialists, who are certified maxillofacial surgeons with practical experience:

1. Ilyin Filipp Yurievich, Candidate of Medicine, Associate Professor of the Department of Therapeutic Dentistry, Chief Physician, St. Petersburg State Budgetary Healthcare Institution "Dental Clinic No. 15", expert doctor in therapeutic dentistry of the accreditation commission of the Committee on Healthcare of St. Petersburg

2. Demysheva Marina Lvovna, Deputy Chief Physician for Medical Affairs, St. Petersburg State Budgetary Healthcare Institution "Dental Clinic No. 16", physician of the highest qualification category in therapeutic dentistry, physician of the 1st qualification category in healthcare organization, Excellent Healthcare Worker

3. Mikhailova Ekaterina Stanislavovna, Doctor of Medicine, Associate Professor, Department of Therapeutic Dentistry, SPbSU; Director General of LLC “Clinic “Classika”, dental therapist, Chair, member of the SPbSU Thesis Board in 3.1.7 "Dentistry".

4. Zhavoronkova Marina Dmitrievna, Candidate of Medicine, Associate Professor, Department of Therapeutic Dentistry, Saint Petersburg State University, Director General of LLC «Dental Studio», dental therapist

5. Gordeeva Vera Anatolyevna, Candidate of Medicine, Associate Professor, lecturer at the Department of Dentistry, dental therapist, Saint Petersburg State Budgetary Healthcare Institution "Dental Clinic No. 9".

The educational programme in 31.08.74 «Dental Surgery» is delivered by leading specialists, who are certified dental surgeons with practical experience:

1. Maday Dmitry Yuryevich, Doctor of Medicine, Professor, Head of the Department of Maxillofacial Surgery and Dental Surgery, SPbSU. Member of the Scientific Society of Dentists of St. Petersburg and the Leningrad Region since 1990. Member of the N.I. Pirogov Surgical Scientific Society since 1990, member of the Thesis Board 07.2.002.05 (D 215.002.09), maxillofacial surgeon, dental surgeon
2. Sidorov Pavel Sergeevich, Assistant at the Department of Maxillofacial Surgery and Dental Surgery, SPbSU. Member of the Russian Dental Association and the St. Petersburg Dental Association, maxillofacial surgeon, dental surgeon, LLC «Medical Company «Nesko»
3. Sokirko Elena Leonidovna, Candidate of Medicine, Assistant Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial Surgery Unit, Saint Petersburg State Budgetary Healthcare Institution "Alexandrovskaya Hospital", maxillofacial surgeon
4. Soloviev Mikhail Mikhailovich, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, SPbSU, Head of the Maxillofacial Surgery Unit, St. Petersburg State Budgetary Healthcare Institution "City Multidisciplinary Hospital No. 2", dental surgeon, implant surgeon, maxillofacial surgeon
5. Kuzmin Igor Alekseevich, Candidate of Medicine, Senior Lecturer, Department of Maxillofacial Surgery and Dental Surgery, Saint Petersburg State University, Official speaker and clinical consultant for Alpha-Bio in the Russian Federation
6. Maday Olga Dmitrievna, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, dental surgeon, maxillofacial surgeon, Dental Clinic 9
7. Bagnenko Andrey Sergeevich, Candidate of Medicine, Associate Professor, Department of Maxillofacial Surgery and Dental Surgery, maxillofacial surgeon, dental surgeon, «Neoklassika».

The educational programme in 31.08.75 «Prosthetic Dentistry» is delivered by leading specialists, who are certified dentists with practical experience:

1) Golinsky Yuri Georgievich, Candidate of Medicine, Associate Professor, Head of the Department of Prosthetic Dentistry, SPbSU; Prosthodontist of the highest qualification category, Chief Physician of the Dental Clinic No. 20; holds a law degree, member of the Coordination Council on Dentistry under the Committee on Healthcare, expert in Orthopedic Dentistry of the Health Committee of St. Petersburg, member of several working groups under the Committee on Healthcare, Vice-President of the St. Petersburg Dental Association, member of the Council of the Dental Association of Russia,
2) Ogrina Natalia Aleksandrovna, Candidate of Medicine, Associate Professor, Department of Prosthetic Dentistry, Saint Petersburg State University; member of the Educational and Methodological Commission in 30.00.00 Fundamental Medicine; 31.00.00 Clinical Medicine; 32.00.00 Health Sciences and Preventive Medicine; 34.02.01 Nursing, member of the Dental Association of Russia, Chief Physician of «Intan22».
3) Voytyatskaya Irina Viktorovna, Doctor of Medicine, Professor, Department of Prosthetic Dentistry, SPbSU; member of the Thesis Board of Belgorod State University; member of the Council of the Dental Association of Russia.
4) Lopushanskaya Tatyana Alekseevna, Doctor of Medicine, Professor, Department of Prosthetic Dentistry, SPbSU; member of the Scientific Commission of the Institute of Medicine of SPbSU, member of the Council of the Dental Association of Russia.
5) Shashorin Roman Viktorovich, Candidate of Medicine, Associate Professor, Department of Prosthetic Dentistry, Saint Petersburg State University; doctor of the highest

qualification category, Head of the Orthopedic Department at Dental Clinic No. 20, member of the Dental Association of Russia.

«Paediatric Dentistry» (31.08.76)

All teachers of the Department of Dentistry are practicing dentists. Leading specialists and heads of relevant organizations with extensive practical experience are involved in the educational process.

1. Sedneva Yana Yuryevna, Pediatric Dentist, Chief Physician of the City Children Dental Clinic No. 6, Vice President of the St. Petersburg Dental Association, Chief Non-Staff Dentist of the Health Committee of St. Petersburg, Chief Non-Staff Dentist of the Ministry of Healthcare of the Russian Federation for the Northwestern Federal District, Executive Secretary of the Profile Commission of the Ministry of Healthcare of the Russian Federation in Pediatric Dentistry, Executive Secretary of the Expert Group on Dentistry of the Local Attestation Commission of St. Petersburg, Chair of the Accreditation Subcommittee in Dentistry of the Pavlov First Saint Petersburg State Medical University; awarded the 1st class Order "For Merit in Dentistry" by the Dental Association of Russia, the badge of the Ministry of Healthcare of the Russian Federation "Excellent Healthcare Professional"; assistant at the Department of Dentistry.

2. Timonina Oksana Andreevna, Pediatric Dentist, Deputy Chief Physician in Medicine at the "Dental Clinic No.15"; awarded the "For Merit in Dentistry" medal of the Dental Association of Russia, the 1st class Order "For Merit in Dentistry", the badge of the Ministry of Healthcare of the Russian Federation " Excellent Healthcare Professional"; assistant at the Department of Dentistry.

«Orthodontics» (31.08.77)

1. Sedneva Yana Yuryevna, Pediatric Dentist, Chief Physician of the City Children Dental Clinic No. 6, Vice President of the St. Petersburg Dental Association, Chief Non-Staff Dentist of the Health Committee of St. Petersburg, Chief Non-Staff Dentist of the Ministry of Healthcare of the Russian Federation for the Northwestern Federal District, Executive Secretary of the Profile Commission of the Ministry of Healthcare of the Russian Federation in Pediatric Dentistry, Executive Secretary of the Expert Group on Dentistry of the Local Attestation Commission of St. Petersburg, Chair of the Accreditation Subcommittee in Dentistry of the Pavlov First Saint Petersburg State Medical University; awarded the 1st class Order "For Merit in Dentistry" by the Dental Association of Russia, the badge of the Ministry of Healthcare of the Russian Federation "Excellent Healthcare Professional"; assistant at the Department of Dentistry;

2. Statovskaya Elena Evgenievna, Orthodontist, Prosthodontist, Therapist, Gnathologist, Chief Physician and owner of the "Lyubizub" family clinic, St. Petersburg, Candidate of Medicine, author of over 70 scientific publications, visiting lecturer.

3. Saunina Anastasia Andreevna, Orthodontist, Chief Physician and owner of the Dental Clinic “Orthogrand”, St. Petersburg; Candidate of Medicine; Associate Professor of the Department of Dentistry; graduate of the SPbSU postgraduate education.

7.4. Involvement of stakeholders

Key stakeholders (administration, teachers, students, employers) are involved in the development and implementation of the quality assurance policy and are engaged in the monitoring and evaluation of educational programmes through relevant structures and processes. Stakeholders have access to the results of programme evaluations.

SPbSU closely cooperates with more than 700 partners, including representatives of major government bodies and public organizations, leaders and leading specialists of successful Russian and international companies, who are potential employers for SPbSU graduates.

To enhance the quality of education and professional training of SPbSU graduates, who are ready for practical work and are in demand on the labour market, SPbSU has been developing and expanding its cooperation with employers for many years.

The SPbSU educational standard of a new generation (since 2018) includes a separate section titled "Consideration of Labor Market Requirements and Interaction with Employers," which outlines:

- inclusion of representatives of employers and professional communities in the expert bodies of SPbSU;
- selection criteria for representatives of state bodies, heads and leading specialists of state and public, Russian and foreign organizations as members of state examination boards;
- ongoing employer engagement strategies.

Interaction with employers is organized for all SPbSU educational programmes, starting from the stage of their design and continuing during their delivery, at the stage of the state final examination and based on the results of graduation (including employment of graduates) in order to update programmes for the future and the next academic period.

Interaction with employers is managed with the help of the "Partner" information system.

Meetings and roundtables with employer representatives are regularly held to discuss new experiences, identify problems, celebrate achievements and offer suggestions and recommendations to improve the educational process at Saint Petersburg State University.

Employer proposals are submitted for public discussion, reviewed by academic and methodological commissions and heads of educational and research units of SPbSU, educational programme councils, vice-rectors, and other authorized persons.

The main areas of interaction with employers are:

1. Employers' participation in the improvement of educational and research activities, in particular, conducting expert reviews of SPbSU educational programmes, including within the framework of the Educational programme Councils, the Academic and Methodological Commission, to ensure compliance with professional standards, qualification and other requirements imposed by employers on graduates.

2. Joint development of individual special training courses, disciplines (modules) focused on targeted training of specialists to work in various professional areas, development of educational programmes for training specialists being in demand on the labor market.

3. Organizing meetings, negotiations, joint conferences, seminars, round tables, workshops, implementing joint educational and research projects, and conducting other activities that serve the purpose of updating the content and conditions of educational programmes delivery.

4. Participation in the work of educational and methodological commissions in various fields of study, state examination boards.

5. Proposal of research topics, graduation theses, consulting and review of graduation theses.

6. Organization of internships for students of SPbSU, offering employment to University graduates.

7. Conducting international and public accreditations.

Students are actively involved in the monitoring and evaluation of educational programmes and are included in such collegial bodies as the Academic Council of the Institute of Medicine, the SPbSU Academic Council and the Academic and Methodological Commission in 30.00.00 Fundamental Medicine, 31.00.00 Clinical Medicine, 32.00.00 Health Sciences and Preventive Medicine and 34.02.01 Nursing. Thus, students participate in discussions on issues related to the organization and content of the educational process, make suggestions for its improvement and, therefore, together with employers, participate in the development and improvement of the educational programmes.

Conclusions on Standard 7:

Strengths:

1. SPbSU has developed regulated procedures for monitoring, periodic assessment of the educational programme and evaluation of learning outcomes and student performance.
2. Changes and amendments to the educational programme are introduced based on assessment results.
3. The quality assessment system at SPbSU is based on a combination of various assessment mechanisms and is governed by the Regulations on the Internal Independent Assessment of Education Quality.
4. A report from the programme's academic supervisor serves as a form of monitoring and evaluation of the quality of the educational programmes.
5. The Center for Education Quality Monitoring ensures regular surveys of stakeholders on the basis of the annual calendar of events and monitoring of the results of independent assessment of the education quality at SPbSU.
6. Employers are involved in the quality assessment and improvement of the educational programme through membership in expert advisory bodies such as Council of the educational programme and Academic and Methodological Council and in the State Examination Boards for the final state attestation and primary accreditation of specialists.
7. Students are involved in monitoring and quality evaluation of educational programmes through a feedback system.
8. The policy for the account of the results of educational quality monitoring is in place and is documented in the Regulations on the Education Quality Assurance System at Saint Petersburg State University.
9. Thus, SPbSU has a profound experience in organizing internal and external monitoring and evaluation of the quality of educational programmes that can be used in other educational institutions.

Areas for improvement:

1. Expand the involvement of professional association representatives, students, international partners and insurance company representatives in the monitoring and evaluation of the educational programmes.
2. Ensure the publication of the results of monitoring and evaluation of educational programmes and learning outcomes.

STANDARD 8. GOVERNANCE AND ADMINISTRATION

8.1. Governance

The SPbSU educational standard of a new generation has a dedicated section «Ensuring and Confirming the Quality of Educational Activities and Student Training», which states that quality is guaranteed by the quality management system and participation of all stakeholders in the quality assurance process.

The education quality management system and participation in quality assurance at SPbSU includes 3 levels of educational activities: administrative, academic, and assessment by experts.

Administrative level of quality management is established based on the distribution of responsibilities among officials and staff of the departments and offices of Saint Petersburg State University.

The main tasks at this level are the development of internal regulations on education quality and quality control, as well as the coordination of interaction with the teaching staff and independent expert bodies.

Academic level is represented by the research and teaching staff from institutes and faculties.

The main tasks at this level are the design of the content of educational programmes and participation in their delivery in accordance with the established education quality requirements.

Highly qualified research and teaching staff are involved in the design and delivery of educational programmes at Saint Petersburg State University through an open competitive selection process. Selection criteria are defined annually in compliance with the areas of expertise based on comparison with the achievements of the best specialists from leading Russian and foreign universities.

The teaching staff appointed as academic supervisors of educational programmes are responsible for the quality of education for a certain educational programme.

The expert's assessment level is presented by expert bodies.

SPbSU has expert bodies: Academic and Methodological Commissions in the relevants fields os studies, Commissions for Quality Control of Educational Activities which monitor the quality of student learning outcomes and the delivery of disciplines.

In addition to teachers, the Academic and Methodological Commissions include representatives of students and employers.

Expert bodies also include commissions that assess the quality of education at various stages of the educational process - from admission (Subject Commissions) to graduation (State Examination Boards).

The educational institution ensures that it collects, analyzes and uses information for the effective management of educational programmes and other areas of its activities. The educational institution publishes objective and up-to-date information about its activities.

The education quality assurance system has been developed at SPbSU (https://spbu.ru/sveden/kachestvo-obrazovaniya).

8.2. Academic leadership

The management of residency training at the Institute of Medicine of SPbSU is carried out by the following individuals and departments:

- Director of the Institute of Medicine
- Postgraduate Studies Department
- Experts in the following fields:
  - Medicine
  - Dentistry

Organization of the educational process

- Distribution by departments takes place at the beginning of the academic year
- Interim assessment includes pass/fail exams; three failures result in expulsion due to academic failure.
- Documents: students are required to keep a diary as well as an individual training plan agreed upon with the supervisor.

Social and administrative support

- Scholarships and benefits: issuing bank cards for scholarships, processing discounted travel passes
- Dormitories

Key documents and regulations

- Training is conducted in 28 residency programmes in accordance with the Order of the Ministry of Education and Science No. 1258 dated November 19, 2013.
- Internal regulations are available on the SPbSU website, including the Rules of Study and Internal Code of Conduct.

For up-to-date information on admissions in 2025, it is recommended to monitor the official SPbSU website or the page dedicated to postgraduate studies.

8.3. Educational budget and financial resources

The budget and funding for residency programmes at SPbSU Institute of Medicine are derived from several sources, including government subsidies, tuition fees and additional support programmes. Here are the key aspects:

State-funded places and admission control figures

- State-funded residency places are allocated annually for all programmes (in 2023 and 2024, 9 state-funded places were allocated for residency training in Obstetrics and Gynaecology).
- Distribution by the field of study and the number of places can be found on the Admissions Committee Page of SPbSU:

- There is a separate quota for employer-sponsored education, where places are funded by government authorities or medical organizations.

Federal funding

- SPbSU receives subsidies for the delivery of educational programmes including residency programmes.
- The funds are used to pay to teachers, clinical facilities, for simulation equipment and student scholarships.

Fee-based education

- Tuition fees for residency programmes for students admitted on a non-state-funded basis vary depending on the firld of study.
- At SPbSU, fee-based places are available for both international and Russian applicants.

Employer-sponsored education

- Students can sign an agreement with an employer (e.g., a hospital or regional Ministry of Healthcare) that covers the cost of their training in exchange for a commitment to work at the institution after graduation.
- Penalties, such as the reimbursement of allocated funds, are stipulated for the breach of contract (e.g., failure to take up employment).

Additional resources

- Grants and international projects: the Institute of Medicine participates in joint programmes with foreign universities, which can attract additional funding.
- Scholarships and benefits: students receive a state scolarship and may also be eligible for increased payments for scientific achievements.

8.4. Administration and management

The management and administrative staff of SPbSU Institute of Medicine includes key personnel responsible for educational, research and organizational activities.

Key Positions: Institute leadership

- Director of the Institute of Medicine
- Deputy Directors and Department Heads

Management of the educational programmes

Academic Office

- Head of the Academic Office
- Postgraduate Studies Office

Administrative units

- Human Resource Division
- Financial Management Office
- Department for Medicine and Dentistry
- Accounting Department

Research and International Activities
- Vice-Rector for Research (SPbSU)
- Vice-Rector for International Affairs

Clinical facilities and partners
- Chief Physician of Pirogov Clinic
- Collaboration with hospitals

8.5. Requirements, regulations and public information

The Institute of Medicine of SPbSU operates in accordance with the regulatory requirements established by the Russian law, as well as the internal documents of the University.

Legislative framework

- Federal Law № 259-ФЗ (2009)

It outlines the special status of Saint Petersburg State University as a leading scientific and educational complex, including the right to develop its own educational standards (for example, for residency programmes) and to issue diplomas with the University's seal.

- Requirements of the Russian Ministry of Healthcare

The residency programmes comply with the Order No. 1258 of the Ministry of Education and Science of the Russian Federation dated November 19, 2013, as well as federal standards in the field of medical education.

Public Information

- Open data

SPbSU publishes documents, including charters, programme regulations and reports, on its official website (https://spbu.ru) in the "Documents" section. Information on tuition fees, available places and admission requirements are also available.

Requirements for the ducational programmes

- Accreditation and licensing

They are conducted in accordance with the regulations of the Government of the Russian Federation. For example, residency programmes undergo regular reviews for compliance with standards.

- Practical training

It is regulated by internal regulations of SPbSU, such as the "Regulations on Practical Training of Students," including work at clinical facilities.

Access to information for students and staff

- academic regulations

The Institute of Medicine's website features schedules, assessment requirements and transfer regulations between programmes.

- Personal data

Processing of student and employee data is carried out in accordance with the Personal Data Security Regulations, similar documents of other universities.

International standards

- Participation in rankings

The Institute focuses on the criteria of international certification systems (ISO, LEED) and publishes reports on achievements in ecology and the quality of education.

Official website of Saint Petersburg State University (SPbSU) is https://spbu.ru/. It serves as a key communication tool for applicants, students, staff and the international audience. To ensure accessibility and user-friendly design, the website is available in several languages, including Russian, English and Chinese.

English SPbSU website https://english.spbu.ru/
Chinese SPbSU website https://chinese.spbu.ru/
https://ifea.spbu.ru/en/study-in-spsu.html

The website's language versions include: general information about the University (history, mission, rankings, leadership); information on educational programmes (Bachelor, Master, postgraduate, further education), admission requirements (criteria, deadlines, entrance exams), research (laboratories, research centers, publications), international collaborations (exchange programmes, partner universities), student life (events, scholarships, extracurricular activities) and more.

Saint Petersburg State University adheres to an openness policy in all areas of its activities. All information about competitions, grants, entrance exams, decisions and documents is published on the SPbSU portal and is available to anyone. There is also a separate feedback page on the SPbSU website, which features various feedback mechanisms, such as a digital admission office, meetings with officials, a feedback questionnaire, etc.

Sociologists at the Center for Education Quality Monitoring regularly conduct research on the quality of education among students, graduates, employees of the University and employers. The results of the surveys in the form of analytical reports are published on the SPbSU website.

Principles of working with information on the programmes under review are integrated into the University-wide system for obtaining, processing and storing information, where a menu on the left side of the page provides links for accessing information about, for example, the University administration and teaching staff, scholarships and other payments, vacant positions for admission, etc.

Students and teachers are informed about various issues through their personal accounts, as well as through informational emails to SPbSU corporate email addresses, the website and other information channels.

A series of questions related to the acquisition and processing of information are published as meeting minutes, which in accordance with the SPbSU openness policy are freely accessible to all stakeholder (e.g., meetings of the Institute's Academic Council; meetings of the Academic and Methodological Council; meetings of the Research Council.

Employment and SPbSU graduates adaptation information is available on the SPbSU website : https://spbu.ru/sveden/trud. The Career Center works permanently at SPbSU (https://spbu.ru/studentam/centr-karer-spbgu), which also provides information about employment opportunities for students and contact details of staff responsible for internships in various areas of SPbSU performance.

Examples of graduates employment in Obstetrics and Gynaecology (residency):

https://www.avaclinic.ru/doctors/baylyuk-evgeniy-nikolaevich/
https://spbniif.ru/employees/?user_id=140
https://www.avaclinic.ru/doctors/tkachuk-anna-gennadevna/
https://ott.ru/clinic/operative-gynecology/
https://ott.ru/clinic/mgc/
https://ott.ru/clinic/ovrt/

https://www.almazovcentre.ru/?page_id=75030
https://47lokb.ru/doctors/32978/
https://spbmedika.ru/specialists/alekseenkova-elena-nikolaevna/
https://spbplod.ru/employee/alekseenkova-elena-nikolaevna/
https://lk.almazovcentre.ru/employees/kalinina_ea/
https://www.almazovcentre.ru/?page_id=84269
https://education.almazovcentre.ru/about_institute/kafedra/lechebnyi-fakultet/aig/sotrudniki/osipova-natalia-anatolevna/
https://www.gosmed.ru/staff/ginekolog/savina-anna-alekseevna/
https://lahtaclinic.ru/doctor/anastasia_ryabova/
https://wclinic.pro/doctors/meskova-kristina-anatolevna/
https://oncospb.ru/about/employees/matveevskij-nikita-pavlovich
https://lahtaclinic.ru/doctor/kalugina_sofia_maksimovna/
https://wclinic.pro/doctors/koksarova-dara-evgenevna/
https://medi-center.ru/doctors/hanova-aygul-musannifovna
https://bz-clinic.ru/doctors/zhernakova-tatyana-sergeevna/
https://47lokb.ru/doctors/1189/

Online presentations of residency programmes in Obstetrics and Gynecology, Dermatovenereology, Therapy, Maxillofacial Surgery, General Dentistry, Therapeutic Dentistry, Dental Surgery, Pediatric Dentistry and Orthodontics are held annually for prospective students, where objective information about the structure and content of the programmes is presented.
https://med.spbu.ru/pregraduatestudy

Conclusions on Standard 8:

Strengths:

The educational programmes hold a strong position due to their full integration into the University's openness policy and the availability of numerous channels for informing students and teachers. The performance of the Center for Education Quality Monitoring, a structural unit of the University, can be considered as a positive practice which contributes to support of feedback channels and the exchange of information between internal and external stakeholders. Furthermore, the unique digital service – the "Partner" information subsystem, which helps administer and track interactions with employers – can be seen as the best practice.

Publication on the educational institution’s official website and in mass media of complete and accurate information about the educational programmes and their achievements.

The availability of appropriate managerial and administrative staff to deliver the educational programme and other activities and to ensure proper management and allocation of resources.

Participation of all departments of the educational institution in the processes and procedures of the internal quality assurance system.

The University has established both vertical and horizontal communication. Leaders are responsible for developing and managing the educational programmes. A clear scope of duties and responsibilities regarding educational programmes has been defined.

Allocation of resources necessary for programme delivery and their distribution based on the needs of education and research is in place; sufficient autonomy in resource allocation is in place to achieve intended learning outcomes, including appropriate financial incentives for teachers.

Areas for improvement:

To attract international applicants and increase their awareness, continue efforts to fill the English version of the website and structural units' pages with information about educational programmes.

Ways and forms to maintain contact with employed graduates, involving them in the SCoulcil of Educational Programme and the Academic and Methodological Commission should be developed.

STANDARD 9. CONTINUOUS RENEWAL

9.1. Modifying and renewal of the programme

SPbSU has procedures for regular assessment and review of the structure, content, competencies of the educational programme and assessment methods.

The educational programme in Obstetrics and Gynaecology at Saint Petersburg State University is constantly updated and improved in compliance with:

- changes in the regulatory framework (Federal State Educational Standards, professional standards, accreditation requirements);
- advancements in medical science and clinical practice (clinical guidelines);
- feedback from students, employers and clinical facilities.

The programmes are updated annually by working groups comprised of teachers under the guidance of an academic supervisor; the update is performed in coordination with employers due to the renewal of clinical guidelines and advancements in science and practice.

Up to 10-15% of the syllabi is updated annually, with up to 30% of teachers involved in the programme updates. These teachers hold the highest qualification category in Obstetrics and Gynecology and a Candidate or Doctor degree in medical sciences.

A new elective course in "Gynecologic Oncology" has been introduced in the residency programme in Obstetrics and Gynecology over the past 3 years.

Mechanisms for monitoring and updating the program

1. Regular programme effectiveness analysis

- Surveys of students (satisfaction with the educational process, quality of teaching, practical relevance of disciplines).
- Analysis of accreditation results (identifying weaknesses and areas for improvement).
- Graduate assessment (employment, professional achievements, competency alignment).

Information on employment and adaptation of SPbSU graduates is available on the SPbSU website:. The Career Center works permanently at SPbSU, which also provides information about employment opportunities for students and contact details of staff responsible for internships in various areas of SPbSU performance.

2. Taking into account changes in clinical guidelines and standards

– Annual programme review incorporating updates:
• international (FIGO, ESHRE, ASRM, ESGO);
• Russian (Russian Society of Obstetritians and Gynaecologists, Russian Association of Human Reproduction, clinical recommendations of the Ministry of Healthcare of the Russian Federation).

– Introduction of new diagnostic and treatment algorithms in accordance with the main directions of the department's research work: development of technologies for restoring the human reproductive system under various infertility factors and in marriage infertility; development of a research panel of reproduction-significant antibodies to verify the role of the autoimmune process in the development of infertility and reproductive failures; cell therapy in reproductology; development of a rational strategy for managing the preconception, gestational

and postnatal periods and delivery of women at high risk; fetal surgery; new coronavirus infection SARS-CoV-2 in obstetric and perinatal practice; morphogenesis; structural and functional and hemodynamic features of the placenta in obstetric and perinatal complications.

2.3. Integration of innovative educational technologies

- Use of simulation-based training (birth simulators, C-section skills training devices, hysteroscopy and laparoscopy simulators, pelvic phantom for practicing transvaginal ultrasound skills, perineal repair training device for mid-lateral episiotomy and perineal tear repair skills).
- Use of remote modules (online courses on telemedicine consultations).
- Development of interdisciplinary clinical case discussions involving related specialists (cardiologists, endocrinologists, surgeons, therapists).

3. Enhancing the research component

- Establishment of scientific student working groups on relevant topics (assessing the role of autoimmune antibodies to thyroid tissue in the genesis of placental insufficiency and reproductive losses; novel coronavirus infection SARS-CoV-2 in obstetric and perinatal practice).
- Participation in multicenter studies with other universities and medical centers.
- Encouraging publication activity (requiring at least 1 publication in RSCI/Scopus during the study period).

4. Engagement with the professional community

- Conducting joint educational events with leading clinics (e.g., workshops from practicing obstetricians-gynecologists, analysis of complex clinical cases).
- Engaging practitioners to update learning modules.
- Participation in national congresses and conferences:

National Congress "Discussion Issues of Modern Obstetrics"

Regional Scientific and Educational Forum "Mother and Child"

International Scientific Conference "Health of a Woman, Fetus and Newborn"

Scientific School of the Ott Research Institute of Obstetrics, Gynecology and Reproductive Medicine "Endometriosis and Uterine Myoma"

All-Russian Conference "Hemostasis, Reproduction and Women Health"

Scientific School "Gynecological Endocrinology - From Science to Practice"

All-Russian Conference Marathon "Perinatal Medicine: From Pre-Pregnancy Preparation to Healthy Motherhood and Childhood"

All-Russian Scientific Conference of Obstetricians and Gynecologists "Ott Readings"

Scientific Conference on Human Embryology

5. Plans for Future Development

- Development of individual learning paths (e.g., elective modules on the latest methods of prevention, diagnosis and treatment of cervical and vulvar diseases; on miscarriage; a simulation course to practice endoscopic surgery skills in gynecology).
- Expanding international cooperation (internships, joint educational projects).
- Use of Artificial Intelligence in education (analysis of clinical cases using AI platforms)

9.2. Cyclical external review

Periodic external assessment of educational programmes have been initiated at SPbSU, resulting in amendments. The results of the external assessment are communicated to all stakeholders.

Quality assurance of educational services is ensured through external review procedures conducted by both Russian (state and public) and international organizations (e.g., the National Council under the President of the Russian Federation for Professional Qualifications, the

Accreditation Council of the Association of Managers, FIBAA, EQUIS, ACCA, ZeVa, AKAR, etc.). The accreditation process resulted in the employers association recognizing the quality of graduates training as meeting the requirements of relevant professional standards and labor market demands and in obtaining confirming certificates.

All University programmes, including those analyzed in this report, participate annually in an independent assessment of the conditions quality for delivering educational programmes.

The principles of external education quality assessment are considered when conducting the annual state final assessment.

Conclusions on Standard 9:

Strengths:

1. The University has procedures for the regular assessment and review of the structure, content, competencies of the educational programme and assessment methods.
2. The University conducts periodic external evaluations of educational programmes as part of licensing monitoring, scheduled and unscheduled inspections and state and public accreditation of programmes.
3. The University regularly updates programmes based on advanced research and analysis, as well as the results of internal evaluations and medical education literature.
4. Educational programmes are adapted to a remote format, ensuring the continuity of the learning process for all fields of study.
5. SPbSU provides students with access to digital educational resources and platforms, which helps them to effectively study remotely.
6. An effective feedback mechanism between teachers and students is used through informational and technical support provided by administrators wen working with the University's e-learning environment

Areas for improvement:

1. Continue University's participation in independent assessment procedures (international accreditation, joint accreditation, etc.), followed by discussion of the results and introduction of amendments to improve the quality of educational activities and advance in international rankings.
2. Develop individual learning paths (e.g., elective modules on the latest methods of prevention, diagnosis and treatment of cervical and vulvar diseases; on miscarriage; a simulation course to practice endoscopic surgery skills in gynecology).
3. Expanding international cooperation (internships, joint educational projects).
4. Larger-scale integration of AI elements into education (analyzing clinical cases using AI platforms, using AI in 3D Modeling in Dentistry).

III CONCLUSIONS

Based on the self-умфдгфешщт, it has been determined that the cluster of educational programmes in "Obstetrics and Gynecology," "Dermatovenereology," "Therapy," "Maxillofacial Surgery," "General Dentistry," "Therapeutic Dentistry," "Dental Surgery," " Prosthetic Dentistry," "Peadiatric Dentistry," and "Orthodontics" delivered at Saint Petersburg State University complies with the key provisions of international education quality standards developed by the World Federation for Medical Education (WFME), as well as the requirements of the National Centre for Public Accreditation (NCPA) and the Education Quality Evaluation Agency of the Ministry of Education of the People's Republic of China (EQEA).

The educational programmes are highly systematic, internally consistent and focused on developing professional, research and general cultural competencies demanded by the modern medical community. Sustainable operation of the quality management system is ensured, including regular internal monitoring, participation of external stakeholders and consideration of professional standards and labor market requirements.

The strengths of the educational programmes include: mission alignment, focus on practice-oriented learning, high-quality staffing, integration of modern technologies into the educational process, a broad partner network and a well-developed infrastructure for clinical training and research activities.

However, the self-evaluation also identified areas for further development, including increasing student and employer involvement in the development of educational programmes, enhancing the research component at the residency level, improving the activities of Councils of Educational Programmes and strengthening the continuity between undergraduate and residency programmes.

Overall, the self-evaluation results indicate a high level of educational programmes to undergo international public accreditation; they meet current requirements to the quality of medical training.

Annexes to the Self-Evaluation Report
LIST OF ANNEXES