

# AKKORK

Agency for Quality Assurance in Higher  
Education and Career Development

**Approved**

Chairman of the Advisory Council

V. Shadrikov

23rd of December, 2020

## **REPORT**

**on the results of the external evaluation  
of the main educational program**

**Law  
Bachelor's degree**

**St. Petersburg State University**

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**Moscow – 2020**

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## **SUMMARY OF THE PROGRAM**

The Bachelor degree program in Law is implemented in the framework of the Law field by the Faculty of Law at St. Petersburg State University (SPbU) and leads to the conferral of a Bachelor's degree. The program is headed by Professor of the Chair of Theory of State and Law, Elena Timoshina, DSc in Law.

The online visit within the external program assessment procedure was conducted by AKKORK reviewers from 12 to 13 November 2020.

After a comprehensive evaluation of the presented materials and meetings with various categories of participants of the educational process, the reviewers came to the conclusion that the quality of education is high, the conditions of implementation enable for the stability of the learning outcomes, and allow further development and improvement of the program.

### ***Strengths of the program***

1. The quality of learning outcomes and the demand for graduates are high, which is confirmed by the achievement of the planned in the educational program outcomes (formation of competencies) and a positive external assessment of the achieved learning outcomes. During the direct assessment of the competencies formation, 98 % of the interviewed students proved the mastering of the tested competencies. According to the results of the survey, 100 % of employers confirmed the demand for the program graduates, 84 % believe that the level of training of the program graduates meets the requirements of the professional labour market. Results of the survey of program graduates show that 88 % are satisfied with the learning outcomes and 85 % work in their degree field (12.5 % of graduates continue their study). It can be noted that program graduates fulfill themselves in various areas of professional activity in the federal and regional labour markets. During the meetings with representatives of employers, everyone noted the deep theoretical knowledge of graduates, which, according to employers, qualitatively distinguishes the program graduates, allowing them to compete successfully in the professional labour market and fulfill themselves in various positions.

2. The mechanisms of education quality assurance established on program level are fully integrated into the university-wide system of education quality assurance, which takes into account all aspects of the effective organisation of the educational process and attracts the necessary resources to do this.

3. The development strategy and the content of the program are formed with the active participation of representatives of the professional community. There are various forms of employer participation at different stages of the program implementation.

4. High qualifications of the Teaching staff are characterized not only by high publication activity, but also by a large number of teachers with experience in the professional field and those combining work with their professional activity.

5. High level of resource provision for the program: electronic educational process support system Blackboard of SPbU; provision of library resources, including access to foreign databases; access to a large number of electronic services, including those for obtaining certificates, student transcripts, payment, filing of applications; availability of university research, experimental and training centres.

6. Use of classical and modern forms and methods of teaching in the educational process, as well as the formation of competencies through participation in the work of the Legal Clinic and scientific clubs. During the interviews with employers and graduates, the value of the work of the Legal clinic and scientific clubs for the formation of practical and communicative competencies was highly praised.

### ***Weaknesses of the program***

As weaknesses of the educational program, experts name the following aspects:

1. Low level of organisation of cooperation with legal entities on the training of students using funds of said legal entities. Low share of concluded contracts (1.88 %). The contracts are concluded with public sector companies; the private sector is not involved in the work.

2. The information on vacancies for students and graduates published on the website is not systematized and not updated; it can be difficult for users to determine where which vacancy is and whether it is active. This problem was also brought to light during the interviews with students.

3. The lack of consistent record of statistics on the retention of graduates in the workplace in accordance with the qualifications received (the presented materials show that the share of those who have worked in one place for a year or more is 25 %, this is not a very high indicator).

4. The percentage of teachers who have undergone further training in the last three years is low (61 %). According to the requirements of the Professional Standard “Teacher of professional training, professional education and additional vocational education”, 100 % of teachers need to undergo further training at least once every three years.

5. There is no statistical data on the share of student R&D results that are of interest to employers, no data on their application in companies with examples of orders or certificates of implementation.

6. Students are not sufficiently involved in the organisation and management of the educational process and are insufficiently informed about the possibilities and forms of such participation (42.6 % of students believe that their opinion is taken into account in the development of the program, whereas 28.7 %

found it difficult to answer, and 28.7 % believe that their opinion is not taken into account. The percentage of students who believe that they can influence the organisation and management of the educational process was 16.5 %, while 31.4 % think that they have no influence, 17.5 % had no such desire, and 34.6 % found it difficult to answer).

### ***Main Recommendations***

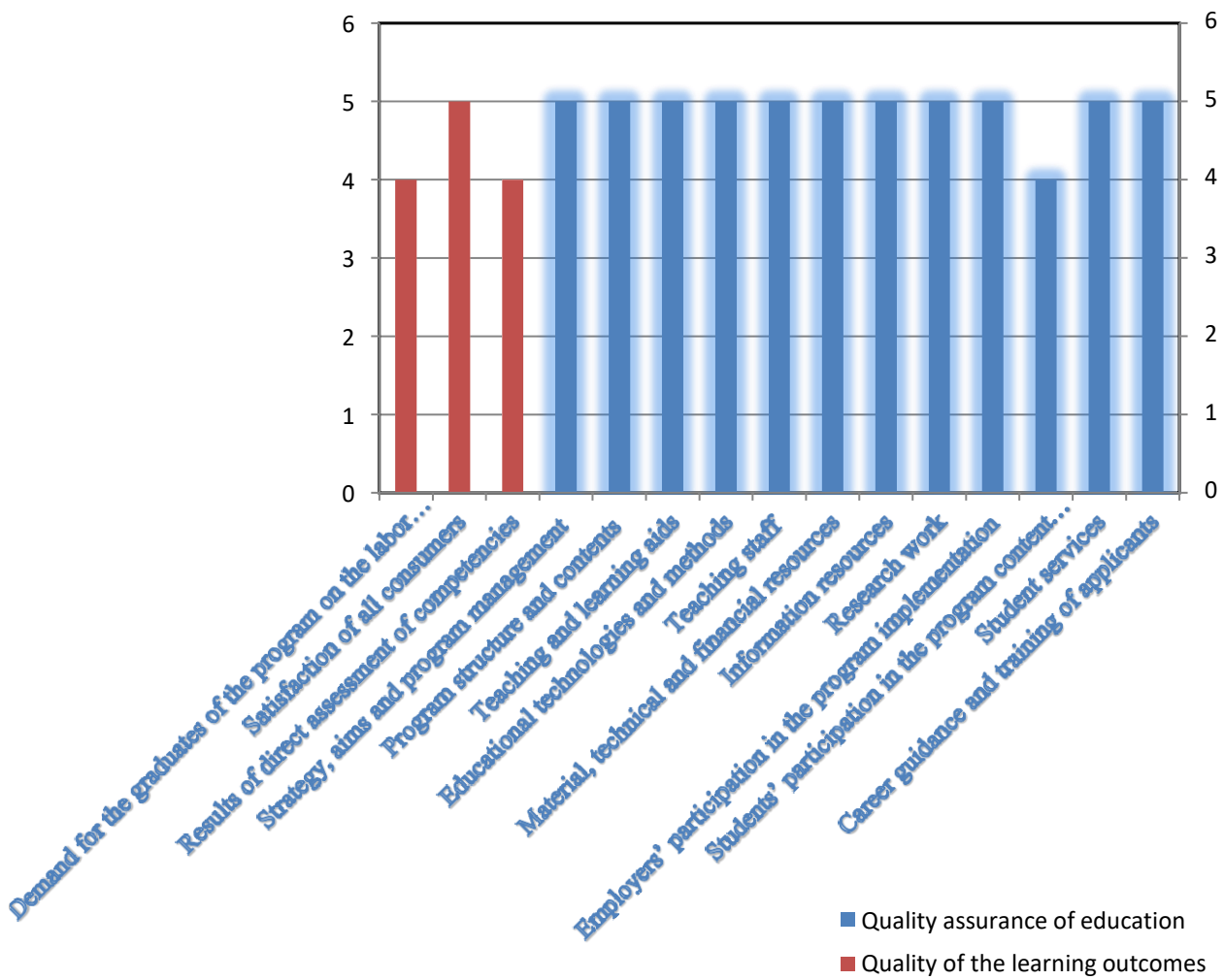
As possible areas of the nearest development of the educational program, experts offer the following recommendations:

1. Intensify work with the region's leading employers from the private sector to increase the number of contracts for the training of students at the expense of legal entities.
2. Update the data of the labour market job-monitoring service so that students can receive data on currently open positions.
3. Keep a permanent record of the statistics of graduates' retention in the workplace in accordance with the qualifications obtained and on the career growth of graduates, also in order to improve the educational program.
4. Organise further training for 100 % of teachers at least once every three years.
5. Expand the practice of interaction with enterprises and organisations for carrying out research and writing course papers as part of the execution of their requests.
6. Expand the mechanisms for involving students in the determination of the program content and educational process organization, through regular open dialogue with the Head of the program and the management of the Faculty of Law, by creating effective ways to inform students about the possibilities and forms of such participation (regular student surveys, involvement of student representatives in the activities of all structures of the management of the program) and mandatory communication to students of the results of the initiatives proposed by students.  
The involvement of students will contribute to fostering an educational environment that takes into account the needs and interests of students, including those regarding their future professional activities.
7. Introduce into the curriculum disciplines aimed at developing practical knowledge and skills in the field of legal techniques, the use of computer programs, and obtaining specialized knowledge in the areas most demanded in the market.
8. Consider expanding lecture-type classes, such as with participation of two lecturers at the same time, and lectures with pre-planned errors.
9. Consider the option of introducing a tutoring institution in the first years of the educational program to help students choose their further specialty and determine their place of practical training.
10. Pay attention to the development of ways in which the students are informed about possible practical training places.

*Assessment profile of the learning outcomes and education quality assurance*

No.	Criterion	Assessment
<i>I</i>	<i>Quality of the learning outcomes</i>	
	1. Demand for the graduates of the program on the labor market	<i>Good</i>
	2. Satisfaction of all consumers	<i>Excellent</i>
	3. Results of direct assessment of competencies	<i>Good</i>
<i>II</i>	<i>Quality assurance of education</i>	
	1. Strategy, aims and program management	<i>Excellent</i>
	2. Program structure and contents	<i>Excellent</i>
	3. Teaching and learning aids	<i>Excellent</i>
	4. Educational technologies and methods	<i>Excellent</i>
	5. Teaching staff	<i>Excellent</i>
	6. Material, technical and financial resources	<i>Excellent</i>
	7. Information resources	<i>Excellent</i>
	8. Research work	<i>Excellent</i>
	9. Employers' participation in the program implementation	<i>Excellent</i>
	10. Students' participation in the program content determination	<i>Good</i>
	11. Student services	<i>Excellent</i>
12. Career guidance and training of applicants	<i>Excellent</i>	

## Assessment profile of the learning outcomes and education quality assurance



## QUALITY OF THE LEARNING OUTCOMES

### *1. Demand for the graduates of the program on the federal and regional labor market*

*Criterion assessment: good*

#### *Analysis of program's role and place*

Following interviews with working graduates, representatives of employers, analysis of information provided about the program, and materials publicly available on the internet, it can be concluded that the program graduates are in high demand at the regional and federal levels. St. Petersburg State University entered the Times Higher Education World University Ranking 2021, entered the league of the best universities in Russia (according to the local Round University Ranking), and topped the Potanin Foundation's ranking of universities in 2019.

The goals and requirements for the learning outcomes of the program are coordinated with leading representatives of employers from various fields of legal activity and take into account the requirements of the regional and federal labour markets.

In particular, in accordance with the Directory of New and Promising Occupations in Demand in the Labour Market (approved by Order of the Ministry of Labour and Social Protection of the Russian Federation No. 832 dated 2 November 2015), lawyer job seekers must have the following professional skills. These requirements correlate with the program objectives described in the “Characteristics of the Program”, where each professional competency is correlated with job functions.

St. Petersburg State University has concluded agreements for targeted training with the employers listed below, in total there are 15 such agreements, as follows from the self-evaluation report:

- Investigative Committee of the Russian Federation for the Republic of Adygea
- Main Department of the Ministry of Justice of the Russian Federation for St. Petersburg
- State-financed Institution “Agency for Economic Development of Leningrad Region”
- Investigative Committee of the Russian Federation
- Administration of the Municipal Formation “Vyborgskiy District” of the Leningrad Region
- Central District Military Court, Head of the Municipal Formation Urban Settlement Zapolyarniy, Pechenga District, Murmansk Region
- Administration of the Federal Tax Service of St. Petersburg (Administration of the Federal Tax Service of Russia for St. Petersburg)



- St. Petersburg State Budgetary Institution “Teenage and Youth Leisure Centre Frunzenskiy”
- Administration of the Federal Security Service of the Russian Federation for St. Petersburg and the Leningrad Region.

However, it should be noted that all of the above organisations are non-profit and funded from the state or municipal budgets.

### ***Analysis of information indicators submitted by the higher education institution***

- *The percentage of graduates employed in their field of study is 100 %.*
- *The percentage of graduates who found a job in their field of study within one year graduation is 87.5 %.*

*The data provided in the self-evaluation report on the employment trends in the first year after graduation was confirmed at a meeting with graduates (2014, 2017, 2019).*

- *The percentage of graduates working in their field of study in the region is 95.6 %, while outside the region it is 4.4 %.*

*The low percentage of graduates working outside the region is associated with the attractiveness of the region where St. Petersburg State University is located, where program graduates tend to stay after graduation. Those who work outside the region are mostly graduates trained on the basis of production contracts.*

- *The percentage of graduates employed at the request of enterprises: no data provided.*

- *The percentage of students studying at the request of employers, e.g., on the basis of tripartite (target) contracts is 1.88%, which is not a very high indicator.*

- *Number of complaints on graduates: no data provided. Complaints are both absent in the employer questionnaires, and were not expressed during interviews with employer representatives.*

- *Number of positive feedbacks on graduates from organisations. During the meetings with employer representatives, everyone noted the quality of training of program graduates.*

- *The percentage of students in the program admitted for Master’s programs who have completed training under Bachelor’s programs: no data provided.*

*According to the information received during the meetings with the programme leadership, this percentage is approximately 60 %.*

- *The percentage of students combining study at a higher education institution with work in their degree field is 6.9 %.*

*This information corresponds to the data obtained during face-to-face interviews with the program leadership and program graduates.*

- *The percentage of students who were offered employment following practical training: 12 %.*

- *The percentage of graduates of the HEI in the program in relation to the percentage of graduates of all other universities in the region in the program: no data provided.*

Graduates distribution data was provided according to the results of self-evaluation conducted by the educational institution. The data provided by the educational institution was verified during the study of relevant documents.

## **2. *Satisfaction of consumers with the learning outcomes***

### ***Criterion assessment: excellent***

*Assessment of employers representatives' satisfaction with the quality of training of graduates of the educational program.*

According to the employer survey, it follows that the major share of the program graduates are rated as “mainly meet modern requirements for specialists in this industry”, which is 56 % of respondents. The percentage of graduates whose competencies fully meet the requirements for modern industry specialists was 38 % of those surveyed. Some issues with the quality of training of graduates were indicated by 6 % of employers.

During the meetings with representatives of employers, everyone noted the deep theoretical knowledge of graduates, which, according to employers, qualitatively distinguishes the program graduates, allowing them to compete successfully in the professional labour market and fulfill themselves in various positions.

*Assessment of graduates satisfaction with the learning outcomes achieved in the program.*

According to the educational organisation, more than 88 % of graduates are satisfied with the learning outcomes. The percentage of graduates who are satisfied with the learning outcomes who attended face-to-face interviews is much higher, up to 95 %. This is not surprising, since according to the rating of the Superjob Research Centre, St. Petersburg State University is ranked second among Russian universities in terms of salaries of law graduates. The same position is held by the MGIMO University under the Ministry of Foreign Affairs of the Russian Federation. The rating is headed by Lomonosov Moscow State University. The third place in terms of salaries is held by graduates of the National Research University Higher School of Economics. (<https://spbu.ru/news-events/novosti/spbgu-v-tope-rossiyskih-vuzov-po-urovnyu-zarplat-vypusknikov-yuristov>).

The graduates noted at the meeting that they lack the following skills (which were also noted by employers):

- Legal techniques (in fact, it was only for Private International Law). Working in a legal clinic is not enough.
- Knowledge of computer programs (Word, Excel, PowerPoint).
- Specialised knowledge (e.g., Construction Economics).

Also, the graduates noted that the acquired competencies were quite enough for a start. Some of the competencies obtained at St. Petersburg State University remained unused in practice for some graduates (e.g., legal English).

### ***3. Direct assessment of competencies by reviewers***

#### ***Criterion assessment: good***

In the course of the online visit, a direct assessment of the competencies of final-year students was made. Five 4th year students took part in the direct assessment.

During the direct assessment of graduates, evaluation tools prepared by experts were used.

Due to time constraints and the online format of the meeting, experts used complex questions to assess the formation of general and professional competencies.

To analyze the development of competencies, the experts selected the following ones:

GC-2 be able to determine the range of tasks within the set goal and choose the best ways to solve them, considering the current legal regulations, available resources and limitations, including financial ones, to participate in the implementation of projects, including entrepreneurial ones;

PPC-1 be able to make decisions and perform legal actions in strict compliance with the law;

PPC-2 be able to apply normative legal acts, norms of substantive and procedural law in professional activities;

PPC-3 be able to classify facts and circumstances in a legally correct way;

PAC-4 be able to conduct a legal analysis of the situation in the context of existing regulations and law enforcement practice, to draft legal opinions that include a description of the identified risks and possible recommendations.

When performing direct assessment of competencies, the experts used the following complex questions:

- Under conditions strictly limited by time, if it is necessary to read through a large volume of the contract (upwards of 100 pages), which sections of the contract should be read first?
- What are the essential conditions of a real estate lease agreement and is the term such a condition?
- In case of violation of a real estate lease agreement in the form of failure to pay lease, what claims should be brought to court?

- For a lease agreement regarding the grounds for the failure to pay lease on time, will the publication of the Resolution of the Government of St. Petersburg of 30 March 2020 on Measures to Counter the Spread of Coronavirus Infection be considered force majeure?
- When concluding a real estate contract, the ownership of which is acquired by a minor, who shall conclude (physically sign) this contract?
- Is it possible to collect alimony for the maintenance of a spouse, including after divorce?

According to the results of the direct assessment of competencies, the experts revealed: 98 % of the interviewed students provided answers to the questions asked.

A full, detailed answer, with references to specific legal acts, was given by 70 % of the respondents, 20 % of the respondents provided the correct answer, but without references to legislation and judicial practice, 8 % gave an answer based on logical conclusions, starting with the words “probably, perhaps, possibly, I may be wrong”, and 2 % failed to answer all the questions, yet answered more than half of them.

It should be especially noted that 60 % of the surveyed students follow the current judicial practice, for example, when answering the question about force majeure, they referred to the Clarifications of the Supreme Court On Coronavirus Infection (Review of 21 April 2020), 50 % when answering referred to the Resolution of the Plenum of the Supreme Court On the Application of a Penalty (dated 24 March 2016 No. 7 “On the application by courts of certain provisions of the Civil Code on liability for violation of obligations”).

Level	Sufficient level (students coped with 80 % of the proposed tasks)	Acceptable level (percentage of the solved tasks is from 50 to 79 %)	Low level (percentage of the solved tasks is less than or equal to 49 %)
Share of students			
Assessment of competencies that describe the student's personal qualities as an integral part of one's professional competence			
80%	+		
20%		+	
Assessment of competencies aimed at the development, maintenance and improvement of communications			
80%	+		
10%		+	
10%			+
Assessment of professional competencies (core competencies), including competencies that reflect the requirements of the regional and/or federal labor			

market, depending on the main consumers of program graduates			
70%	+		
28%		+	
2%			+

When assessing the quality of education, experts reviewed 3 Final theses. Experts conclude that the reviewed papers meet the requirements stated below as follows:

### GRADUATE QUALIFICATION WORKS

<b>№</b>	<b>Student, year</b>	<b>Topic</b>	<b>Supervisor</b>	<b>Grade</b>
1	K.Voronkova, 3d year	The problem of establishing criminal liability for raiding (corporate) seizures	V. Shepelnikov, Doctor of Law, Professor, Chair of Criminal Law	good
2	M. Davydova, 1st year	The principle of a secular State in educational institutions	A.Gritsenko, PhD in Law, Associate Professor of the Constitutional Law Chair	excellent
3	R. Seypulnik, 2nd year	A computer game as an object of intellectual rights	V. Arkhipov, PhD in Law, Associate Professor of the Chair of Theory and History of State and Law	satisfactory

<b>№</b>	<b>Assessment criteria</b>	<b>Reviewers' comments</b>
1.	Topics of course works correspond to the disciplines' syllabi.	100% compliant
2.	Tasks and contents of GQWs are aimed at formation of competencies of the graduate.	100% compliant Form research and analytical skills
3.	Topics of GQW correspond to the field of training and the current level of development of science, engineering and (or) technology in the program field.	100% compliant Topics of GQWs reflect current trends in the field of Legal science and practice
4.	Practical focus of GQWs	Compliant 80% of term papers contain an analysis of legal practice
5.	Correspondence of the grades given to the quality of the GQWs	100% compliant

6.	The possibility of using the results of GQWs in the performance of the Master theses.	Compliant According to the results of the graduates' survey, 70% of course works were used in the implementation of Master theses.
7.	Share of course works done in the last three years on requests of companies and organizations, %	5% It is recommended to expand the practice of writing term papers as part of the execution of requests from enterprises and organizations.

***Reviewers' recommendations and conclusions***

1. Intensify work with the region's leading employers from the private sector to increase the number of contracts for the training of students at the expense of legal entities.
2. Introduce into the curriculum disciplines aimed at developing practical knowledge and skills in the field of legal techniques, the use of computer programs, and obtaining specialized knowledge in the areas most demanded in the market.
3. Keep a permanent record of the statistics of graduates' retention in the workplace in accordance with the qualifications obtained and on the career growth of graduates, also in order to improve the educational program.
4. Expand the practice of interaction with enterprises and organisations for carrying out research and writing course papers as part of the execution of their requests.

# QUALITY ASSURANCE OF EDUCATION

## *1. Strategy, aims and program management*

### *Criterion assessment: excellent*

The development program of the Faculty of Law is determined on the basis of the “Development Strategy of St. Petersburg State University until 2020”. The mission of the program within the Law field is to train specialists in the field of Law to be competitive in the domestic and foreign labour markets, to have the necessary professional skills and to be ready to carry out professional activities in the public service, judicial and advocacy activities, to work as a corporate lawyer, and to provide legal support to businesses. The description of the program is publicly available for all interested parties on the official website of St. Petersburg State University (<https://spbu.ru/sveden/education>).

In accordance with this mission, a graduate competency model has been developed, formed considering the prospects for the development of the labour market and with industry trends in mind. The opinions of employers, who in various forms take an active part in different stages of the implementation of the program (as members of the Teaching and Learning Commission of Institutes and faculties of St. Petersburg State University; they participate in the activities of the Educational Programs Council of St. Petersburg State University; they take part in the expert evaluation of programs; are members of the State Examination Commission), are always taken into account.

The program management is carried out at the level of the Faculty of Law by the Head of the program and by the Educational Program Council — an advisory body created to increase the effectiveness of training in the program, control the quality of implementation of the program, and formulate the development strategy for the program. The Council includes leading Russian and foreign scientists and representatives of employers and professional communities.

The program support is provided by the Department of Educational Programs, Educational Department, and the scheduling administrator.

The development and implementation of the quality assurance policy is carried out by the administration of the university presented in the Commission for Educational Process Quality Assurance and the Department of Educational Programs, and also by Teaching staff members, students, and employers.

St. Petersburg State University is included in the top 150 universities in the world with the best reputation according to the Times Higher Education World Reputation Rankings 2020 (126–150 group), ranked 225 in the QS World University Rankings 2021, placed in the 301–400 group in the Academic Ranking of World Universities (ARWU, Shanghai Ranking) in 2019, ranked second in terms of salaries of Law graduates according to the Superjob Research Centre.

The Faculty of Law includes Chairs with practicing lawyers only: The Chair of Legal Protection of Economic Competition, the Department of Notaries, which are industrial Chairs.

## ***Strengths***

1. High degree of professionalism of program managers, systematic analysis of the program, identification of its strengths, determination of tactics for program's promotion, positioning its relevance and unique advantages in comparison with competitors.
2. The development program reflects the connection between science, education and upbringing, which makes it possible to implement the tasks reflected in the legislation of both federal and regional levels. The program is focused on the regional needs of the labour market and the needs of St. Petersburg.
3. Electronic feedback form collecting information about user satisfaction with the information posted on the St. Petersburg State University website and the quality of services provided.
4. Compared to Bachelor degree programs in universities competing in the field of education — the comparative analysis included the Bachelor curricula of Lomonosov Moscow State University (MSU), the Higher School of Economics (HSE), and the Kutafin Moscow State Law University (MSLU) — reviewers can make the following conclusions about the advantages of the SPbU program (data provided for 2018-2019):
  - Indicators of independent work of students under the guidance of a teacher and using T&L materials are higher at St. Petersburg State University by 15-30 %.
  - The volume of classroom work at St. Petersburg State University is comparable to the MSLU in terms of Constitutional Law, Civil Law and Criminal Law.
  - The number of hours of lectures at St. Petersburg State University, including the interactive form, exceeds similar indicators at MSU, HSE and MSLU in most basic disciplines (“Theory of Law and State”, “Constitutional Law”, “Civil Law”, and “Civil Proceedings” in comparison with MSLU, “Criminal Law” in comparison with the HSE and MSLU, “Criminal Proceedings” in comparison with the HSE and MSLU).

## ***Recommendations***

- Reviewers recommend the Faculty of Law to develop its own development strategy and raise the awareness of all interested parties about the goals and development strategy.
- Study the issues and complaints of teachers regarding the strategy for the implementation of the program for further consideration and development of the program.



### ***Additional information***

During the online visit, the experts conducted a survey (interviewing) of students and teachers and obtained data that allow the experts to conclude that students and teachers are sufficiently aware of the goals of the program:

The percentage of respondents who clearly define the goals of the program:

*Teaching staff – 47%*

*Students – 44,10 %*

The percentage of respondents who define the goals of the program vaguely, but know where to read about them:

*Teaching staff – 48%*

*Students – 50,60%*

The percentage of respondents who are unaware of the program's goals:

*Teaching staff – 5%*

*Students – 5,30%*

In the process of self-evaluation of the educational institution, data on teachers' satisfaction with the personnel policy and motivation system was presented. Experts conclude that the Teaching staff is partially satisfied with the HR policy of the faculty and give recommendations to study the issues and complaints raised by teachers:

*Fully satisfied – 34%*

*Partly satisfied – 50%*

*Unsatisfied – 16%*

On the basis of the students' survey, the educational organisation provided data on the assessment of the quality of the educational process by students. The data indicate that students generally assess the quality of the educational process as good, but further monitoring of the program is required to identify weaknesses that do not satisfy students.

*Excellent – 29,30%*

*Good – 53,70%*

*Satisfactory – 14,40%*

*Unsatisfactory – 2,6%*

## ***2. Program structure and contents***

### ***Criterion assessment: excellent***

The competency model adopted at St. Petersburg State University and used in educational standards independently established by the university includes general competencies that characterize the learning outcomes for each of the degrees of training, and professional (instrumental and social-personal) competencies that differ depending on the student training field. The structure of

the program within the Law field and its content fully allow to form a graduate competency model, which is in demand and recognized by the labour market. The description of the educational program contains a competency matrix, as well as generalized labour functions inherent to each competency.

Students and graduates are mostly satisfied with the content and learning outcomes. More than 85 % of graduates work in their degree field, which confirms the recognition of the graduate's competency model by the labour market.

The employers participate in the educational process of the program through membership in the Educational Program Council (13 employers, <https://spbu.ru/universitet/podrazdeleniya-i-rukovodstvo/sovety-obrazovatelnyh-programm/sovet-obrazovatelnoy-50>), Teaching and Learning Commission (2 employers, <https://spbu.ru/universitet/podrazdeleniya-i-rukovodstvo/uchebno-metodicheskie-komissii/uchebno-metodicheskaya-37>), State Examination Commission, through holding of workshops, internships, scholarship programs, competitions, grants, conducting master classes, training classes, participation in the development and update of academic disciplines and evaluation tools funds.

The program curriculum is formed using various educational technologies and teaching methods and contains:

- Basic disciplines in Law, such as: Theory of Law and State, History of Domestic Law and State, History of Law and State of Foreign Countries, Constitutional Law, Roman Law, Law Enforcement Agencies, Criminal Law, Criminal Procedure, Civil Law, Administrative Law, Labour Law, International Law, Environmental Law, Financial Law, Civil and Arbitration Proceedings, Private International Law, Land Law, Business Law, Criminology, Forensics, Family Law, Tax Law, Social Security Law.
- Online disciplines: History of Russia, Digital Culture, Philosophy, Life Safety.
- Mandatory disciplines aimed at developing information and digital culture: Fundamentals of Information Culture, Digital Culture, Information Systems.
- Mandatory disciplines aimed at developing communicative competencies, personal qualities and soft-skills of students: Fundamentals of Communication Theory, Business Etiquette, English (by levels), Latin, Legal Psychology, Theory and Practice of Negotiation, Public Speaking, Economics. Optional disciplines aimed at adaptation at the university: Adaptation and Training at the University (e-learning), University Life. Fundamentals of Corporate Ethics (e-learning).
- There are 43 elective disciplines forming the individual learning path of the student.
- Disciplines in English: International Commercial Arbitration (mandatory), Judicial Review of Governments' Actions (elective), Public International Law before International Courts and Tribunals (elective).
- Practices: teaching practice, work placement.

The Faculty of Law has more than 120 practice bases for teaching practice and work placement.

The content of the program and learning outcomes allow experts to say that the Law program forms a graduate competency model, which allows the students to gain knowledge, skills and abilities in the professional field, as well as to develop personal qualities and communication skills.

The structure of the curriculum — including the study of a foreign language according to the level of proficiency, a large number of elective courses, and consultations — ensures the mastering of the program by students with various initial levels of training.

The State Final Examination syllabus includes an interdisciplinary exam in three sections: Constitutional Law, Civil Law, and Criminal Law, comprising various questions and cases.

That said, the State Final Examination syllabus does not assess the formation of all the stated competencies. Of the 10 general and 16 professional competencies, 8 professional competencies are tested (PAC-2, PAC-4, PPC-1, PPC-2, PPC-3, PPC-5, PPC-6, PPC-7).

### ***Strengths***

1. High percentage of academic disciplines were developed with the participation of employers.
2. The structure of the program takes into account the expected learning outcomes, as well as the requirements of the educational standard, requests of the employers, social partners and students.
3. Diversity and wide profile of disciplines, teaching forms and methods.
4. High percentage of disciplines aimed at developing the information and digital culture in students.

### ***Recommendations***

- It is recommended to expand the list of competencies tested in the State Final Examination.
- It is recommended to discuss the results of the survey on the content of the program with students, and to bring to their attention the decisions made based on the survey.
- It is recommended to include disciplines of Legal Techniques in the curriculum.

### ***Additional information***

In the course of the online visit, the experts held meetings with students of the program under evaluation. One of the issues discussed was the relevance of the structure and content of the program to the expectations of direct consumers of the

program — students. On the basis of the meetings, the experts conclude that the program mostly meets the expectations of students (completely meets for 19.7 %, mostly meets for 64.9 %).

During the interviews with students, experts noted the issue of uneven distribution of the teaching load across the years of study. They noted that prior to the work placement, they have no direct opportunity to interact with employers. In this regard, experts recommend to intensify the interaction of students with employers in the process of term papers writing.

During the survey of 188 students of the program, the following recommendations for improving the curriculum were received:

- It is desirable to study in-depth: Roman Law (32.5 %), Civil Law (18.6 %).

- It is desirable to exclude from the curriculum: Philosophy (10.6 %), History of Russia (9.6 %).

- It is desirable to supplement the curriculum with: Intellectual Property Law, Economic Analysis of Law, Administrative Process, Introduction to the Specialty, Foreign Languages, Legal Ethics, Rhetoric, Guidelines for Drafting Legal Documents, Russian Language, Arbitration Proceedings, Urban Development Law.

In this regard, experts recommend considering the results of the survey when updating the curriculum for the new academic year, expanding the awareness of students on their opportunity to participate in the educational program improvement, and communicating the results of this work to their attention (holding meetings at the level of the Student committee of the Faculty of Law with the Head of the program, creating a section on the site, for example, in the form of an open dialogue).

During the self-evaluation, a survey of 108 program graduates was conducted, who, in general, were satisfied with the learning outcomes.

*Fully satisfied – 39%*

*Rather satisfied – 50%*

*Rather not satisfied – 11%*

*Unsatisfied – 0%*

### ***3. Teaching and learning aids***

***Criterion assessment: excellent***

The process of the program implementation is fully provided with Teaching and Learning aids for all disciplines and types of practices. The entire package of documents on the organisation and conduct of the State Final Examination of graduates is available. Teaching and Learning materials are publicly available on the official website of St. Petersburg State University (<https://spbu.ru/sveden/education>).

St. Petersburg State University has developed regulations for the development, coordination and approval of academic disciplines syllabi,

coordinating the interaction of various Departments and Chairs in the development and implementation of TLM.

All Teaching and Learning materials have been coordinated with key partners representing the labour market, since they are approved and reviewed by the Teaching Commission, which includes employer representatives, and 58 % of teachers have experience in their specialty, that is, they take into account the requirements of the labour market in the development of disciplines. In addition, 10 % of syllabi and evaluation tools were developed by teachers that work in employing organisations.

Syllabi contain links to both Russian and foreign sources. Collection of the M. Gorky Scientific Library contains the necessary range of educational, Teaching and Learning literature on both paper and electronic media.

According to the curriculum for the Law program, the following types of classroom work are provided: lectures, seminars, consultations, workshops, laboratory work, colloquiums, current and interim control activities. Independent work of students consists of independent work under the guidance of a teacher, using learning materials, and independent work in preparation for interim control. Independent work is present both in practical training and academic disciplines. The syllabi of the disciplines reflect the types of work for different categories of students: intramural, intra-extramural, accelerated, e-learning.

The percentage of students who have positive grades according to the results of the State Final Examination is 96 % in intramural studies, 89 % in intra-extramural studies.

### ***Strengths***

1. Close ties with employers and consideration of the needs of the labour market in the development of Teaching and Learning materials.
2. Availability of information on the assessment procedure and student progress in the electronic information educational environment.
3. High level provision of library resources, including access to foreign databases.

### ***Recommendations***

- It is recommended to include the disciplines of Legal Techniques in the curriculum.
- It is recommended to discuss the results of the survey on the content and implementation of the training courses with students, and to bring to their attention the decisions made based on the survey.

### ***Additional information***

During the online visit, experts got acquainted with the Teaching and Learning materials developed in the educational institution for the disciplines Administrative Law, Introduction to Sports Law, Civil Law (basic part), Constitutional Law, International Commercial Arbitration, Criminal Law.

The syllabi of these disciplines correspond to the goals and objectives of the program, contain the necessary information for conducting various types of training classes and independent work for students, while test materials allow for competencies formation assessment.

According to the survey presented by the educational organisation, 42.6 % of students believe that their opinion is taken into account when developing and updating the TLA.

During the expert interviews with students, they noted the issue of lack of practical focus in a number of academic disciplines, e.g., Theory of Negotiation, Ethics, Public Speaking.

#### ***4. Educational technologies and methods***

##### ***Criterion assessment:: excellent***

The educational process involves the use of various interactive types of classes and educational technologies aimed at the formation of the stated competencies: dialogue lectures, surveys, discussion of solutions to cases, incidents, tasks, including the situations with a lack of legal regulation, which requires the development of non-standard solutions; role and business games, case studies, presentation of projects, reports at seminars, conferences, individual and group consultations, and in terms of teaching practice: interviewing, drafting documents, consulting.

Students take part in game trials, they have the opportunity to participate in 16 international and student competitions: Philip Jessup International Law Moot Court Competition, Willem C. Vis International Commercial Arbitration Moot, ELSA WTO Moot Court Competition, Jean-Pictet Competition on International Humanitarian Law, Telders International Law, Moot Court Competition, Foreign Direct Investment International Arbitration Moot, Manfred Lachs Space Law Moot Court Competition, Central and Eastern European, Moot Court Competition, International Law Competition "Youth for Peace", Draft Common Frame of Reference Warsaw International Arbitration Moot, Competition in International Tax law of the Youth section of the Russian branch of the International Tax Association, Martens Competition in International Humanitarian Law, Model of the International Criminal Court, Competition in Constitutional Justice among student teams "Crystal Themis" under the auspices of the Constitutional Court of the Russian Federation, Russian National Judicial debates, Competition in International Law "Dispute Resolution in the Eurasian Economic Union (EEU)". The students are selected for participation on a competitive basis. In 2019, the team

of the Faculty of Law won the Foreign Direct Investment International Arbitration Moot competition in Miami. The university students took second place in the finals of the Model International Criminal Court 2019 competition held in The Hague and became the bronze medallist of the Russian National Championship of the Philip Jessup International Law Competition.

More than 35 master classes are held annually, including open lectures, guest lecture cycles, and seminars. Examples of such master classes are: master class by Evgeniy Kartashov, founder and Head of the hedge fund Dialektica Capital Management Ltd on “Insider deals in financial markets, or what greed leads to”, a series of guest lectures on US Contract Law by Jeffrey Epstein, lawyer at Arnold&Porter Kaye Scholer; open lecture by Rupert D’Kruz, Honorary Secretary of the British-Russian Law Association, Barrister of Littleton Chamber, on “Litigation or Arbitration. What’s better?”; seminar by Steve Crown, Vice President, Deputy General Counsel of Microsoft Corporation, on “Ethics of using artificial intelligence: fundamentals, principles, international norms”, case-study by Evgeny Zharov, managing partner of Zharov Group, on “Balance of interests of economy and nature”.

Part of the university’s strategy involves the introduction of e-learning technology. All training courses of the program are implemented using the electronic educational process support system Blackboard of SPbU.

Four mandatory disciplines of the curriculum are implemented completely in electronic form: History of Russia, Digital Culture, Philosophy, Life Safety. Online training is conducted through the Microsoft Teams system.

Teachers are regularly provided with the opportunity for further training as part of the additional educational program “Blackboard Basics” and on working in Microsoft Teams.

The Centre for the Development of Electronic Educational Resources, created to provide access to knowledge for everyone interested, is successfully operating online (<https://online.spbu.ru/>).

### ***Strengths***

1. When implementing the program, the whole range of various types of classes is used.
2. Usage of cases close to real situations.
3. Active participation of students in international and Russian competitions.
4. Wide use of the resources of the electronic educational environment of St. Petersburg State University for educational purposes.

### ***Recommendations***

- Introduce binary classes with the involvement of two teachers, one of whom is teaching in a foreign language. This will allow students to acquire

professional language skills, which will provide an opportunity to work with foreign scientific literature and other modern sources.

### ***Additional information***

While performing the analysis of the self-evaluation report, the analysis of the curriculum and the schedule of classes, the experts determined interactive classes to account for at least 20 %.

### **5. Teaching staff**

***Criterion assessment: excellent***

The program in Law is implemented with participation of 156 teachers, including 29 Doctors of Science (13 with the title of Professor), 77 Doctors of Philosophy (52 with the title of Associate Professor), 4 Senior lecturers, 9 assistants (with PhD or without a degree), 4 junior research fellows, and 33 teachers on the terms of external secondary employment. Information about the Teaching staff of St. Petersburg State University is provided on the university website (<http://spbu.ru/sveden/employees>). 91 % of Academic staff have experience in the field of disciplines taught, 58 % of Academic staff combine work with their professional activity.

Academic staff involved in the implementation of the program undergo competitive selection, during which their compliance with the disciplines taught, qualifications, scientific and academic achievements, and the execution of the effective contract are assessed (<http://spbu.ru/rabota-v-spbgu>). This confirms their high professional qualifications. Requirements for the qualifications and competence of Academic staff are reflected in the Regulations on the Procedure for Replacing the Positions of Academic Staff of St. Petersburg State University, approved by Order No. 6281/1 of 27 August 2015; and the minimum qualification requirements for a position specified during the competitive selection, approved by the annex to the Order on preparation for the competitive selection for the positions of Academic staff in the 2019/2020 academic year in the field of knowledge “Law” dated 01/18/2019 No. 267/1.

Monitoring of the activities of the Academic staff is carried out through student surveys, reporting of the Academic staff on the results of the implementation of the effective contract and the fulfilment of orders in the electronic document management system “DELO”.

The Academic staff is given the opportunity to take on a free basis the following refresher courses: “Psychology and pedagogy of the higher educational institution”, “Teacher of the higher educational institution. Psychology of learning and development of intelligence and creativity”, “Interactive teaching methods in the system of modern education”, “Business communication in English”, “Preparation of lectures and seminars in English”, courses on information literacy



and work with electronic educational resources, courses in Law. More than 61 % of the Academic staff have undergone further training in the last 3 years.

St. Petersburg State University implements a system of financial and non-financial motivation for Academic staff: material and moral incentives of achievements, competitions for additional payments for publication activity, for receiving grants for scientific research, financing of academic mobility, business trips to participate in scientific events.

The University develops special programs for the development of young employees through a candidate pool and material incentives (order of 04.07.2016 No. 5412/1 “On approval of the Regulation on the procedure for conducting competitive selection for the provision of a reward to support talented youth and approval of the composition of the Competition Commission”).

### ***Strengths***

1. High qualifications of the Academic staff implementing the program.
2. High share of Academic staff with experience in the professional field and in combining work with professional activity.
3. Involvement of teachers in research work and their high publication activity.
4. Implementation of the candidate pool program aimed at systematic work to identify the best, most promising employees.

### ***Recommendations***

- Regular monitoring of the satisfaction of Academic staff with the HR policy.
- Increase the awareness of the Teaching staff on the possibilities of financial and non-financial incentives for their activities.

### ***Additional information***

Analysing the facts stated by the educational institution in the self-evaluation report, the experts have arrived to the conclusion that the presented data are relevant and reliable. The results of the comprehensive assessment of the Teaching staff (at the end of 2018) show that labour contracts with all teachers were extended, there were no promotions.

According to the results of the survey of the Academic staff provided by the educational organisation, the majority of the Academic staff are only partially satisfied with the current HR policy and the incentive system:

*Fully satisfied – 34%*

*Partly satisfied – 50%*

*Unsatisfied – 16%*

**6. Material, technical and financial resources of the program**  
**Criterion assessment: excellent**

The material and technical resources of the educational program at the moment fully provide an effective and efficient organisation of the learning process.

The university extensively uses the electronic educational environment resources. e.g., seven university electronic educational and information resources are used, such as the SPbU Platform, Blackboard, Scientific Library, SPbU Schedule, MS Teams at SPbU, Testing Platform, Olympiad Platform.

More than 200 external electronic educational and information resources are available to students.

Special conditions for education for persons with disabilities were created, special equipment was purchased, and adaptive curricula in Law were developed using e-learning technologies. Detailed information is available on the official website of the university: <https://spbu.ru/sveden/ovz>.

Students have the opportunity to participate in fundamental and applied research in the Research Park of SPbU, the Centre for Sociological and Internet Research, as well as in other scientific centres for the study of societal problems and international processes, the Legal Clinic of SPbU.

The financial support processes of the program are transparent, publicly available and sufficient for the program implementation.

***Strengths***

1. Transparency of the processes of formation and use of financial resources for program implementation to teachers, students, and the public.
2. Provision of students with a developed infrastructure.
3. High provision of library resources, including access to foreign databases.
4. Availability of university research, experimental and training centres.
5. Unified university program for inclusive educational environment.

***Additional information***

During the visit, experts interviewed students and Teaching staff participating in the program on their satisfaction with the quality of the classroom facilities. The data obtained allow the experts to conclude that the interested parties are satisfied with the quality of classrooms, laboratories, Chair rooms and reading

room.

## **7. Information resources**

### ***Criterion assessment: excellent***

Reviewers can state widespread introduction of information technology in the educational process of the training program. The information resources of the program bring the educational process to a high quality level, provide methodical, didactic, and informational support for organisation of the educational process for students, teachers and administrative workers.

Students are granted access to electronic resources from the main page of the St. Petersburg State University website, from the section “For Students”. There is a link to the scientific library not only on the official website of the university, but also on the website of the Faculty of Law, where the information is already sorted according to the field of study. Details on the information resources are provided on the official website: <https://spbu.ru/sveden/objects>.

The SPbU Institutional Repository contains documents and publications authored or co-authored by SPbU staff and students. It was created to promote the results of SPbU research.

A virtual reception office has been organised, which can be found on the main page of SPbU at <https://guestbook.spbu.ru>, where one can submit an electronic appeal to any of the university officials, track the status of the appeal and view responses to other appeals.

Multifunctional integrated services are available for university employees and students, access to which is provided using a single login and password from the IT portal page, including corporate mail and electronic document management service.

### ***Strengths***

1. Presence of convenient interface and a high degree of informational and visual richness of the official website for various groups of potential users.
2. Presence of individual websites for faculties, which are the most important element of storage, organisation and delivery of educational content.
3. Functioning of the educational information environment supporting the educational process.

### ***Recommendations***

- The Vacancies, Internships and Competitions page of the official website of SPbU has an extensive list of vacancies, but it is impossible for a

student to understand their relevance as of the date of viewing, and there is no breakdown by areas of activity. It is recommended to make this section more descriptive for students, with the ability to break down the information by vacancies, internships, and practices, and indicate the date of publication or relevance of the material.

## **8. *Research work***

### ***Criterion assessment: excellent***

There are 47 research centres, institutes and laboratories at St. Petersburg State University. Formation of applications, support of research activities and recording of its results are carried out in the information and analytical system Pure of SPbU, which provides information on publications of university employees, on research projects and their results.

The Scientific Commission in the field of Law acts as an expert body, created to prepare conclusions based on the results of the analysis of research and innovation activities of the University staff, to increase the level and efficiency of their fundamental and applied research.

The Pure system of SPbU lets one find more than 60 scientific projects in the field of Law, which has been implemented by the staff and students of the Faculty of Law in 2018-2020. The most significant research for the development of science and practice are: 2015-2017 grants of the Russian Fund of Fundamental Research (RFFR), “Generalisation and analysis of the legal reasoning of the Court of Arbitration for Sports (CAS) in relation to the determination of the status of a professional football player”, “Methodology of interpretation in situations of competition of human rights”, “Constitutional Justice rights: the Russian system of human rights in the field of Justice in the context of the experience of foreign countries”; research for the Secretariat of the Council of the Interparliamentary Assembly of the CIS Member States, draft model laws “On trust and trusts”, and “On the Law of obligation”, “On mortgages”.

Results of scientific studies are actively introduced into the educational process while updating the curriculum, editing discipline materials and topics of term papers. The percentage of the use of research results in the educational activity and in the educational activity management organisation system in the educational institution is 90 %.

The Teaching staff of the Faculty of Law has a high publication activity. They published more than 80 articles indexed in WoS/Scopus, and more than 1,500 scientific publications over the past 4 years.

Students in the program are also involved in research activities. The university provided examples of student participation in RFFR grants, in internal projects, scientific conferences, student publications in peer-reviewed scientific

journals. The annual IsLaCo conference and the Youth International Legal Forum are organised for students.

SPbU has developed a system for encouraging teachers and students to proactively participate in scientific activities.

Over the past four years, more than 90 international and Russian national scientific and scientific-practical conferences, forums, seminars, round tables, etc. have been organised in the field of Law.

### ***Strengths***

1. Availability of internal research funding (fundamental research, grants, projects, academic bonuses).
2. System for encouraging students to participate in scientific work through employment in scientific projects, increased scholarships, reimbursement of travel and publication expenses.
3. A large number of scientific events of the national and international levels.
4. Availability of university research base.
5. Expert assessment of the results of research and innovation activities of employees of the Faculty of Law.

### ***Recommendations***

- It is recommended to introduce the practice of documentary confirmation of the practical use of the results of research work of students and Teaching staff.
- It is recommended to keep a record of all publications of Bachelor degree students in the information system.

### ***Additional information***

Based on the presented materials, the funding for research in the field of Law decreased in 2019. Although this indicator is still higher than that of 2016-2017.

The involvement of students into scientific clubs was analysed. Students of the assessed program in the educational organisation enjoy 20 different scientific clubs, formed at each Chair or highly specialised, e.g., a project group on Japanese Law, a project group on the legal regulation of the fashion industry.

During the interviews with employers and graduates, the value of the work of the scientific clubs for the formation of practical and communicative competencies was highly praised.

## **9. *Employer participation in the program implementation***

***Criterion assessment: excellent***

### ***Strengths***

1. It is important to note the presence of intergenerational continuity, when students in the past and representatives of major employers in the present take an active part in the adjustment and implementation of the educational program..
2. Representatives of major employers with fame and prestige, participate both directly in the formation of the program (by taking part in the Teaching and Learning Commission and the Educational Program Council) and by providing their facilities for work placement.
3. The significant number of master classes held by employer representatives in various fields of study also should be noted.

### ***Recommendations***

- It is recommended to adjust the system of communicating the opportunities provided by employers, first of all, in terms of work placement, to students. Since first-year students are not well versed in the material currently available in terms of possible work placement.

### ***Additional information***

The self-evaluation report of the educational institution provides information on the results of the survey of employers regarding their satisfaction with the quality of graduate training.

Employers have noted that the graduates have formed the following competencies insufficiently: first of all, Legal Techniques, and also computer literacy.

In view of this, it seems logical to recommend adjusting the curriculum in terms of inclusion of disciplines related to Legal Techniques and computer literacy.

## **10. *Students' participation in the program content determination***

***Criterion assessment: good***

The university has fulfilled the right of students to participate in the management of the program, which is confirmed by local regulations of St. Petersburg State University. Students of the program are members of the Student Council of the Faculty of Law, the Student Council of St. Petersburg State

University, and the Teaching and Learning Commission in Law. The Student Council of SPbU includes an acting T&L Committee.

In general, the university gathers feedback from students effectively: through personal accounts, website, Dean's office, etc. One of the most effective ways to receive feedback is a survey, held during the Academic year by the program's Head. Interaction with the university administration is carried out using the "Virtual Reception" feature on the university website, as well as through personal submission of applications. Complaints and appeals are considered by the Educational Department and can be recommended for consideration at the faculty and at the meetings of the T&L Commission.

### ***Strengths***

1. One of the program's Head responsibilities is to conduct students surveys in order to monitor the quality of the program.
2. Availability of the "Virtual Reception".

### ***Recommendations***

- Develop measures by which departments and faculty can encourage the participation of students in defining the content of the program and organisation of the educational process, since the analysis of materials showed a lack of a system of incentives for students.
- Based on a student survey, in general, the awareness of students about their rights and opportunities or their influence on the organisation and management of the educational process was revealed as insufficient. It is recommended to strengthen this area.
- The T&L Commission includes one first-year student who may not adequately assess the content of the educational program. It is recommended to include senior students from the Student Committee in the T&L Commission.

### ***Additional information***

During the online visit, experts analysed the participation of students in student government bodies, scientific clubs, and their ability to influence the program management. Students can influence the organisation of the educational process through representatives of the student society, who represent them in the T&L Commission.

On the basis of the analysis of the data provided, experts conclude that students have insufficient ability to influence the organisation of the educational process ("I can influence" – 16,5%, "Cannot influence" – 16,5%, "Found it difficult to answer" – 34,6%, "Have no such desire" – 17,5%) .

## ***11. Student services at the program level***

***Criterion assessment: excellent***

The functioning system of student services created at St. Petersburg State University provides the opportunity to form personal and social competencies of students, organise their leisure and recreation, taking into account the individual features and inclinations of students, and also contributes to the process of socialisation and adaptation of students from vulnerable groups. The Bachelor degree programme in Law implements the optional discipline Adaptation and Training at the University (e-learning) in the 1st semester. There are student volunteer organizations working at St. Petersburg State University, which organise community clean-up days, environmental events, and visits to orphanages. The University has 21 dormitories in the city of St. Petersburg. There are university health centres and a clinic of the St. Petersburg State University. Students enjoy recreation centres and health-improving complexes “Horizon”, “Universitetskiy”, and the Health Camp of St. Petersburg State University.

The student section (<https://spbu.ru/studentam>) of the official website of St. Petersburg State University contains detailed information on the list and opportunities for obtaining State, social and personal scholarships, financial assistance, obtaining free vacation trips, participation in scientific and extracurricular activities.

The official website of St. Petersburg State University (<https://ifea.spbu.ru/студенческий-обмен/programmy-mobilnosti-po-linii-mezhuniversitetskogo-sotrudnichestva-dlya-studentov.html>) provides information about student mobility opportunities, which currently involve 133 international partners.

The University has a Department for Organisation of Practices and Assistance in Employment of the Academic Department of the Rector’s Office of St. Petersburg State University.

### ***Strengths***

1. There are mechanisms in place to encourage students for achievements in educational and extracurricular activities.
2. The developed social infrastructure provides a high degree of social security for students, improves the image and competitiveness of the university in the regional and all-Russian markets of educational services.
3. Competitive selection for participation in academic mobility programs.
4. The university has organised electronic services for obtaining certificates, transcripts of progress, payment, and for filing applications.

### ***Recommendations***



- Continue to involve students in the work of additional education programs.
- Place a link to academic mobility programmes for students on the website of the Faculty of Law, as it is difficult to find information on the official website of St. Petersburg State University.

### ***Additional information***

In the course of the online visit and interviews of students, experts revealed that there are additional courses and programs available for students, but most students participate in free courses through the public platforms Coursera or OpenEdu.

It was also revealed that the individual learning path is formed only at the expense of elective disciplines included in the curriculum. The possibility of providing an individual curriculum, including the integration of academic disciplines studied within the framework of academic mobility programs and/or additional education programs, is presented quite poorly.

On the basis of the analysis of the data presented, experts conclude that there is insufficient possibility of forming an individual curriculum for students and recommend expanding the methods and practice of its formation.

## ***12. Career guidance and training of applicants***

### ***Criterion assessment: excellent***

In order to attract applicants for training, a wide advertising campaign is organised, the framework of which comprises various forms and formats of career guidance for potential applicants: open days, information meetings in St. Petersburg and other cities during school holidays, visits to schools within the framework of the “Students of SPbU to School”, participation in educational exhibitions in various regions of the Russian Federation, visiting lectures.

Much attention is paid to the development of the system of school Olympiads, preparation and organisation of participation in the Olympiads of various levels of the most gifted students of secondary schools. The university hosts 18 different Olympiads, including in “Law”, “Foreign Language”, “History”, “Social Studies”, “Sociology (history, social studies)”.

Four Cooperation Agreements were signed between St. Petersburg State University and other educational institutions of the city of St. Petersburg.

Pre-university training has been put in place, aimed primarily at high-quality repetition of the program material in the Unified State Examination disciplines necessary for admission to the Faculty of Law.

### ***Strengths***

1. Organisation of the Olympiad “Law” for schoolchildren by St. Petersburg State University, with the learning support implemented by the Academic staff of the Faculty of Law.
2. Pre-university training for passing the Unified State Examination.
3. A variety of forms and methods of career guidance.

### ***Recommendations***

- Actively develop the system of continuous education “School-University”; “School-College-University” in Law.
- Organise cooperation with schools not only in St. Petersburg, but also in other regions.

### ***Additional information***

On the basis of the results of the analysis of documents and interviews with program’s managers, experts have obtained the information on the quantity of the events conducted during the precedent academic year. In total, 76 events were held during the year, of which:

- 2 Days of Open Doors in “Law”;
- 3 Informational meetings with schoolchildren at St. Petersburg State University;
- 2 Series of career guidance activities during the autumn and spring school holidays;
- Visits to 6 schools within the project “Students of St. Petersburg State University to School”;
- 25 Informational meetings in Russian regional educational organisations.
- 8 Educational exhibitions in St. Petersburg,
- 18 Educational exhibitions in the regions of Russia,
- 18 Olympiads.

Based on the analysis of the information on the results of admission to the Law program posted on the official website of St. Petersburg State University (<https://abiturient.spbu.ru/arkhiv-dokumentov-4.html>), it was concluded that the level of training of applicants is fairly high. The average Unified State Examination score of students enrolled in the State-financed form of education is constantly increasing.

<i>Year of recruitment</i>	<i>State-financed</i>		<i>Tuition</i>	
	<i>Min score</i>	<i>Average score</i>	<i>Min score</i>	<i>Average score</i>
2020	291	296.1	176	237.50
2019	289	294	207	242.47

2018	282	289.88	202	242.99
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## CV OF REVIEWERS

Name of the expert: Sergei Shakirov

Company and position	RUDN University of Russia. Deputy Director of the Law Institute, Senior Lecturer of the Chair of Civil Law and Proceedings and Private International Law
Academic degree, academic title	none
Additional titles and degrees	none
Education	Moscow State University of Economics, Statistics and Information Science (MESI), specialising in Law, qualified lawyer RUDN University of Russia, Master degree in Linguistics, specialising in Legal Translation
Professional achievements	Over the past three years, 10 publications, 4 of which indexed in the Scopus/WoS database
Research interests	Private International Law, International Commercial Arbitration
Practical experience in the field of the program subject to expert evaluation	11 Years as Deputy Director for Academic Work at the Law Institute of RUDN University 13 Years of teaching experience 5 Years of practical experience as a lawyer at LOTRA (Moscow region, Lobnya), ARBATPRAVO (Moscow)

Name of the expert: Olga Muravyova

Company and position	RAPREZENTANT LLC
Academic degree, academic title	
Additional titles and degrees	
Education	Lomonosov Moscow State University, Faculty of Law, postgraduate school Russian New University
Professional achievements	publications in “Arbitration Practice”, “Mergers and Acquisitions”, “Join-Stock Company Bulletin”, work at the consulting centre “Protection Strategy” under the Government of Moscow
Research interests	M&A
Practical experience in the field of the programme subject to expert evaluation	22 years of practical experience in Civil Law, including work at the development company “Hermitage Construction and Management”, SMAINEX Development Company.

Name of the expert: Lali Chebukhanova

Company and position	Postgraduate student of the RUDN University of Russia
Academic degree, academic title	none
Additional titles and degrees	none
Education	Higher education, Master degree in Law
Professional achievements	
Research interests	
Practical experience in the field of the programme subject to expert evaluation	

Name of the expert: Mario De Nieve

Company and position	University of Jena, lecturer and researcher
Academic degree, academic title	Ph.D.
Additional titles and degrees	
Education	Higher education, Master degree in Law
Professional achievements	
Research interests	Mergers and acquisitions, comparative law
Practical experience in the field of the programme subject to expert evaluation	