



Univerza v Novém městě
University of Nové Město

**CLEAN COPY OF THE DOCTORAL STUDY
PROGRAMME 3rd CYCLE**

HEALTH SCIENCES,

**implemented by University of Nové Město Faculty of
Health Sciences**

Nové Město, February 2021

(change of the intended course of teaching – January 2022)

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1 GENERAL INFORMATION ABOUT THE PROGRAMME

Name of the study programme:	Health Sciences
Cycle:	3rd cycle
Type:	doctoral study programme
Duration:	3 years
ECTS amount:	180 ECTS
Klasius P-16:	No. 0910 - Health care, uncategorised No. 0988 - Interdisciplinary educational activities/outcomes, mostly health care and social security
Research area (Frascati classification)	medical and health sciences
SOK (Slovene classification framework)	level 10
EOK (European classification framework)	level 8
EOVK (European higher education classification framework)	third cycle
Accreditation:	Slovenian Quality Assurance Agency for Higher Education (NAKVIS) has issued a consent for the programme implementation on 18 June 2015 (decision No. 6033-304/2009/29)

The study programme is devised in concordance with the Higher Education Act and Criteria on Accreditation of Higher Education Institutions and Study Programmes.

In the development of the study programme the following documents have been consistently considered:

- Higher Education Act;
- Professional and Academic Titles Act;
- Criteria on Accreditation of Higher Education Institutions and Study Programmes;
- Criteria for Credit Assignment to Study Programmes According to ECTS.

The study programme is designed according to the principles of establishing the European Higher Education Area and is comparable with similar higher education programs.

2 FUNDAMENTAL OBJECTIVES AND COMPETENCES

The third cycle study programme *Health Sciences* is based in a way that enables development, upgrade and expansion of knowledge and professional values, gained by students on the first and second cycle education.

2.1 Fundamental objectives of the study programme

The fundamental objectives of the study programme are to educate doctoral students for:

- performing the most complex tasks and assignments in the business environment;
- independent research work in the broader area of health;
- working towards the development of health professions and contributing to the development of science in the field of health sciences;
- equal integration into the international labour market and research environment;
- continuation of studies in postdoctoral study programmes.

The objective of the doctoral study programme is to create a profile of the doctoral student showing an in-depth knowledge of the most recent scientific discoveries and findings in nursing care and physiotherapy, education sciences, management and prevention, as well as the qualifications for independent research work. In the case of individual research work and active participation in international scientific conferences, etc., the doctoral seminar and organized forms of study work, the students gain insight into the latest research achievements in the immediate or broader specialty areas and develop the criteria for evaluation of their own and foreign research findings.

The end goal is a Doctor of Science with a broad knowledge of the profession and a global mindset, who is capable of taking on the most demanding jobs and tasks, and becoming actively involved in research projects.

2.2 General competences of the study programme

When designing the undergraduate (regulated), master's and doctoral programme, we carefully divided competences of the final profile of the first, second and third cycle of study. It is understandable that the competences related to the work of a Doctor of Science encompass the most demanding tasks by creating benefit and having a direct impact on the development of science, and the growth of professional, business and social environment. With regard to the interest of the individual doctoral student, it is expected that their knowledge will be thorough and focused on the expertise in fundamental or applied research work.

Doctoral students, who will focus on fundamental research work during their study, will be included in the work on research institutions at home and abroad doctoral students, who will focus on applied research work, will be able to carry out the most demanding tasks in the work environment.

General competences gained by students of the doctoral study programme include:

- comprehensive critical thinking, the competence for analysis, synthesis and anticipating solutions in the field of health, physiotherapy, medical, educational, business, administrative, organisational, legal and other sciences (interdisciplinarity);
- creating new knowledge and solving the most complex scientific and professional problems;
- understanding and usage of the research methodology (methods, procedures, processes, technologies);
- creative application of knowledge in a professional environment, analysing problems and looking for solutions;
- understanding processes in the working environment and analysing them, synthesising and evaluating solutions or consequences;

- analysing the need for changes and introducing innovations;
- leadership and cooperation in critical dialogues;
- autonomy and responsibility in decision-making;
- performance in accordance with the values and value systems and professional-ethical principles,
- creating the culture of non-discrimination and the consideration of intercultural differences;
- analysing the acquired knowledge and research findings on domestic and foreign scientific conferences and in the international research environment,
- evaluation of one's own professional training, broadening, deepening and updating knowledge.

2.3 Course-specific competences of the programme

Course-specific competences developed by the student during the third-cycle study programme include:

- in-depth knowledge and understanding of the development of health sciences;
- understanding of the theories, paradigms, concepts and models of education in health care (philosophical, sociological, psychological, pedagogical and anthropological aspect);
- understanding and application of contemporary didactic concepts;
- analysing and solving problems by using scientific methods and procedures;
- in-depth knowledge in the field of health care, nursing care, physiotherapy, business and educational sciences, prevention, as well as their interdisciplinary connection and application;
- strategically leading, managing and developing the most demanding work systems according to the contemporary organisational-economic principles;
- excellent understanding and managing of different research approaches in the scientific field;
- evaluating the quality of the work and achievements;
- analysing the impact of technology development on the safety of environment;
- using the most contemporary quantitative and qualitative research methods;
- independently planning and carrying out research work, analysing and evaluating data, creating opinions, views and proposals, and preparing a research report;
- being qualified for active participation in scientific conferences, research workshops and doctoral and scientific seminars in the field of health care;
- understanding of the standards and guidelines for writing professional and scientific papers, articles, contributions, research reports, monographs, etc.;
- independently planning one's own professional career and the career of employees in business, professional and scientific environment;
- assessing the broadest implications of knowledge application in the concrete educational and professional environments;
- performance in accordance with the values and value systems, and professional-ethical principles.

In individual fields of study, PhD students will develop and deepen the following course-specific competences, namely for:

1. Field of study – Nursing Care:

- in-depth knowledge of the theoretical concepts and scientific findings in the field of nursing care;

- understanding of the principles of evidence-based nursing care;
 - coordinating a multidisciplinary, integrated approach to health care;
 - applying methods, techniques for measuring and assessing the quality of the outcomes of health care.
2. Field of study – Physiotherapy
- in-depth knowledge of the theoretical concepts and scientific findings in the field of rehabilitation, and familiarity with the principles of evidence-based physiotherapy;
 - understanding of the integrative and complementary approaches in rehabilitation and physiotherapy;
 - coordinating a multidisciplinary, integrated approach to physiotherapy, and applying the theories of education and management to its implementation.
3. Field of study – Education in Health Care:
- in-depth knowledge of the theoretical concepts and scientific findings in the field of education in health care;
 - understanding of educational paradigms;
 - analysing and assessing one's own teaching practice for a quality educational process and continuous professional development of an individual.
4. Field of study – Management in Health Care:
- in-depth knowledge of the theoretical concepts and scientific findings in the field of management in health care;
 - understanding of economic laws, their implementation in health care, and the ways of financing the healthcare activity;
 - understanding of specific economic indicators for health care and of standardisation methods; analysing and evaluating the performance of the healthcare activity;
 - understanding of individual values and value systems; evaluating professional/ethical issues;
 - evaluating the achievements of employees and providing feedback;
 - understanding and application of legal norms in health care in the Slovene and European area.
5. Field of study – Prevention in Health Care:
- in-depth knowledge of the theoretical concepts and scientific findings in the field of prevention in health care and environmental impacts on health;
 - understanding and evaluating problems in the field of public health;
 - use of basic methods of environmental epidemiology;
 - understanding of the global dimensions of health and of the positive and negative impacts of globalisation;
 - creating a broader context of the organisation of health care.

3 INTERNATIONAL COOPERATION OF THE INSTITUTION

In 2009, the Faculty obtained the Erasmus Charter for Higher Education (ECHE) document for the first time, which represented the basis for international cooperation.

The Faculty actively establishes cooperation with related institutions in Slovenia and abroad.

The Faculty develops its international activity in four areas:

- organization of international scientific conferences: The Faculty organises an annual scientific conference. The main theme of each annual conference is Holistic Approach to the Patient.
- exchange of students and higher education teachers/staff: The Faculty promotes international mobility of students and teachers/staff. In the framework of the Erasmus+ exchange programme, a number of mobility of students and higher education teachers are carried out each year.
- Participation in international scientific-research projects: With our collaborating partner institutions we plan and perform the joint research work.
- individual contacts of pedagogical workers, researchers and associates: Higher education teachers also attend scientific and professional meetings abroad.

All activities related to the international cooperation are coordinated by the International Mobility Office. As we are aware of the fact that the visibility of the Faculty in the framework of the internationalisation is urgently needed, we use various dissemination methods to expand the awareness of the importance of mobility at both local and global level.

4 CURRICULUM WITH ECTS (CREDIT POINTS) VALUES OF INDIVIDUAL STUDY OBLIGATIONS

Development of the doctoral study programme is the result of comprehensive teamwork of higher education teachers, researchers and the representatives of the professional environment in the region and beyond.

The programme is evaluated with ECTS in accordance with the European Credit Transfer and Accumulation System (ECTS) framework. One ECTS represents 30 hours of student workload.

The doctoral study programme *Health Sciences* is an interdisciplinary upgrade of the curricula of the higher *education professional first cycle study programmes Nursing Care and Physiotherapy* and the Master's study programmes *Education and Management in Health Care, Integrated Health and Social Care and Nursing Care and of other second cycle study programmes, with an emphasis on health sciences* (model 3+2+3). In the scope of the complete annual student workload, 4% of study time is allocated to organised study work. The main student workload is based on individual research work, which is in accordance with the set objectives, as well as with the general and course-specific competences - as much as 86% of the programme is performed as the individual work of students.

4.1 Number of learning units with ECTS

Displayed in the table is the curriculum with the named learning units, credit evaluation of the complete programme and individual learning units, annual or total number of hours of study obligations, as well as the annual and total number of organised contact hours of the programme.

Table 1: Curriculum and ECTS (credit points) values

Seq. No.	Learning unit	Form of study works		OSW	ISW	ASW	ECTS
		L	S				
	1st YEAR						
	1st semester						
1.	Introduction Seminar	5		5	0	5	0
2.	Scientific Research Methodology	30	30	60	390	450	15
3.	Global Health	20	10	30	420	450	15
	2nd semester						
4.	Core Course of the Field of Study	20	10	30	420	450	15
5.	Individual Research Work 1				300	300	10
6.	Doctoral Seminar	10	30	40	110	150	5
	TOTAL	85	80	165	1640	1805	60
	2nd YEAR						
	3rd semester						
1.	Field of Study: Elective Course of the Field of Study 1	15	10	25	425	450	15
2.	Field of Study: Elective Course of the Field of Study 2	15	10	25	425	450	15
	4th semester						
3.	Individual Research Work 2				900	900	30
	TOTAL	30	20	50	1750	1800	60
	3rd YEAR						
	5th semester						
1.	Individual Research Work 3				450	450	15
2.	Individual Research Work 4				450	450	15
	6th semester						
3.	Doctoral Dissertation				900	900	30
	TOTAL				1800	1800	60
	ŠTUDIJSKI PROGRAM SKUPAJ	115	100	215	5190	5405	180

Abbreviations:

L - lectures, S - seminars, OSW – organised study work, ISW – individual student work, ASW – annual student workload, ECTS = European Credit Transfer System points.

Table 2: TOTAL in hours

Year	L	S	OSW	ISW	ASW	ECTS
1st YEAR	85	80	165	1640	1805	60
2nd YEAR	30	20	50	1750	1800	60
3rd YEAR				1800	1800	60
TOTAL	115	100	215	5190	5405	180

The study programme lasts for three academic years, i.e. six semesters. The programme comprises 5405 hours or 180 ECTS. It consists of the common and the elective part, implemented in organised study work as well as individual students' work.

4.2 Elective part of the programme

The program allows the planning of individual studies. The *elective part* begins in the first year when the student selects the field of study (Nursing Care, Physiotherapy, Education in Health Care, Management in Health Care, Prevention in Health Care), and continues in the second year with the selection of two elective courses (30 ECTS). Students select the elective courses after they have consulted their potential mentor and it serves as the basis for the issues discussed in the doctoral dissertation. Following the Criteria for Credit Assignment to Study Programmes According to ECTS, students can complete part of their study obligations (at least 10 ECTS) at the faculty or by attending a similar third-cycle study programme anywhere in Slovenia or abroad at institutions with which the faculty has concluded an agreement.

Table 3: Core and elective courses of the field of study

Seq. No.	CCFS	Fields of study*	OSW		OSW	ISW	ASW	ECTS
	EC		L	S				
Health Care								
1.	CCFS	Contemporary Paradigms in Health Care	20	10	30	420	450	15
2.	EC	Evidence-Based Development of Health Care	15	10	25	425	450	15
3.	EC	Management of Systems and Processes in Health Care	15	10	25	425	450	15
4.	EC	Quality Management in Health Care	15	10	25	425	450	15
5.	EC	Education in Health Care	15	10	25	425	450	15
Physiotherapy								
1.	CCFS	Evidence-Based Practice in Physiotherapy and Rehabilitation	20	10	30	420	450	15
2.	EC	Integrative and Complementary Approaches in Physiotherapy and Rehabilitation	15	10	25	425	450	15
3.	EC	Research of Physical Activity and Prevention of Sedentariness	15	10	25	425	450	15
4.	EC	Education in Health Care	15	10	25	425	450	15
5.	EC	Management of Systems and Processes in Health Care	15	10	25	425	450	15
Education in Health Care								
1.	CCFS	Education in Health Care	20	10	30	420	450	15
2.	EC	Contemporary Educational Paradigms	15	10	25	425	450	15
3.	EC	Higher Education Didactics	15	10	25	425	450	15
4.	EC	Learning Organisation	15	10	25	425	450	15
5.	EC	Human Resource Development and Career Counselling	15	10	25	425	450	15
Management in Health Care								
1.	CCFS	Strategic Management	20	10	30	420	450	15
2.	EC	Management of Systems and Processes in Health Care	15	10	25	425	450	15
3.	EC	Quality Management in Health Care	15	10	25	425	450	15
4.	EC	Economics in Health Care	15	10	25	425	450	15
5.	EC	Learning Organisation	15	10	25	425	450	15
Prevention in Health Care								
1.	CCFS	Global Epidemiology	20	10	30	420	450	15
2.	EC	Health Ecology	15	10	25	425	450	15
3.	EC	Geopolitical Perspectives in Health Care	15	10	25	425	450	15
4.	EC	Education in Health Care	15	10	25	425	450	15
5.	EC	Communication and Promotion in Health Care	15	10	25	425	450	15

Abbreviations:

L - lectures, S - seminars, OSW – organised study work, ISW – individual student work, ASW – annual student workload, ECTS = European Credit Transfer System points, CCFS = core course of the field of study, EC = elective course.

4.2.1 Courses description

Students begin the programme with Introduction Seminar where they obtain all the necessary information and prepare a draft of their individual study plan together with a potential dissertation mentor. Introductory seminar lasts for five hours and is not ECTS evaluated.

The curriculum comprises 4 common courses (35 ECTS), a core course of the field of study (15 ECTS), two elective courses of the field of study (30 ECTS) and research work (100 ECTS). Common and elective courses are performed in the first and second year. Research work is arranged throughout the programme in a way that develops students' research competencies and leads them from guided towards independent research work.

In the second semester, under the guidance of a potential mentor, students make a draft disposition of the doctoral dissertation. The corrected dispositions are presented and defended at the doctoral seminar (5 ECTS). Work on the preparation of disposition continues in the third and fourth semester. In the fourth semester students publicly present and defend the proposal of a disposition. By the end of the second year, students must obtain the consent for the doctoral dissertation topic.

The fifth semester is intended for the individual students' research work on the doctoral dissertation. Their research findings are publicly presented at scientific conferences, research workshops, and scientific seminars. On the proposal of the mentor, each active cooperation is evaluated with 6 ECTS. Students must publish at least one article based on the dissertation topic in a publication, recognised by the faculty.

In the sixth semester, students need to finish the dissertation. The procedure of preparation and defence of the doctoral dissertation is regulated by the Rules on the Preparation and Defence of Doctoral Dissertation at the University of Novo mesto Faculty of Health Sciences.

4.2.2 Number and share of the learning units and their inclusion in the programme structure

First year comprises 4 common study courses (35 ECTS), a core course of the field of study (15 ECTS), individual research work 1 (10 ECTS) and Doctoral Seminar (5 ECTS). Second year comprises 2 elective courses of the field of study (30 ECTS) and individual research work 2 (30 ECTS). Third year is based on students' individual research work (30 ECTS) and their defence of the doctoral dissertation (30 ECTS). The learning units cover the content areas of nursing care, physiotherapy, and education, management and prevention in health care.

Table 4: Learning units and their inclusion in the programme structure

Year	Structure of the programme	No. of units	Courses in ECTS	RW in ECTS	Total in ECTS	Total in %
1.	Introduction Seminar	1	0	0	60	33.3
	Common courses	2	30	0		
	Core course of the field of study	1	15	0		
	Individual research work	1	0	10		
	Doctoral Seminar	1	0	5		
2.	Elective courses of the field of study	2	30	0	60	33.3
	Individual research work	1	0	30		
3rd	Individual research work	2	0	30	60	33.3
	Doctoral dissertation	1	0	30		
TOTAL IN ECTS:			75	105	180	
TOTAL IN %			41.7	58.3		100.0

4.2.3 The ratio of lectures, seminars and other organised forms of study

The programme comprises 180 ECTS, of which 60 ECTS in each year. Organised study work includes 4 %, and individual student work represents 96 % of the programme.

Table 5: The ratio of lectures, seminars and other organised forms of study

Year	P	S	OSW	ISW	ASW	ECTS
1st YEAR	85	80	165	1640	1805	60
2nd YEAR	30	20	50	1750	1800	60
3rd YEAR				1800	1800	60
TOTAL in hours:	115	100	215	5190	5405	180
TOTAL IN %			4.0	69.0	100	

Forms of study work:

- organised study work: lectures, tutorials and doctoral seminar,
- individual study work (preparation for exams, independent research work - preparation, writing, presentation and defence of the fundamental and applicative research papers).

4.2.4 Organised study work

Lectures are an organised form of study work, performed by course lecturers, who encourage students for an active cooperation and critical reflection using modern methods of teaching and learning with the support of ICT.

Tutorials: In concordance with the syllabus of the individual learning unit, students individually or in a team prepare a project, fundamental, applicative or development research paper in written form, present it and defend it.

Introduction Seminar: The purpose of the Introduction Seminar is to familiarise students with the entire study programme (common content, orientation, transition conditions, verification and evaluation of knowledge), with organisation and implementation of the study process (international mobility), with planning of individual study paths, norms and standards of presentations and publications of one's own research findings, with the library and information support of study, including financial commitments, as well as to restore the knowledge of the SPSS software for statistical data processing.

It is compulsory for all new doctoral students. Its organisation and implementation is a responsibility of the head of doctoral study.

Doctoral Seminar: Students publicly presents and defences the draft disposition of the doctoral dissertation. All mentors and other lecturers of the doctoral study programme are actively taking part in the Doctoral Seminar.

4.2.5 Individual research work of students

Fundamental research paper increases the scope of scientific knowledge, laws of phenomena and processes promoting the development of humankind. It does not offer a direct and immediately identifiable practical usability and commercial effects. New findings are bases for the applicative and developmental research.

Applicative research paper is theoretical or experimental research, aimed at solving practical problems pursuing the objectives, with commercial effects. It allows discovery of new scientific knowledge and its use in material production at developing new quality products or in introducing new production processes.

Before defending the doctoral dissertation, the student must:

- publish at least one original scientific article in a foreign world language, which contains findings presented in the doctoral dissertation, or findings that stem directly from the dissertation, in a peer-reviewed scientific journal with an impact factor. The PhD student may publish an article co-authored by the mentor, with the student being the lead author;
- publish at least one article which contains findings presented in the doctoral dissertation, or findings that stem directly from the dissertation, at an international scientific conference; the article may be co-authored by the mentor, with the student being the lead author.

Doctoral dissertation: According to the criteria of methodology and contribution to science, it is an independent original scientific work, adequate for defining the doctoral candidate's ability to act as an independent researcher in the scientific area, for which they will be awarded the Doctorate of Science degree. The research topic should be based on basic and applied research, along with the use of scientific research methods. The dissertation must contain new scientific facts, phenomena, theories, etc.

Doctoral dissertation can be prepared and published in the form of a monograph. Monograph is:

- a scientific publication in which the researcher examines the core scientific domain, topic, or problem, or
- a popular scientific publication, which comprehensively addresses a particular scientific problem, examines the topic, thing or phenomenon, or

- a scientific research.

Procedure, methods of application, preparation and defence of doctoral dissertation are defined in the the Rules of Doctoral Study.

4.3 Credit evaluation of the programme and individual learning units

Doctoral study programme *Health Sciences* is ECTS evaluated according to Criteria for ECTS Credit Evaluation of Study Programmes. The ECTS system enables students to collect and transfer the credit points from one study programme to another as well as recognition of accomplished studies on other institutes of higher education in Slovenia and abroad. It ensures transparency and comparability of systems and study programmes, which is fundamental for mobility of students and recognition of study obligations.

A credit point (ECTS) is a unit of measurement for the evaluation of work, which is performed by a student on the average. In study programme one ECTS is equivalent to 30 hours of student workload, resulting in total of student annual workload of 1800/1805 hours.

ECTS encourages the student-centred teaching strategies. The starting point is the study workload of students. Teaching is oriented towards academic results, provided for in the programme; it is based on modern innovative methods, active learning, group work and individual student contacts with higher education teachers and associates.

The student workload includes lectures, tutorials and other forms of organised study work (training for research work, teamwork, etc.), individual study work (ongoing work, studying literature, research work, writing research papers, research reports, professional articles, professional contributions, preparing presentations and other work related to the study process and study obligations; preparing for exams or other forms of examinations), Doctoral Seminar and doctoral dissertation. Students acquire ECTS points when they complete with the programme defined study obligations. The acquired ECTS points represent the quantitative description of the programme, and grades represent the quality of the knowledge acquired.

5 ACCESS REQUIREMENTS AND CRITERIA FOR THE SELECTION OF CANDIDATES IN THE EVENT OF ENROLMENT RESTRICTIONSACCESS REQUIREMENTS

5.1 Access requirements

Enrolment in the programme will be organised according to the the Article 38a of the Higher Education Act and pursuant to the definitions written in Article 16 of transitional provisions of the Act Amending the Higher Education Act (Official Gazette of the RS, no. 32/2012).

Access to doctoral study programme is open to students who hold:

- diploma of the second-cycle study programme (Bologna Master's degree),
- specialisation study programme or Master of Science or Arts study programme (60 ECTS are admitted on enrolment),

- diploma of a higher education professional programme and completed specialisation (study requirements in the amount of 30-60 ECTS are assigned on enrolment according to the decision of the Commission for doctoral study),
- diploma of a four-year academic study programme (Pre-reform study programmes - 240 ECTS).

Enrolment in a higher year

According to the Criteria for Transferring, a candidate transferring from a similar third cycle doctoral study programme may enrol in a higher year of this doctoral study programme if the following conditions have been met:

- the candidate meets the conditions for enrolment in the doctoral study programme Health Sciences;
- the study programme from which the candidate is transferring ensures, on completion of studies, the attainment of competences comparable to those of the doctoral study programme Health Sciences;
- if other criteria have been met in accordance with the Criteria for Transferring between Study Programmes (a comparable study programme syllabus, candidate's fulfilled requirements).

According to the Criteria for Transferring, a graduate of a similar master's study programme, adopted prior to 11 June 2004 (Master of Science), may also enrol in the second year of the doctoral study programme Health Sciences.

5.2 Criteria for the selection of candidates in the event of enrolment restrictions

At the selection process of the doctoral study programme candidates, the following criteria shall be considered:

- prior study performance according to the enrolment criteria - 50%,
- research work of the candidate - 30%,
- decision of the Head of doctoral study after an interview with the candidate - 10%,
- active knowledge of at least one of the world languages - 10%.

Access requirements also need to be fulfilled by the candidate who has finished an equivalent education abroad.

6 CRITERIA FOR RECOGNITION OF SKILLS AND COMPETENCES GAINED BEFORE ENROLMENT

Upon the written application of the candidate, enclosed certificates and other documents, the faculty shall recognise the knowledge and training that fully or partly correspond to the general or course-specific competences of the *Health Sciences* doctoral study programme.

Students may get an individual exam, which they have previously accomplished, recognised if the exam matches the course in the new programme in at least 60 % in content and scope. The recognition is performed by the Commission for doctoral study.

7 ASSESSMENT METHODS

Pursuant to the Article 35 of the Higher Education Act, the assessment methods in the doctoral study programme do not need to be defined in details.

Knowledge and performance is assessed with two grades: **pass/fail**. The methods of verification and assessment of knowledge are defined in the syllabuses for individual courses; the procedure of implementation is defined by the Rules on the Verification and Assessment of Knowledge.

Students are familiarised with the elements of verification and the criteria for assessment at the beginning of the academic year/an individual learning unit and in writing by the syllabus.

8 PROGRESSION REQUIREMENTS FOR THE PROGRAMME

Progression from 1st to 2nd year:

- minimum 30 ECTS acquired,
- public presentation and positive evaluation of the doctoral dissertation draft.

Progression from 2nd to 3rd year:

- minimum 60 ECTS acquired,
- consent of the faculty for the doctoral dissertation topic.

Requirements for performing the defence of the doctoral dissertation:

- completion of all study obligations, and
- publication of at least one original scientific article in a foreign world language, which contains findings presented in the doctoral dissertation, or findings that stem directly from the dissertation, in a peer-reviewed scientific journal with an impact factor. The PhD student may publish an article co-authored by the mentor, with the student being the lead author;
- publication of at least one article which contains findings presented in the doctoral dissertation, or findings that stem directly from the dissertation, at an international scientific conference; the article may be co-authored by the mentor, with the student being the lead author.

Under the Higher Education Act, the student has the right to repeat a year once or to request the suspension of student status for justifiable reasons.

9 PROVISIONS ON TRANSFERS BETWEEN STUDY PROGRAMMES

Transfers between study programmes are regulated by the valid Criteria for Transfers between Study Programmes.

On transfers between study programmes, students may be recognised the completed study requirements from the previous study programme. The recognition is performed by the Commission for doctoral study upon the application of students.

If the student enrolls in the third cycle study programme *Health Sciences* in accordance with the Criteria for Transferring, he/she must fulfil study obligations defined in the new programme at least in the amount of 60 ECTS.

10 MODES OF STUDY

The study is performed according to the normative and the study calendar.

Organised study work is organised consecutively, one course after another. Each course begins with lectures, followed by seminars and examination. The same order is organised for all courses.

Remote study (e-study) or a combined form of study: In addition to the traditional form of study, a combined form of study is planned – a remote study for individual learning units or parts of learning units, using modern software solutions that enable audio and video communication (Skype, MS Teams, ZOOM, GoToMeeting, Webex and the online learning platform Moodle). The defence of project tasks or research assignments, knowledge assessment and defence of the master's thesis will take place at the faculty's seat with a direct communication. The extent of the implementation of the remote study in individual subjects will be up to 70% and will depend on the number of enrolled students, the number of enrolled foreign students, the distance between the students' location and the location of the education institution, and students' employment (shift work, etc.).

Remote study allow greater adaptability and flexibility, help save time and money, and provide an easy access to a modern virtual study environment.

Higher education teachers are well qualified for the implementation of the remote study, because they are already using audio and video communication in their daily work. For the online learning platform Moodle, a training will be organised for all external staff before the start of the academic year. Non-educational staff (student office, library, accounting, etc.) will not communicate with students in this way, they will have a direct communication.

11 REQUIREMENTS FOR COMPLETION OF THE STUDY

Requirements for completion of the study are: the fulfilment of all academic obligations defined in the programme in the amount of 180 ECTS.

12 ACADEMIC TITLE

In accordance with the Professional and Academic Titles Act, upon completing the study, students receive the academic title doktor/doktorica znanosti (Doctor of Science), abbreviated dr. (PhD).

Marjan Blažič, PhD, Acad. Prof., Rector

