



Univerza v Novem mestu  
*Fakulteta za zdravstvene vede*

**Doctoral study programme  
(3<sup>rd</sup> cycle)  
EDUCATION AND MANAGEMENT  
IN HEALTH CARE**

**Novo mesto, November 2015**  
(update of the elective areas - December 2019)

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## 1 GENERAL INFORMATION ABOUT THE PROGRAMME

<b>Name of the study programme:</b>	<b>Education and Management in Health Care</b>
<b>Cycle:</b>	<b>3<sup>rd</sup> cycle</b>
<b>Type:</b>	<b>doctoral study programme</b>
<b>Duration:</b>	<b>3 years</b>
<b>ECTS amount:</b>	180 ECTS
<b>Klasius P-16:</b>	No. 0988 – interdisciplinary educational activities/outcomes, mostly health care and social security
<b>Research area (Frascati classification)</b>	medical sciences, social sciences and humanities
<b>SOK (Slovene classification framework)</b>	level 10
<b>EOK (European classification framework)</b>	level 8
<b>EOVK (European higher education classification framework)</b>	third cycle
<b>Accreditation:</b>	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 (Official Gazette of the RS, No. 32/12 – clean copy, 40/12, 57/12, 109/12 and 85/14) and Criteria on Accreditation of Higher Education Institutions and Study Programmes (Official Gazette of the RS, No. 40/14).

In the development of the doctoral study programme in the 3<sup>rd</sup> cycle *Education and Management in Health Care*, the following documents have been consistently considered:

- Higher Education Act;
- Professional and Academic Titles Act (Official Gazette of the RS, No. 61/06 and 87/11);
- Criteria on Accreditation of Higher Education Institutions and Study Programmes (Official Gazette of the RS, No. 40/14);
- Criteria for Credit Assignment to Study Programmes According to ECTS (Official Gazette of the RS, No. 95/10);

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 *Education and Management in Health Care* 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 and nursing care;
- equal integration into the international labour market and research environment.

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 in health sciences and nursing care, and knowledge in the field of education and management, 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 ultimate goal is a research-educated doctor of science, with excellent, internationally comparable research results and the ability of high-quality independent research work. Depending on the needs of institutions which perform their activity in the field of healthcare (primary, secondary level), state administrative institutions (ministry, health care institutions, associations, chambers of commerce, etc.), educational institutions (faculties, higher education institutions, secondary and high schools), as well as research institutions (institutes), the programme will allow for orientation in fundamental or applied research activity.

### **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 business 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 economic, business, management, organizational and other sciences (interdisciplinarity),
- ability to independently develop new knowledge and solving the most complex scientific and professional problems,
- a thorough knowledge and usage of the research methodology (methods, procedures, processes, technologies),
- ability for creative use of knowledge in the professional environment, and for recognising problems with searching for solutions;
- the knowledge and understanding of processes in the clinical environment and the ability to analyse, synthesise and envisage solutions or consequences;
- the ability to identify the needs for changes and introduce 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,
- the ability to develop the culture of non-discrimination and the consideration of intercultural differences;
- qualifications for representing the acquired knowledge and research findings on domestic and foreign scientific conferences and in the international research environment,
- awareness of the necessity 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 and nursing care,
- in-depth knowledge 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,
- the ability for solving problems by using scientific methods and procedures,
- in-depth knowledge in the field of health care, nursing care, business and educational sciences, as well as their interdisciplinary connection and application,
- being qualified to strategically lead, manage and develop the most demanding work systems according to the contemporary organisational-economic principles,
- excellent understanding and managing of different research approaches in the scientific field,
- the ability to evaluate the quality of the work and achievements,
- the ability to recognise the impact of technology development on the safety of environment,
- thorough knowledge and the ability to use the most contemporary quantitative and qualitative research methods,
- the ability for independent planning and implementation of the research work, analysis and interpretation of data, formation and argumentation of opinions, views and proposals and preparation of the research reports,

- being qualified for active participation in scientific conferences, research workshops and doctoral and scientific seminars in the field of health care,
- thorough knowledge of the standards and guidelines for writing professional and scientific papers, articles, contributions, research reports, monographs, etc.,
- the ability to independently plan one's own professional career and the career of employees in business, professional and scientific environment,
- being critical towards 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.

### 3 INFORMATION ABOUT THE INTERNATIONAL COMPARABILITY OF THE PROGRAMME

In designing a study on the international comparability of the doctoral study programme *Education and Management in Health Care* with other related study programmes, in accordance with Article 35 of the Higher Education Act and Article 14 of the Criteria for Accreditation of Higher education Institutions and Study Programmes, we considered the following:

- comparability of concept, formal and content structure with foreign programs,
- comparability of access opportunities and conditions for enrolment in the study programme;
- comparability of the duration of the study, advancements, completion of the study and acquired titles,
- comparability of methods and forms of study (system and organisation of the study process, the credit system, the use of modern information technologies, an independent study, tutoring, organisation of practical training),
- options for integrating the programme in international cooperation (mobility), or the common European Higher Education Area,
- differences between the proposed and foreign programs according to the specific needs and conditions of the domestic economy and public services,

With regard to the international comparison analysis, we examined a number of similar higher education study programmes in Europe and around the world. For the international comparison of the proposal of the doctoral study programme *Education and Management in Health Care* we have chosen the related study programmes of the recognized institutions of higher education: TUI University (College of Health Sciences), UCD School of Nursing, Midwifery and Health Systems; Duke University, School of Nursing.

*Table 1:* Higher education institutions and comparable programmes

Higher education institution	Study programme	City	Country	Institution's website
TUI University (College of Health Sciences)	Doctor of Philosophy in Health Sciences (TUI)	Touro	California, USA.	<a href="http://www.tuiu.edu/">http://www.tuiu.edu/</a>
UCD School of Nursing, Midwifery and Health Systems	PhD Programme (UCD)	Dublin	Ireland	<a href="http://www.ucd.ie/">http://www.ucd.ie/</a>
Duke University, School of Nursing	PhD in Nursing (DU)	Durham	North Carolina	<a href="http://nursing.duke.edu/">http://nursing.duke.edu/</a>

Based on comparison of the study programmes, we can estimate that there are no significant differences between the programmes. Some possible minor differences are consequential due to specific needs and conditions, such as specificities of academic tradition, institutional development of the higher education institution, national and cultural differences.

We have established that in all institutions the general conditions for enrolment are comparable, i.e. completed master's study programme or study programme in the second cycle, since due to the various educational systems, we cannot speak of complete equality. Conceptual and content designs of all the mentioned programmes are related. All are classified as study programmes in the third cycle (doctoral study programme). They last 3 or 4 years. The studies are completed upon the defence of doctoral dissertation.

The programmes comprise the joint (common) and elective part. In the common part (compulsory for all students), the study programmes enable the acquisition of basic knowledge for research work. In the elective part (internal and external selection) the study programmes provide broadening and specialisation of the knowledge in the selected field.

Modes of implementation of the programmes are identical, methods of teaching and learning are based on students' independent research work. All study programmes have the emphasis on developing competences for research work. All study programmes have comparable knowledge assessment methods.

#### **4 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. In 2014, the validity of the ECHE document was extended, being valid in the period 2014 - 2020.

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<sup>+</sup> 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.

## **5 CURRICULUM WITH ECTS (CREDIT POINTS) VALUES OF INDIVIDUAL STUDY OBLIGATIONS**

Development of the doctoral study programme *Education and Management in Health Care* 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 25 hours of student workload.

The doctoral study programme *Education and Management in Health Care* is an interdisciplinary upgrade of the curricula of the higher education professional first cycle study programme *Nursing Care* and the Master's study programme *Education and Management in Health Care* (model 3+2+3). In the scope of the complete annual student workload, 17 % 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 83% of the programme is performed as the individual work of students.

### **5.1 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 2: Curriculum and ECTS (credit points) values

No.	Forms of study work	OSW		OSW	ISW	ASW	ECTS
		P	S				
	<b>1st YEAR</b>						
	<b>1st semester</b>						
1.	Introduction Seminar	0	8	8	0	8	0
2.	Scientific Research Methodology	45	45	90	160	250	10
3.	Contemporary Paradigms in Health Care	45	45	90	160	250	10
4.	Education in Health Care	45	45	90	160	250	10
	<b>2nd semester</b>						
5.	Qualitative and Quantitative Methods	45	45	90	160	250	10
6.	Strategic Management	45	45	90	160	250	10
7.	Doctoral Seminar	0	40	40	210	250	10
	<b>TOTAL</b>	<b>225</b>	<b>273</b>	<b>498</b>	<b>1010</b>	<b>1508</b>	<b>60</b>
	<b>2nd YEAR</b>						
	<b>3rd semester</b>						
8.	Elective course 1	45	45	90	285	375	15
9.	Elective course 2	45	45	90	285	375	15
	<b>4th semester</b>						
10.	Individual research work		40	40	710	750	30
	<b>TOTAL</b>	<b>90</b>	<b>130</b>	<b>220</b>	<b>1280</b>	<b>1500</b>	<b>60</b>
	<b>3rd YEAR</b>						
	<b>5th semester</b>						
11.	Individual research work				750	750	30
	<b>6th semester</b>						
12.	Doctoral dissertation		30	30	720	750	30
	<b>TOTAL</b>		<b>30</b>	<b>30</b>	<b>1470</b>	<b>1500</b>	<b>60</b>

Abbreviations:

*Study obligations:* L - lectures, T - tutorials, OSW – organised study work, ISW – individual student work, ASW – annual student workload, ECTS = European Credit Transfer System points.

Table 3: TOTAL in hours

Year	P	S	OSW	ISW	ASW	ECTS
1st YEAR	225	273	498	1010	1508	60
2nd YEAR	90	130	220	1280	1500	60
3rd YEAR	0	30	30	1470	1500	60
<b>TOTAL</b>	<b>315</b>	<b>433</b>	<b>748</b>	<b>3760</b>	<b>4508</b>	<b>180</b>

The study programme lasts for three academic years, i.e. six semesters. The programme comprises 4508 hours or 180 ECTS. It consists of the common and the elective part, implemented in organised study work as well as individual students' work.

## 5.2 Elective part of the programme

The program allows the planning of individual studies. The *elective part* begins in the second year. Students select the elective part after they have consulted their potential mentor and it serves as the basis for the issues discussed in the doctoral dissertation. **Firstly, students select among the offered elective areas** of the programme (Nursing Care, Education, Business Sciences, Prevention in Health Care) and **next, they select two out of three courses offered within each selective area** in the total amount of 30 ECTS. 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.

Table 4: Elective areas and courses

No.	Elective courses by areas	OSW		OSW	ISW	ASW	ECTS
		P	S				
	<b>Nursing Care</b>						
1.	Evidence-Based Development of Nursing Care	45	45	90	285	375	15
2.	Management of Systems and Processes in Health Care	45	45	90	285	375	15
3.	Management in Health Care	45	45	90	285	375	15
	<b>Education</b>						
1.	Contemporary Educational Paradigms	45	45	90	285	375	15
2.	Learning Organisation	45	45	90	285	375	15
3.	Higher Education Didactics	45	45	90	285	375	15
	<b>Business Sciences</b>						
1.	Innovative Management in Health Care	45	45	90	285	375	15
2.	Economics in Health Care	45	45	90	285	375	15
3.	Law and Policies in Health Care	45	45	90	285	375	15
	<b>Prevention in Health Care</b>						
1.	Global Epidemiology	45	45	90	285	375	15
2.	Health Ecology	45	45	90	285	375	15
3.	Geopolitical Perspectives in Health Care	45	45	90	285	375	15

### 5.2.1 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 eight hours and is not ECTS evaluated.

The curriculum comprises 5 common courses (50 ECTS), two elective courses (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 field of education and management in health care.

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 first doctoral seminar (10 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.

### ***5.2.2 Number and share of the learning units and their inclusion in the programme structure***

First year comprises 5 common study course (50 ECTS) and Doctoral Seminar (10 ECTS). Second year comprises 2 elective courses (30 ECTS) and individual research work (30 ECTS). Third year is based on students' individual research work (60 ECTS). The learning units cover the content areas of health care, education and management.

*Table 5: Learning units and their inclusion in the programme structure*

<b>Year</b>	<b>Structure of the programme</b>	<b>No. of units</b>	<b>Courses in ECTS</b>	<b>RW in ECTS</b>	<b>Total in ECTS</b>	<b>Total in %</b>
1.	Introduction Seminar	1	0	0	60	<b>33.3</b>
	Common courses	5	50	0		
	Doctoral Seminar	1	0	10		
2.	Elective courses	2	30	0	60	<b>33.3</b>
	Individual research work	1	0	30		
3.	Individual research work	1	0	30	60	<b>33.3</b>
	Doctoral dissertation	1	0	30		
	<b>TOTAL IN ECTS:</b>		<b>80</b>	<b>100</b>	<b>180</b>	
	<b>TOTAL IN %</b>		<b>44.4</b>	<b>55.6</b>		<b>100.0</b>

### ***5.2.3 The ratio of lectures, seminars, tutorials and other organised forms of study***

The programme comprises 180 ECTS, of which 60 ECTS in each year. Organised study work includes 16.6%, and individual student work represents 83.4 % of the programme.

Table 6: The ratio of lectures, seminars, tutorials and other organised forms of study

Year	P	S	OSW	ISW	ASW	ECTS
1st YEAR	225	273	498	1010	1508	60
2nd YEAR	90	130	220	1280	1500	60
3rd YEAR	0	30	30	1470	1500	60
<b>TOTAL in hours:</b>	<b>315</b>	<b>433</b>	<b>748</b>	<b>3760</b>	<b>4508</b>	<b>180</b>
<b>TOTAL IN %</b>			<b>16.6</b>	<b>83.4</b>	<b>100</b>	

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).

#### 5.2.4 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 (min. attendance 80%). 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.

#### 5.2.5 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.

Prior to doctoral dissertation defence, students should use one of the successfully prepared and defended papers and:

- present it at the scientific consultation, congress, conference or symposium, and publish it in the book of proceedings, and
- publish it in a scientific journal, which is relevant for the scientific field of nursing care and education and management in health care.

*The list of journals*, relevant for the scientific field of nursing care and education and management in health care, which are considered in verification of the conditions of doctoral students - fulfilling the criteria of publication of an article from the contents of the dissertation, is published in the Rules of preparation and defence of the doctoral dissertation.

***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.

### **5.3 Credit evaluation of the programme and individual learning units**

Doctoral study programme *Education and Management in Health Care* 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 doctoral study programme *Education and Management in Health Care* one ECTS is equivalent to 25 hours of student workload, resulting in total of student annual workload of 1500 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.

## **6 ACCESS REQUIREMENTS AND CRITERIA FOR THE SELECTION OF CANDIDATES IN THE EVENT OF ENROLMENT RESTRICTIONS**

### **6.1 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).

### **6.2 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.

## 7 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 *Education and Management in Health Care* 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 80 % in content and scope. The recognition is performed by the Commission for doctoral study.

## 8 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.

## 9 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
- at least one published article from the dissertation topic in a publication, recognised by the faculty.

Pursuant to the Article 66 of the Higher Education Act, once during the study, students have the right to repeat a year or apply for the inactive student status due to legitimate reasons.

## 10 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.

## 11 MODES OF STUDY

The study programme is performed in full-time, part-time, and online study mode. The study is performed according to the normative and the study calendar.

Part-time study will be performed according to provisions of Article 37 of the Higher Education Act. Organisation and timetable of lectures, tutorials and other study obligations will be adapted to students' availability. In the case of part-time study, as a rule, one year is carried out in one academic year. Organised study work in *part-time study* is organised consecutively, one course after another. Each course begins with lectures, followed by tutorials in groups and examination. The same order is organised for all courses. Part-time students need to complete all obligations provided by the study programme.

Online study will be implemented by the faculty only in exceptional circumstances (e.g. if students are absent abroad for a longer period of time, illness, etc.). In such circumstances the faculty will enable students to continue in complete their study according to the decisions of the Senate.

## 12 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.

## 13 ACADEMIC TITLE

In accordance with the Professional and Academic Titles Act (Official Gazette of the RS, No. 61/06), upon completing the study, students receive the academic title doktor/doktorica znanosti (Doctor of Science), abbreviated dr. (PhD).



Assist. prof. Nevenka Kregar Velikonja, Dean

  
Signature