



RĪGAS  
STRADIŅA  
UNIVERSITĀTE

Department of Doctoral Studies

**Third cycle higher education study programme  
Scientific doctoral study programme  
“Health Care”**

**Description of the Study Programme**

Codes of sub-programmes: 51721 – Medicine, 51725 – Pharmacy, 51313 – Psychology

APPROVED  
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**INCLUSION OF THE LICENSED STUDY PROGRAMME IN  
THE STUDY DIRECTION ACCREDITATION SHEET**

Riga, 2023

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## **BASIC INFORMATION ON THE STUDY DIRECTION “HEALTH CARE”**

### ***Objectives and tasks of the study direction “Health Care”***

The objective of implementation of the study direction “Health Care” is to ensure all levels of up-to-date health care education necessary for the Latvian state and in the international environment. Specific tasks are fulfilled in order to achieve the objective: specialists are prepared in the following programmes: Bachelor’s, Master’s, first and second level higher professional, doctoral, continuing education and lifelong learning programmes; learning outcomes are coordinated with the current needs, interests of employers and labour market standards of specific professions; quantitative indicators of students are coordinated with specific calculations and order of the sectoral ministry, improvement and supervision of quality standards of the study process is ensured; harmonisation of quantitative and qualitative indicators of study programmes with the needs of the health sector and labour market of the European Union and other countries is implemented, etc.

Latvia is considered as the territorial priority for the application of the study direction “Health Care”, the national economy of Latvia is considered the direct labour market, but the interests of the labour markets of the European Union and other countries and the international community are the objectives of development and competitiveness.

Direction “Health Care” is one of the study directions implemented by the university and accredited by the Ministry of Education and Science. The programmes included in the direction offer a successive study opportunity at levels 5 to 8 of the European Qualifications Framework (EQF) classification. This means that, having obtained prior level (according to EQF) education, a student can continue to receive meaningful education at the next EQF levels within one study direction. These opportunities are demanded and provided, for example, in a set of programmes such as: the programme “Physician’s Assistant” (qualification “Physician’s Assistant”), the programme “Medicine” (medical doctor’s degree) and doctoral studies “Medicine” (doctor of medical sciences).

### ***Study programmes included in the study direction “Health Care”:***

1. Professional Bachelor’s study programme “Audiology and Speech Therapy”
2. First level professional higher education study programme “Physician’s Assistant”
3. Joint (RSU RCMC) first level professional higher education study programme “Medical Massage”
4. Professional Bachelor’s study programme “Occupational Therapy”
5. Second level professional higher education study programme “Pharmacy”
6. Professional Bachelor’s study programme “Physiotherapy”
7. Professional Master’s study programme “Clinical Pharmacy”
8. Professional Master’s study programme “Art Therapy”
9. Professional Bachelor’s study programme “Nursing Studies”
10. Academic Master’s study programme “Nursing Studies”
11. Second level professional higher education study programme “Medicine”
12. Joint (RTU) professional Bachelor’s study programme “Medical Engineering and Physics”
13. Professional Bachelor’s study programme “Orthotics and Prosthetics”
14. Academic Master’s study programme “Rehabilitation”
15. Second level professional higher education study programme “Residency in Medicine”

16. Joint (RTU) second level professional higher education study programme “Industrial Pharmacy”
17. Professional Bachelor’s study programme “Public Health”
18. Academic Master’s study programme “Public Health”
19. Professional Bachelor’s study programme “Nutrition”
20. Joint (UL/LULST) Academic Master’s study programme “Nutrition Studies”
21. Professional Bachelor’s study programme “Midwifery”
22. Joint (RISEBA) academic Master’s study programme “Health Management”
23. Second level professional higher education study programme “Dentistry”
24. First level professional higher education study programme “Dental Hygienist”
25. Doctoral study programme “Health Care” (with sub-programmes: Medicine, Pharmacy, Psychology)

The study direction also contains these study programmes, which are planned to be consolidated by 31 November 2023:

1. Doctoral study programme “Medicine”
2. Doctoral study programme “Pharmacy”
3. Academic Master’s study programme “Physiotherapy”
4. First level professional higher education study programme “Nursing Studies”
5. Second level professional higher education study programme “Paediatrics”
6. Academic Bachelor’s study programme “Health Sports”

***Analysis of compliance of the study programme “Health Care” to be included in the accreditation sheet of the study direction “Health Care” with the study direction***

The scientific doctoral study programme “Health Care” as a higher, third cycle higher education programme is an integral part of the study direction “Health Care”, ensuring excellence of research, career growth opportunities and preparing high-quality academic staff in the training of other study directions and integration of student research into the study process. The doctoral programmes “Medicine” and “Pharmacy” are generally successfully implemented as of 21.06.2005, while “Psychology” is a relatively new programme at RSU, which was licensed on 14.10.2016.

The need for cross-sectoral scientific research, the integration of research methods, and resource efficiency were the basis for merging previous programmes into the doctoral study programme “Health Care”.

Traditionally, the RSU’s strategic research priorities have been related to medical and public health platforms that are in line with the Smart Specialisation Strategy (RIS3) for the Biomedicine, Biopharmacy sector, excellence in personalized medicine, translational medicine, infectious diseases and biopharmaceutical fields, where most RSU doctoral students do research. Synergies between the sectors / areas included in the extended doctoral study programme “Health Care” provide an opportunity for future lead researchers, heads of scientific institutions and departments to develop a holistic view, a biopsychosocial approach that has been declared as a determinant, mainstream approach to public health and health care. It is the biopsychosocial approach that provides a new level of researchers and experts with the opportunity to shift from solving the internal problems of specific sectors to challenges related to population ageing, risks from artificial intelligence and technological development, complex problems of crises and to seek solutions (Health 2020: a European policy framework and strategy for the 21st century), how to cope with their consequences by integrating the clinical and health psychology potential of

medicine, pharmacy and health into traditional biomedical and pharmaceutical models. In recent years, biomedical and biopharmaceutical scientific achievements have proven to be incapable of steadily improving public health in general and the individual needs of each individual in isolation. Growth in this area can only be achieved through targeted behavioural and social interventions integrated into the latest findings of holistic science. For example, at present, virtually all medical sectors have properly derived direction of clinical and health psychology; psychocardiology, psycho-oncology and psychogeriatrics are just three examples without which modern meaningful scientific and clinical excellence is unthinkable.

## DESCRIPTION OF THE STUDY PROGRAMME

### ***1. Indicators Describing the Study Programme***

***1.1. Indicators of the study programme (specify only the indicators, which are applicable to the study programme).***

1.	Title of the study programme	Third cycle higher education study programme / Doctoral study programme "Health Care"	
2.	Name of the study programme in English	Third cycle higher education study programme / Doctoral study programme "Health Care"	
3.	Code of the study programme in accordance with the Latvian Education Classification	51721 – Medicine 51725 – Pharmacy 51313 – Psychology	
4.	Field of science of the study programme (applicable to the doctoral study programmes)	Medical base sciences, including pharmacy Psychology	
5.	Type of the study programme	Third cycle higher education study programme / Doctoral study programme	
6.	Level of qualification to be acquired (NQF/EQF)	EQF / LQF Level 8	
7.	Amount of the study programme (CP, preferably also ECTS)	176 CP (264 ECTS)	
8.	Form, type, and duration of the study programme (in case the duration cannot be measured in full years, specify the number of months), as well as the language in which the study programme is implemented		
	Full-time regular studies	four years	Latvian, English
	Full-time correspondence studies	–	–
	Part-time regular studies	–	–
9.	Place of implementation	Rīga Stradiņš University, Dzirciema iela 16, Riga	
10.	Admission requirements	<p>1. <u>In Medicine</u>: a Master's degree in health care or an equivalent degree in medicine, dentistry, biology, biomedicine or pharmacy;</p> <p>2. <u>In Pharmacy</u>: a Master's degree in health care or an equivalent degree in pharmacy, chemistry, medicine, stomatology or biology, or a Master's degree of engineering in materials sciences;</p> <p>3. <u>in Psychology</u>: a Master's degree in psychology or a corresponding higher education diploma in social and human action sciences or health care, or social</p>	

		welfare, or in pedagogy education and education sciences or in humanities. An applicant who has not obtained a Master's or Bachelor's degree in psychology must additionally pass an entrance examination in the basic branches of psychology: general (cognitive) psychology; developmental psychology; personality psychology; social psychology; clinical psychology, health psychology. For studies in English, a proof of English language proficiency of at least level B2.
11.	The degree, professional qualification to be awarded or the degree and professional qualification, the so-called specialisation, to be awarded (if applicable)	In accordance with the Cabinet Regulations No 595 of 27 September 2022 "Regulations on fields of science, subfields of science, and groups of fields of science in Latvia", the titles of the degrees to be awarded are specified: Doctor of Science ( <i>PhD</i> ) in Medicine and Health Sciences or Doctor of Science ( <i>PhD</i> ) in Social Sciences.
12.	Professional standard, its year of approval (if applicable)	-
13.	Final examination upon the completion of the study programme	Doctoral examinations and scientific results assessed by the scientific activity evaluation commission.
14.	Director of the study programme	<i>Professor, Dr. med. Ilze Konrāde</i>

### ***1.2. Aim of the study programme***

Applying an integrated and complementary approach that enables addressing current challenges related to human health, to prepare highly qualified scientists and teaching staff in the fields of health care in medicine, pharmacy and psychology in order to realise and independently manage research projects both in Latvia and internationally, as well as develop academic competence for ensuring the continuity and sustainability of education.

### ***1.3. Objectives of the study programme***

1. To provide doctoral students with the opportunity to acquire the competences necessary for scientific research in an extended interdisciplinary and multidisciplinary context, to carry out industry-relevant, original and innovative research, to increase scientific excellence at the level of internationally quoted publications.

2. To provide doctoral students with the opportunity to acquire competencies that contribute to the dissemination of knowledge in society at the national and international level, as well as to the integration of research and academic work.

3. To provide doctoral students with the opportunity to acquire competence to independently improve their scientific qualifications in order to carry out or manage research or

development projects meeting international criteria at the national and international level in fields of research relevant to the sector.

#### **1.4. Learning outcomes to be achieved**

*If a joint study programme is implemented within the scope of the study direction, then the part of the joint study programme implemented by the institution of higher education/college to be assessed shall be assessed within the scope of the assessment.*

1. Analyses and explains current scientific theories and modern research methods, integrates knowledge and competences acquired in interdisciplinary and multidisciplinary education in a complementary way in the implementation of original scientific projects and academic work.
2. Independently develops an original study in the sector, using a methodology that meets modern scientific requirements and digital technologies, critically evaluates the results obtained and disseminates them by preparing presentations at conferences and publishing internationally citable scientific articles, thus contributing to solving problems related to human health and knowledge boundaries and providing a new understanding of existing knowledge and their use in practice.
3. Carries out scientific communication on their field of scientific activity in a national and international scientific space, engaging in organisations and consortia as well as society as a whole, including does academic work in the medical, pharmaceutical and psychology sectors in line with the achievements of modern pedagogy, ensuring the integration of research and academic work.
4. Independently improves their scientific qualifications and implements or leads research or development projects that meet international criteria in the sector in companies, institutions, organisations.
5. Consistently improves communication, argumentation, cooperation, problem solving, digital and other widely used skills that are vital for the development of interdisciplinary/multidisciplinary research.

In addition, by specifying the listed study results, it is possible to relate them to each sub-programme as shown in Tables 1, 2 and 3.

**Table 1. Sub-Programme “Medicine”**

Amount in credit points	176 CP (264 ECTS)
Duration in years	4 years
Aim of the sub-programme	Applying an integrated and complementary approach that enables addressing current challenges related to human health, to prepare highly qualified scientists and teaching staff in medicine and other fields of health care in order to realise and independently manage research projects both in Latvia and abroad, as well as develop academic competence for ensuring the continuity and sustainability of education.

Objectives of the sub-programme	<ol style="list-style-type: none"> <li>1. To provide doctoral students with the opportunity to acquire the competences necessary for scientific research in an extended interdisciplinary and multidisciplinary context, to carry out industry-relevant, original and innovative research in medicine, rehabilitation, stomatology and other fields of health science, to increase scientific excellence at the level of internationally quoted publications.</li> <li>2. To provide doctoral students with the opportunity to acquire competencies that contribute to the dissemination of knowledge in society at the national and international level, as well as to the integration of research and academic work.</li> <li>3. To provide doctoral students with the opportunity to acquire competence to independently improve their scientific qualifications in order to carry out or manage research or development projects meeting international criteria at the national and international level in medicine, rehabilitation, stomatology and other relevant fields of health sciences.</li> </ol>
Learning outcomes of the sub-programme	<ol style="list-style-type: none"> <li>1. Analyses and explains current scientific theories and modern research methods, integrates knowledge and competences acquired in interdisciplinary and multidisciplinary education in a complementary way in the implementation of original scientific projects and academic work.</li> <li>2. Independently develops an original study in the field, using methodology that meets modern scientific requirements and digital technologies, critically evaluates the results obtained and disseminates them by preparing presentations at conferences and publishing internationally citable scientific articles, thus contributing to solving problems related to human health and expanding the boundaries of knowledge, and providing a new understanding of existing knowledge and its use in practice.</li> </ol>

	<p>3. Carries out scientific communication on their field of scientific activity in a national and international scientific space, engaging with organisations and consortia as well as society as a whole, including academic work in the field of medicine, rehabilitation, stomatology and other fields of health sciences in line with the achievements of modern pedagogy, ensuring the integration of research and academic work</p> <p>4. Independently improves their scientific qualifications and implements or leads research or development projects that meet international criteria in their field in companies, institutions, organisations.</p> <p>5. Consistently improves communication, argumentation, cooperation, problem solving, digital and other widely used skills that are vital for the development of interdisciplinary/multidisciplinary research.</p>
Degree and/or qualification to be acquired	Doctor of Science ( <i>PhD</i> ) in Medicine and Health Sciences
Admission requirements	<p>Master's degree in health care or an equivalent degree in medicine, dentistry, biology, biomedicine or pharmacy.</p> <p>For studies in English, proof of English language proficiency of at least level B2.</p>

**Table 2. Sub-Programme “Pharmacy”**

Amount in credit points	176 CP (264 ECTS)
Duration in years	4 years
Aim of the sub-programme	Applying an integrated and complementary approach that enables addressing current challenges related to human health, to prepare highly qualified scientists and teaching staff in the field of pharmacy in order to realise and independently manage research projects both in Latvia and abroad, as well as develop academic competence for ensuring the continuity and sustainability of education.
Objectives of the sub-programme	<p>1. To provide doctoral students with the opportunity to acquire the competences necessary for scientific research in an extended interdisciplinary and multidisciplinary context, to carry out industry-relevant, original and innovative</p>

	<p>research in the field of pharmacy, to increase scientific excellence at the level of internationally quoted publications.</p> <ol style="list-style-type: none"> <li>2. To provide doctoral students with the opportunity to acquire competencies that contribute to the dissemination of knowledge in society at the national and international level, as well as to the integration of research and academic work.</li> <li>3. To provide doctoral students with the opportunity to acquire competence to independently improve their scientific qualifications in order to carry out or manage research or development projects meeting international criteria at the national and international level in fields of research relevant to pharmacy, e.g. research of new drug forms, organization of drug circulation.</li> </ol>
<p>Learning outcomes of the sub-programme</p>	<ol style="list-style-type: none"> <li>1. Analyses and explains current scientific theories and modern research methods, integrates knowledge and competences acquired in interdisciplinary and multidisciplinary education in a complementary way in the implementation of original scientific projects and academic work.</li> <li>2. Independently develops an original study in the field, using methodology that meets modern scientific requirements and digital technologies, critically evaluates the results obtained and disseminates them by preparing presentations at conferences and publishing internationally citable scientific articles, thus contributing to solving problems related to human health and expanding the boundaries of knowledge, and providing a new understanding of existing knowledge and its use in practice.</li> <li>3. Carries out scientific communication on their field of scientific activity in a national and international scientific space, engaging with organisations and consortia as well as society as a whole, including academic work in the field of pharmacy (e.g. applied pharmacy, new drug forms)</li> </ol>

	<p>in line with the achievements of modern pedagogy, ensuring the integration of research and academic work.</p> <p>4. Independently improves their scientific qualifications and implements or leads research or development projects that meet international criteria in their field in companies, institutions, organisations.</p> <p>5. Consistently improves communication, argumentation, cooperation, problem solving, digital and other widely used skills that are vital for the development of interdisciplinary/multidisciplinary research.</p>
Degree and/or qualification to be acquired	Doctor of Science ( <i>PhD</i> ) in Medicine and Health Sciences
Admission requirements	<p>Master's degree or an equivalent degree in pharmacy, chemistry, medicine, stomatology or biology, or a Master's degree of engineering in materials sciences;</p> <p>For studies in English, proof of English language proficiency of at least level B2.</p>

**Table 3. Sub-Programme “Psychology”**

Amount in credit points	176 CP (264 ECTS)
Duration in years	4 years
Aim of the sub-programme	Applying an integrated and complementary approach that enables addressing current challenges related to human health, to prepare highly qualified scientists and teaching staff in the field of psychology and health psychology in order to realise and independently manage research projects both in Latvia and abroad, as well as develop academic competence for ensuring the continuity and sustainability of education.
Objectives of the sub-programme	<ol style="list-style-type: none"> <li>1. To provide doctoral students with the opportunity to acquire the competences necessary for scientific research in an extended interdisciplinary and multidisciplinary context, to carry out industry-relevant, original and innovative, to increase scientific excellence at the level of internationally quoted publications.</li> <li>2. To provide doctoral students with the opportunity to acquire competencies that</li> </ol>

	<p>contribute to the dissemination of knowledge in society at the national and international level, as well as to the integration of research and academic work.</p> <p>3. To provide doctoral students with the opportunity to acquire competence to independently improve their scientific qualifications in order to carry out or manage research or development projects meeting international criteria at the national and international level in fields of research relevant to psychology, including health psychology.</p>
<p>Learning outcomes of the sub-programme</p>	<p>1. Analyses and explains current scientific theories and modern research methods, integrates knowledge and competences acquired in interdisciplinary and multidisciplinary education in a complementary way in the implementation of original scientific projects and academic work.</p> <p>2. Independently develops an original study in the field, using methodology that meets modern scientific requirements and digital technologies, critically evaluates the results obtained and disseminates them by preparing presentations at conferences and publishing internationally citable scientific articles, thus contributing to solving problems related to human health and expanding the boundaries of knowledge, and providing a new understanding of existing knowledge and its use in practice.</p> <p>3. Carries out scientific communication on their field of scientific activity in a national and international scientific space, engaging with organisations and consortia as well as society as a whole, including academic work in the field of psychology, including health psychology, in line with the achievements of modern pedagogy, ensuring the integration of research and academic work.</p> <p>4. Independently improves their scientific qualifications and implements or leads research or development projects that</p>

	<p>meet international criteria in their field in companies, institutions, organisations.</p> <p>5. Consistently improves communication, argumentation, cooperation, problem solving, digital and other widely used skills that are vital for the development of interdisciplinary/multidisciplinary research.</p>
Degree and/or qualification to be acquired	Doctor of Science ( <i>PhD</i> ) in Social Sciences.
Admission requirements	<p>Master's degree in psychology or a corresponding higher education diploma in social and human action sciences or health care, or social welfare, or in pedagogy education and education sciences or in humanities.</p> <p>An applicant who has not obtained a Master's or Bachelor's degree in psychology must additionally pass an entrance examination in the basic branches of psychology: general (cognitive) psychology; developmental psychology; personality psychology; social psychology; clinical psychology, health psychology.</p> <p>For studies in English, proof of English language proficiency of at least level B2.</p>

Considering the amendments adopted to the Law on Higher Education Institutions on 24 March 2022, determining specific requirements for sub-programmes, and considering that the study programme provided for assessment includes three sub-programmes, an additional assessment was carried out as to indicate how the study programme complies with the requirements defined in the Section 55 of the Law on Higher Education Institutions for sub-programmes (Table 4). When assessing the compliance of the study programme and sub-programmes with the requirements of the Section 55 of the Law on Higher Education Institutions, it can be concluded that it is fully implemented by following the reasoning described below. The study programme includes all the requirements necessary for obtaining the degree and sub-programmes of the study programme have been developed within the study programme, each of which corresponds to a specific field of science.

**Table 4. Compliance with the requirements for sub-programmes defined in the Section 55 of the Law on Higher Education Institutions.**

<b>Requirements of Section 55 of the Law on Higher Education Institutions</b>	<b>Assessment of the doctoral study programme "Health Care"</b>
1) determines the requirements regarding previous education;	Each sub-programme has distinct requirements for previous education, see section 1.4.
1.1) determines to which study field the relevant study programme conforms;	The study programme is licensed in the study direction "Health Care", thus determining the

<b>Requirements of Section 55 of the Law on Higher Education Institutions</b>	<b>Assessment of the doctoral study programme “Health Care”</b>
	affiliation of the study programme to the direction. In addition, the programme has been submitted to the procedure for the inclusion of a licensed study programme in an accredited study direction.
2) in accordance with the level and type of education determines:	
a) the goals for the implementation of the particular study programme and sub-programme and the planned learning outcomes upon completion of the study programme, including the anticipated study courses, study modules and the planned learning outcomes thereof,	The study programme has a defined aim, and each sub-programme has a defined aim for its implementation, as well as intended learning outcomes at the end of the study programme. The study programme plan in this programme, taking into account the specific nature of the doctoral study programme, is integrated; it indicates the variable part in each sub-programme.
b) the content of the offered education,	Described in the study programme plan in Annex 19, as well as the section 2.2 of this description of the study programme, including examples throughout the description.
c) the amounts of the mandatory, limited elective and elective part of study programmes and the division of credit points between them,	Described in the Annex 17.1 and the section 2.2 of this description. The content of the doctoral study programme is designed in such a way that it is possible to implement it individually accordingly. Research excellence, taking into account Salzburg principles and recommendations, provides for the doctoral student's individual path in an open scientific environment and mobility, therefore the doctoral study programme “Health Care” provides a clearly defined individual study plan drawn up by the student together with the doctoral thesis supervisor and RSU Department of Doctoral studies.
d) the criteria of education for the achievement and evaluation of learning outcomes and the forms and procedures for the testing thereof;	Described in the study programme plan in Annex 19, in the description of the study programme referring to <u>Academic Regulations III - Academic Regulations for Doctoral Studies</u> and the study course descriptions of Annex 20.
3) includes a list of the academic staff involved in the implementation of the programme, their qualification and intended duties. Not less than five professors and associate professors altogether, who are elected to academic positions in the relevant higher education	Compliant, described in Annex 24.6/24.7.

Requirements of Section 55 of the Law on Higher Education Institutions	Assessment of the doctoral study programme “Health Care”
<p>institution, shall take part in the implementation of the compulsory part and the limited elective part of academic study programmes. Not less than five persons with a doctoral degree shall participate in the implementation of an academic doctoral study programme of which at least three persons are experts approved by the Latvian Council of Science in the relevant sector. Not less than five persons who have a doctoral degree shall participate in the implementation of the vocational doctoral study programme in arts;</p>	
<p>4) includes a listing of the structural units (departments, groups of professors, laboratories, institutes, etc.) involved in the implementation of the programme, indicating the tasks thereof in the implementation of the particular programme;</p>	<p>The implementation of the doctoral study programme is supervised by <u>RSU Department of Doctoral studies</u>. At the <u>Doctoral School</u>, which was established in late 2019 at RSU, which is a joint platform for the development and networking of research competences for prospective and existing doctoral students, doctoral candidates, as well as researchers and teaching staff, as in many other European universities.</p>
<p>5) includes a description of the required auxiliary staff, indicating the tasks thereof;</p>	<p>The implementation of the doctoral study programme is supervised by RSU Department of Doctoral studies, which is chaired by the Dean. Administrative work of the Department of Doctoral studies is carried out by the office manager, two records managers responsible for the implementation of the study process of doctoral study programmes, the coordinator of the promotion process, the records manager and the editor of the promotion process responsible for overseeing the stages of the entire promotion process and compliance with the university and Cabinet regulations.</p>
<p>6) includes a description of the material base required for the implementation of the programme and sub-programme;</p>	<p>Described in Section 3.1 of this description, including examples.</p>
<p>7) assesses the costs of the programme and sub-programme;</p>	<p>Described in Section 3.1 of this description.</p>
<p>8) includes a justification that the study programme and sub-programme conforms to the development strategy and available resources of a higher education institution.</p>	<p>In accordance with the request for the Section 2.1, it is briefly described in Section 2.1 of this description.</p>

Requirements of Section 55 of the Law on Higher Education Institutions	Assessment of the doctoral study programme “Health Care”
(1.1) Study programmes implemented by higher education institutions comply with the education classification of Latvia.	The doctoral study programme complies with Cabinet Regulations No. 322 of July 13, 2017 “Regulations on the Classification of Education in Latvia” (only available <a href="#">in Latvian</a> ). Doctoral students complete the doctoral study programme in full-time studies within 4 years in accordance with their chosen sector. Sub-programme codes are defined according to the classification of education in Latvia: Medicine (51 721), Pharmacy (51 725), Psychology (51 313). The study courses of the study programme correspond to LQF/EQF level 8.
(3) A study programme may be developed and submitted for approval in accordance with the procedures prescribed by the senate of a higher education institution.	RSU has established procedures for the development and internal approval, supervision and periodic inspection of study programmes. The guidelines for these requirements are defined in the “Regulations for the Development and Approval of New Study Programmes at RSU” and in more detail in the process description No 34 “Updating and Development of Study Courses, Study Programmes and Study Directions” in accordance with the requirements of external laws and regulations. The new study programmes are evaluated by a number of RSU departments and collegial institutions, including the Study Quality Council, Doctoral Studies Council, Dean's Council, Rectorate and Senate.
(4) Study programmes shall be approved by the senate of a higher education institution. Prior to approval, an independent expert-examination of the programmes shall be organised which shall include the grounds for the usefulness of implementation of the study programme and sub-programme, also indicating the essential differences of the study programme from similar study programmes of the same level and same study field implemented in the same higher education institution.	<ul style="list-style-type: none"> <li>• Licensing documents developed for the doctoral study programme, which included the opinion of the independent examination, were approved by the Senate on 15.06.2021, Decision No. 2-1/6/2021.</li> <li>• The documents for the inclusion of the licensed study programme on the accreditation form of the study direction “Health Care” were approved on 13.12.2022 Senate, minutes No. No 2-S-1/10/2022</li> <li>• Papildus var minēt, ka programma procedūrai ir pieteikta sakarā ar nepieciešamību izpildīt saistības pret SAM 8.2.1. projektu, kas saskaņā ar IZM skaidrojumu 05.10.2022. vēstulē nr. 4-21.2e/22/2827 RSU un Centrālajai finanšu un līgumu aģentūrai, noteica: “Atbalstīto jauno studiju programmu skaits Eiropas Savienības valodās, kas saņēmušas EQAR aģentūras</li> </ul>

Requirements of Section 55 of the Law on Higher Education Institutions	Assessment of the doctoral study programme “Health Care”
	<p>akreditāciju – 6 studiju programmas” sasniegšanu var apliecināt tikai Studiju kvalitātes komisijas izdots lēmums par studiju virziena akreditāciju vai lēmums par studiju programmas iekļaušanu studiju virziena akreditācijas lapā.”. Līdz ar to, neskatoties uz to, ka 2023. gada aprīlī ir plānots iesniegt AIKA visu studiju virzienu “Veselības aprūpe” akreditācijai – novērtēšanas posmam, RSU bija jāiesniedz AIKA dokumenti programmas iekļaušanu studiju virziena akreditācijas lapā, lai lēmumu būtu iespējams saņemt līdz projekta noslēgumam 2023. gada novembra beigās. In addition, it should be noted that the programme has been submitted for the procedure due to the need to fulfil the obligations towards SAM project 8.2.1, which according to the explanation of the Ministry of Education and Science in letter No 05.10.2022. 4-21.2e/22/2827 for RSU and the Central Financial and Contracting Agency, specified: “The number of supported new study programmes in the European Union languages that have received the accreditation of the EQAR Agency - 6 study programmes” can be confirmed only by a decision on the accreditation of the study direction issued by the Study Quality Commission or by a decision on the inclusion of the study programme on the accreditation form of the study direction.” Consequently, despite the fact that in April 2023 all of the study direction “Health Care” is to be submitted for the accreditation - evaluation stage, RSU had to submit documents to AIKA for the inclusion of this doctoral programme on the accreditation form of the study direction, so that the decision could be obtained by the end of November 2023.</p>
<p>(5) The person responsible for the implementation of the relevant programme (the director of the study programme) shall be approved, and the financial and technical support of this programme shall be determined by a decision of the senate regarding the implementation of the new study programme.</p>	<p>As already mentioned, all the documents prepared for the doctoral study programme were approved by the Senate, including the estimate of the study programme drawn up by the specialists of the Finance Department and based on the material and technical provision required for the implementation of the study courses. Whereas, the director of the study programme has been approved by the Senate decision already during</p>

Requirements of Section 55 of the Law on Higher Education Institutions	Assessment of the doctoral study programme “Health Care”
	the approval of licensing documents. The director of the study programme is professor Ilze Konrāde, as indicated in the application of the programme.
(8) In the case of the closing of a study programme, the higher education institution shall financially provide the opportunity for students to continue the acquisition of education in another study programme of the relevant higher education institution or in a study programme of another higher education institution.	<p>Agreements with other institutions of higher education on the possibilities for continuation of studies have been attached to the licensing documents of the study programme:</p> <ul style="list-style-type: none"> <li>• 59-21/E/25/2021 –RSU and UL agreement on the possibilities for continuing studies in case the implementation of RSU doctoral study programme “Health Care” is discontinued, UL shall provide the students of the sub-programmes “Medicine” or “Pharmacy” with the possibilities to continue their studies in the doctoral study programme “Medicine and Pharmacy”.</li> <li>• On 11.05.2020 RSU and Daugavpils University signed an agreement on the basis of cooperation between the parties in the field of studies and scientific research, in case the implementation of RSU doctoral study programme Psychology (51313) is terminated, DU commits to provide opportunities for continuation of studies in the doctoral study programme Psychology (51310).</li> </ul>

## ***2. Topicality of the study programme***

### ***2.1. Brief description of the study programme, rationale for creating the study programme, compliance with trends in the sector in Latvia, European Union and the world.***

When implementing the Plan for Development and Consolidation of Study Programmes of Rīga Stradiņš University (RSU) (hereinafter referred to as the Consolidation Plan) adopted in 2018 and developed within the project “Reducing study programme fragmentation and promoting study internationalisation at Rīga Stradiņš University”<sup>1</sup>, the doctoral study programme (StP) “Health Care” was created in 2021 combining three doctoral StPs that have been effectively operating so far: “Medicine”, “Pharmacy” and “Psychology” (hereinafter referred to as sub-programmes). The

<sup>1</sup> The project “Reducing study programme fragmentation and promoting study internationalisation at Rīga Stradiņš University” (project No. 8.2.1.0/18/A/014, operational Programme “Growth and Employment”, specific objective “To reduce fragmentation of study programs and strengthen resource sharing” second project applications selection round (hereinafter referred to as SO 8.2.1)).

doctoral StP “Health Care” has been created in cooperation with industry experts, involving academic staff, general staff, student representatives and foreign experts.

The need for the doctoral StP “Health Care” is provided for and its concept is supported by the European region strategic policy documents in health care of the World Health Organization<sup>2</sup>, European Union (hereinafter referred to as the EU) strategic documents in education (Bologna Process<sup>3</sup>, Communication from the Commission on achieving the European Education Area by 2025<sup>4</sup>), as well as development progress and needs of the Latvian state and economy (National Development Plan 2021-2027<sup>5</sup>; conceptual report “On the Introduction of the New Doctoral Studies Model”<sup>6</sup>; Science, Technology Development and Innovation Guidelines 2021-2027<sup>7</sup>; Digital Transformation Guidelines 2021-2027;<sup>8</sup> Law on Higher Education Institutions<sup>9</sup>), as well as the RSU strategy and mission which provides to ensure the creation, accumulation and transfer of knowledge valued by the international scientific community and to offer excellent, inclusive and sustainable educational opportunities in the health, life and social sciences to realise the potential of everyone throughout their lives.<sup>10</sup>

RSU has effectively developed critical mass of research and diversity of research in recent years, achieving a very good scientific assessment in the international evaluation of the activities of scientific institutions laid down in the Law on Scientific Activity in 2019 and being recognised as a strong scientific institution at international level (4 points) (<https://www.izm.gov.lv/lv/2019-gada-zinatnisko-instituciju-starptautiskais-novertejums>).

Research infrastructure, which has been considerably supplemented and updated ([Development of research infrastructure in the pharmacy area at Rīga Stradiņš University](#) Project / agreement

No. 1.1.1.4/17/I/011, [Development of the study environment at Rīga Stradiņš University](#) Project / agreement

No. 8.1.1.0/17/I/006, [Energy efficiency measures in Riga, Hipokrāta iela 3](#) Project / agreement

No. 4.2.1.2/17/I/027), is formed by RSU scientific institutions, laboratories and clinical base units. This is a prerequisite for ensuring high-quality doctoral studies, developing a sustainable research strategy and effective engagement in larger research or collaborative networks and regional clusters. RSU graduates receive high-value and competitive education in health care and social unit

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<sup>2</sup> WHO. Regional office for Europe (2017). Roadmap to implement the 2030 Agenda for Sustainable Development, building on Health 2020, the European policy for health and well-being (2017). Available at [https://www.euro.who.int/data/assets/pdf\\_file/0008/345599/67wd09e\\_SDGroadmap\\_170638.pdf](https://www.euro.who.int/data/assets/pdf_file/0008/345599/67wd09e_SDGroadmap_170638.pdf)

<sup>3</sup> As it is specified on the website of the Ministry of Education and Science [www.izm.gov.lv](http://www.izm.gov.lv). Up-to-date information about the Bologna Process is available on the official website of EHEA: <http://www.ehea.info>. Additional information is available here: European Higher Education Space (national) library: <http://www.aic.lv/bolona>; State Education Development

Agency: [http://www.viaa.gov.lv/lat/starptautu\\_sadarbiiba/bolonas\\_process/par\\_bolonas\\_procesu](http://www.viaa.gov.lv/lat/starptautu_sadarbiiba/bolonas_process/par_bolonas_procesu)

<sup>4</sup> Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025, <https://eur-lex.europa.eu/legal-content/LV/TXT/?uri=CELEX:52020DC0625>

<sup>5</sup> Documents are available here: <https://www.pkc.gov.lv/lv/nap2027>

<sup>6</sup> Order of the Cabinet of Ministers No. 345 of 25 June 2020 “On the Introduction of the New Doctoral Studies Model”

<sup>7</sup> Available at: <https://likumi.lv/ta/id/322468-par-zinatnes-tehnologijas-attistibas-un-inovacijas-pamatnostadnem-20212027-gadam>

<sup>8</sup> <https://likumi.lv/ta/id/324715-par-digitalas-transformacijas-pamatnostadnem-20212027-gadam>

<sup>9</sup> Available at: <https://likumi.lv/doc.php?id=37967&mode=KDOC>

<sup>10</sup> RSU Development strategy 2021–2027, available on the RSU website: [in Latvian](#); [in English](#): summary available [in Latvian](#) and [in English](#).

Master education programmes, developing the necessary competence to conduct scientific activity that serves as the basis for further doctoral studies.

The doctoral StP “Health Care” is in line with the vision formulated and primary objective stated in the [RSU strategy](#): to provide education based on academic and innovative knowledge, skills and competences for scientific and research development. The created doctoral study programme will help to further develop a strong research environment in order to more effectively implement the [RSU Scientific Institution Development Strategy](#) and realise scientific ambitions.

In accordance with [Science, Technology Development and Innovation Guidelines 2021-2027](#), RSU focuses on the strategy of the smart specialisation (RIS3) area “Biomedicine, Medical Technology, Biopharmacy, and Biotechnology” ([Main results of the research of the Biomedicine RIS3 area and further development challenges of the area in Latvia](#); [Smart Specialisation Strategy](#); [Industry assessment for the development of the Smart Specialisation Strategy of Latvia to ensure the fulfilment of the ex-ante condition for investments of European Union structural funds into research and in the innovation period for 2014-2020](#)) (incl. health technology), scientific principles and the possibility to conduct intersectoral scientific research of which are taking into account combining the three previously separate doctoral study programmes “Medicine”, “Pharmacy” and “Psychology”. RSU cooperation in the sectors has already started effectively within the framework of the National Research Programme in 2014 (National Research Programme Biomedicine for Public Health sub-project No. 5.8.2 Research of Health Problems Caused by Cognitive Dysfunction and the Reduction of Severity Thereof) and continued in other projects at various levels, including in the National Research Programme in 2020 Impact of the COVID-19 Epidemic on the Health Care System and Public Health in Latvia by developing recommendations for health sector specialists, as well as in the study on the prevalence of mental disorders and suicidal behaviour in the adult population of Latvia (No. VM 2018/32/ESF) in the ESF project Complex health promotion and disease prevention measures (No. 9.2.4.1/16/I/001) (2020–2021).

The formation of the content of the new joint doctoral study programme “Health Care” was largely based on the principles of the Salzburg Seminar of the third cycle of the Bologna Process, that the development of research excellence and careers of Doctoral Degree candidates should take into account their individual objectives, motivation and identification of career opportunities. This postulate justified the creation of study content.

## ***2.2. Outline of the content of the study programme.***

According to the Cabinet of Ministers Order No 345 “On the Conceptual Report “On the Introduction of a New Doctoral Study Model in Latvia”, the study programme is developed for 4 years of duration and out of a total of 176 CP (264 ECTS) during studies, 78% (138 CP/207 ECTS) consists of research, while 22% (38 CP/57 ECTS) – study courses, knowledge dissemination, pedagogy and research mobility.

The study plan consists of three essential components – compulsory study courses: the scientific research part, the compulsory study part, as well as elective study courses. The scientific research part includes drafting of a doctoral thesis, dissemination of pedagogical work and knowledge, as well as doctoral seminars (methodology and methods for drafting of doctoral theses and creation of a doctoral thesis) and is the most important part of the study process (78%). The compulsory part or part A consists of five basic courses (“Methodology of Scientific Activities”, “Health Care and Research Ethics”, “Learning and Teaching in the Higher Education and Science Space”, “Science Philosophy and Logic” and “Scientific Writing and Scientific Communication”) and two doctoral examinations – in the field and foreign language. Restricted and free elective

courses (indicatively 7% of the study volume) are offered within the scope of the elective study part (part B and C courses).

The mapping of the outcomes of the doctoral StP and study courses allows to state that the StP and study courses correspond to the EQF/LQF Level 8, the requirements set in regulatory enactments and ensure student-centred approach. Mapping results show the interrelation between the information included in the study courses, the intended aims and learning outcomes and the relation between the aims of the study courses and the aims of the StP and the learning outcomes. Each of the study courses intends to achieve 2-4 defined results of the study programme, thus implementing the objective of the study programme.

The implementation of the doctoral study programme is based on the management of programme and the related set of organisational measures of the StP. During the studies, doctoral students have the opportunity to discuss with lecturers and study members, both face-to-face and remotely, using technology. One of the objectives of the study programme is to devote attention that each student as an individual unleash their creative and innovative potential, which will be the crucial added value for the future researcher and/or professional of the field. The didactic concept of the study programme is focused on the greatest possible involvement of doctoral students in the study process offering activities that promote individual and group performance of doctoral students (for example, participating in the organisation of conferences), presentations and discussions on current research and theory issues of the topic of one's doctoral thesis (for example, studying in doctoral student seminars), participation in conferences and preparation of scientific publications, as well as dissemination of knowledge.

Doctoral degree studies at RSU are organised in accordance with the Academic Regulations for Doctoral Studies, which stipulates that doctoral studies is an independent work of a doctoral student for obtaining a doctoral degree, supervised by the supervisor of the doctoral thesis and academic staff.

Learning outcomes are achieved by creating an intellectually stimulating research environment, organising study courses and other events (conferences, symposia) with the participation of RSU and other university teaching staff; ensuring doctoral students' access to the necessary literature and methodological materials; by offering an opportunity to participate in research programmes; promoting mutual cooperation between doctoral students in order to exchange knowledge and experience; creating an opportunity to teach study courses in Bachelor's and Master's level programmes; providing an opportunity to gain international experience by participating in conferences, publishing articles in academic journals, as well as attracting foreign visiting lecturers. A visiting lecturer's course is planned for the implementation of mobility and internationalisation. It will be possible to obtain credit points for elective study courses for participation in local and international research projects, thus gaining experience and developing networks for successful future career in science.

In accordance with the Law on Higher Education Institutions, for preparation of RSU doctoral students the study programme is divided in three parts: compulsory courses (Part A), restricted elective courses (Part B) and elective courses (Part C).

The aim of **the compulsory part of the study courses** (Part A) is to expand and deepen the competence of doctoral students' scientific research and academic work, as well as to promote interdisciplinary dialogue in accordance with the formulated objectives and learning outcomes of the study programme. These are:

- Doctoral Examination in Foreign Language (2 CP / 3 ECTS) and Doctoral Examination in the Field (2 CP / 3 ECTS)

- Philosophy and Logic of Science (2 CP / 3 ECTS)
- Research Methodology (2 CP / 3 ECTS)
- Health Care and Research Ethics (2 CP / 3 ECTS)
- Scientific Writing and Scientific Communication (2 CP / 3 ECTS)
- Pedagogy of Higher Education Institution (2 CP / 3 ECTS)
- Doctoral Seminars (4 CP / 6 ECTS)
- Dissemination of Knowledge and Pedagogical Work (8 CP / 12 ECTS)
- Scientific Research Paper (138 CP / 207 ECTS)

Doctoral students' seminars should be specifically noted, because students spend a lot of time in preparation by reading, searching and collecting information, preparing a presentation, to then participate in face-to-face or online focused discussions, exchange of views, as well as mutual evaluation, since the seminars develop cooperation, communication, feedback, reflection and other transversal skills, for the acquisition of which communication/socialisation is important. Other Latvian scientists and opinion leaders, as well as foreign experts, will be involved in the work of doctoral students' seminars.

The doctoral student obtains the highest number of credit points for their scientific research work (138 CP / 207 ECTS). The content of this course consists of original scientific research conducted independently by the doctoral student, carried out in cooperation with and under guidance of the doctoral thesis supervisor. This course is implemented in accordance with the plan of the doctoral study programme, which is developed by the doctoral student together with the doctoral thesis supervisor for each year of studies. Study course “Dissemination of Knowledge and Pedagogical Work” develops the doctoral student's competence to share knowledge with others - students of Bachelor's and Master's programmes, local and foreign colleagues. The doctoral student may carry out the pedagogical work at their workplace or at the RSU department where the supervisor of the doctoral thesis works. The involvement of RSU doctoral students in pedagogical work will also contribute to the succession of the teaching staff. For the performance of the teaching work relevant entries will be made in the doctoral student's book, and credit points will be granted on this basis. Namely, the allocation of credit points for scientific research paper, knowledge dissemination and pedagogical work is determined by a commission established by RSU rector's decree (see section “Progress Analysis”).

**According to the chosen sub-programme** and science field, students take the doctoral examination in medicine, pharmacy or psychology. It should be noted that for students of the medical sector who have obtained a certificate of a medical practitioner in the sub-sector in which the research work is carried out, the certificate will be equated to doctoral examination. A valid, internationally recognised certificate of language skills, such as a *TOEIC*, *TOEFL* or *IELTS* certificate, shall also be equated to the doctoral examination in a foreign language; in German: *DaF* test according to the language proficiency level C1 (Common European Framework of Reference for Language Learning and Teaching); in French: *DALF* test according to language proficiency level C1 (Common European Framework of Reference for Language Learning and Teaching).

**Restricted elective study courses** implement a variable part of sub-programmes in the study programme (Part B courses). It is even more focused on the specific nature of individual research work. It is also possible to obtain credit points for elective study courses for participation in national or international research projects, thereby developing networking and cooperation competences for a successful future career in science.

**Elective study courses** (Part C courses) include both very narrow specialisation courses in the respective science sub-sector, as well as the Vertically Integrated Project, and study courses in another accredited higher education institution of Latvia (which has received a licence for a doctoral degree study programme), the development of necessary skills and abilities in the labour market in the field of entrepreneurship, communication psychology, etc. These courses also include courses of visiting lecturers for the implementation of mobility and internationalisation.

The purpose of elective courses is to create opportunities for each doctoral student to acquire specific knowledge, skills and competence in order to facilitate the development of the doctoral thesis by working independently and in cooperation with their supervisor (- s). During the studies the doctoral student has to collect a total of 12 CP/18 ECTS in the elective study part, of which no more than 4 CP/6 ECTS are composed by free elective study courses.

As the topic of research paper of each doctoral student is specific, no modules are specified for the doctoral study programme “Health Care” **so as to maintain the opportunity for each doctoral student to develop their individual study programme in accordance to the topic of their dissertation.** At the same time, elective study courses “Medicine”, “Pharmacy” and “Psychology” for the amount of 8 CP/12 ECTS were developed to make it easier for the young scientists to improve according to their chosen research sector (see Table 5), however, taking into account the aforementioned principle of individual planning, the content of the programme is chosen specifically according to the topic of the doctoral thesis. **Research excellence, as stated by Salzburg principles and recommendations, promotes the doctoral student's individual path in an open scientific environment and mobility, so the doctoral study programme “Health Care”, as mentioned above, promotes a clearly defined individual study plan composed by the student together with their doctoral thesis supervisors and RSU Department of Doctoral Studies.**

*Table 5. Elective courses - modules in medicine, pharmacy and psychology*

<b>Restricted elective course module “Medicine”</b>	<b>Restricted elective course module “Pharmacy”</b>	<b>Restricted elective course module “Psychology”</b>
Epidemiology, Part 1, 2 CP / 3 ECTS	Big Data in Biomedicine, 2 CP / 3 ECTS	Multivariate Statistics and Modelling in Psychology I, 2 CP / 3 ECTS
Information Literacy in Science, 2 CP / 3 ECTS	Writing of Scientific Papers / Scientific Language, 2 CP / 3 ECTS	Contemporary Trends in Psychology and Interdisciplinary Approach in the Context of Healthcare I, 2 KP / 3 ECTS
Methods of Mathematical Statistics in Health Sciences II, 2 CP / 3 ECTS	Information Literacy in Science, 2 CP / 3 ECTS	Qualitative Research Methods I, 2 CP / 3 ECTS
Methods of Mathematical Statistics in Health Sciences III, 2 CP / 3 ECTS	Methods of Mathematical Statistics in Health Sciences I, 2 CP / 3 ECTS	Qualitative Research Methods II, 2 CP / 3 ECTS
<b>8 CP / 12 ECTS</b>	<b>8 CP / 12 ECTS</b>	<b>8 CP / 12 ECTS</b>

At the end of each year of study, doctoral students draw up a progress report on their research activity, which is an essential part of the study programme. RSU Department of Doctoral

Studies organises the committee for evaluation of the progress of research activity, which traditionally consists of the dean of the Department of Doctoral Studies, heads of the respective fields of research, as well as active scientists of several subfields. The composition of the committee is established with an order by the RSU Rector. The scientific progress report develops both the ability to discuss, justify and focus student's research activity, as well as to identify weaknesses in research methodology and to make targeted changes to research design. Progress indicators are assessed by an evaluation. If the supervisor of the planned doctoral thesis is also a member of the committee, they abstain from giving an assessment for the work of their doctoral student.

Activities of doctoral students are focused not only on new discoveries and creation of knowledge, but also on the use of the obtained knowledge for the development and education of society, including:

- Doctoral students are involved in the development of RSU research directions by preparing relevant doctoral theses and scientific publications, for example, three doctoral students of the sub-programme "Psychology" are acting research work assistants at the Department of Health Psychology and Pedagogy. Doctoral students of the sub-programme "Pharmacy" are involved in the implementation of a project of the Baltic Biomaterials Centre of Excellence (BBCE), in the implementation of a project of the LCS FARP and the Rural Support Service. During the Covid-19 pandemic, doctoral students of the sub-programme "Medicine" were actively involved in the provision of evidence-based information to the mass media relating to mental health of adolescents, mental health indicators of medical staff and health indicators of society in general. Several new project applications were prepared, which provided for the involvement of doctoral students.
- During studies, each doctoral student does his/her doctoral thesis research the fields or sub-fields mentioned in Regulations of the Cabinet of Ministers No. 595 (27.09.2022) "Regulations on Latvian groups of fields of sciences, fields and sub-fields of science"<sup>11</sup> and during studies prepares publications on the topic of the doctoral thesis, which should be indexed in an international database (ERIH+, *Scopus* or *Web of Science* (the requirement is defined in the Doctoral Studies Academic Regulations)).
- During studies, a doctoral student shall engage in the study process by performing pedagogical work in one of the RSU Departments or outside RSU in one of Latvian higher education institutions, for example, assisting or conducting Bachelor study courses (lectures, classes, laboratory work), supervising Bachelor's or Master's theses as thesis supervisors, drawing up course descriptions and so on. Assessment criteria are set in the study course "Pedagogical Work" which doctoral students should follow for pedagogical activities of the doctoral student to be included in the period of studies. For example, in sub-programme "Psychology" in connection with the topic of professional identity development, a working group has been established, in which two Master's students and a supervisor of doctoral thesis participate to develop the research problem, the doctoral student also discusses this topic in the study course on professional activity. In the sub-programme "Pharmacy," doctoral students are involved in the work at departments and conduct classes in Inorganic Chemistry, Pharmacogenetics, Medical Chemistry, Practical Pharmacy, Clinical Pharmacy, Pharmacology, Clinical Research Analysis, and supervise research work by students of the main programme. In the sub-programme "Medicine", students are also actively involved in raising the knowledge and competences of RSU

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<sup>11</sup> Regulations of the Cabinet of Ministers No. 595 (27.09.2022) "Regulations on Latvian groups of fields of sciences, fields and sub-fields of science", available: <https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnes-nozarem-un-apaksnozarem>

students, for example 49% of doctoral students enrolled in 2021 work as lecturers: two of them at the Department of Otorhinolaryngology, five – at the Department of Internal Diseases, two – at the Department of Paediatrics, one – at the Department of Neurology, three – at the Department of Biology and Microbiology, one – at the Faculty of Rehabilitation, one – at the Institute of the History of Medicine, two – at the Department of Human Physiology and Biochemistry, one – at the Department of Psychiatry and Narcology, one – at the RSU Department of Rehabilitation, while one colleague is the head of the RSU Laboratory of Anatomy.

- Doctoral students have the opportunity to apply for a doctoral study grant (information in [Latvian](#) and [English](#)) and receive support for their scientific activity, research and publication of articles. In the academic year 2020/2021, such grants were received by: 53 doctoral students in sub-programme “Medicine”, 10 doctoral students in sub-programme “Pharmacy” and three doctoral students in sub-programme “Psychology”, while in the academic year 2021/2022 59 doctoral students in sub-programme “Medicine”, seven doctoral students in sub-programme “Pharmacy” and three doctoral students in sub-programme “Psychology”.
- Doctoral students have the opportunity to participate in mobility programmes, thus obtaining information for their doctoral thesis (more on mobility see in section 3.1.4).
- Doctoral students are involved in the organisation of conferences organised by RSU. All RSU activities are reflected in the event calendar (information in [Latvian](#) and [English](#)). Twice a year, RSU organises an international conference, where doctoral students participate with a poster presentation or an oral presentation on the achievements of their doctoral research. For example, from 21 to 23 April 2022 RSU organised the 8th International Scientific-Practical Conference “Health and Personality Development: Interdisciplinary Approach” (information in [Latvian](#) and [English](#)). In the sub-programme “Psychology”: every year, doctoral students are involved in the creation of proceeding “Psychology” of international conference *Society. Integration. Education.*, which are indexed also in the *Web of Science*.

The objective of the doctoral StP is to create close synergy between research and studies, allowing to involve students not only in research, but also in work of a scientific organisation, thus developing the ability to contribute to the development of the fields of health care by implementing a significant amount of original research, also at the level of internationally cited publications.

During studies, doctoral students reach such a level of competence in which they are able to independently solve important research or innovation tasks, formulate current research ideas, plan, structure scientific projects, including in an international context, for example, by participating in research projects. Doctoral students of the DStP “Health Care” are involved in several research projects (incl. their development):

**Sub-programme “Medicine”:**

- 2020 – 2021: VPP-COVID-2020/1-0023 “Clinical, biochemical, immunogenetic paradigms of Covid-19 infection and their correlation with factors of socio-demographic, etiological, pathogenic, diagnostic, therapeutic and prognostic importance to be included in the guidelines” (information in [Latvian](#) and [English](#)) (4 doctoral students).
- 2020 – 2021: VPP-COVID-2020/1-0011 “The impact of the COVID-19 epidemic on the health care system and public health in Latvia; strengthening the preparedness of the health sector for future epidemics” (information in [Latvian](#) and [English](#)) (2 graduates and 5 doctoral students).

- 2020 – 2022: lzp-2019/1-0056 “The role of 18F-PSMA-1007 and 68Ga-PSMA-11 PET/CT targeted molecular imaging diagnostics in multi-modal examination of recurrent prostate cancer” (information in [Latvian](#) and [English](#)) (2 doctoral students).
- 2020 – 2023: lzp-2019/1-0139 “The importance of the interplay between intestinal dysbiosis and B cell function in the pathogenesis of immunoglobulin A nephropathy” (information in [Latvian](#) and [English](#)) (1 doctoral student).
- 2019 – 2022: 1.1.1.1/18/A/096 (ERDF) “Research of factors causing rare hereditary diseases using whole genome sequencing approach” (information in [Latvian](#), information in English is not available) (1 doctoral student).
- 2020 – 2021: lzp-2020/2-0111 “Research of genome instability in male infertility” (in [Latvian](#) and [English](#)) (1 doctoral student).
- 2018 – 2020: lzp-2018/2-0059 “Interaction of environmental and genetic factors in the immunological development mechanisms of autoimmune thyroid diseases” (information in [Latvian](#) and [English](#)) (1 graduate).
- 2021 – 2023: lzp-2020/1-0054 “Development of antibacterial autologous fibrin matrices in maxillofacial surgery” (information in [Latvian](#) and [English](#)) (1 doctoral student).
- 2021 – 2022: 46-23-7/ 2021 “Hereditary angioedema: Research of genetic aetiology” (information in [Latvian](#) and [English](#)) (1 doctoral student).
- 2021 – 2023: 8.2.2.0/20/I/004 “Support for involvement of doctoral students in scientific research and study work” (information in [Latvian](#) and [English](#)) (23 doctoral students).

#### **Sub-programme “Pharmacy”:**

- 2021 – 2023: lzp-2020/1-0050 “Treatment of tuberculosis: research of prospects of personalised therapy” (information in [Latvian](#) and [English](#)) (1 doctoral student).
- 2019 – 2023: 18-00-A01620-000028 “Development of an anti-parasitic herbal product containing extracts of medicinal plants” (information in [Latvian](#), information English is not available) (1 doctoral student).
- 2021 – 2023: 8.2.2.0/20/I/004 “Support for involvement of doctoral students in scientific research and study work” (information in [Latvian](#) and [English](#)) (4 doctoral students).
- 2020 – 2026: Baltic Biomaterials Centre of Excellence (BBCE), second phase (information in [Latvian](#) and [English](#)) (3 doctoral students).

#### **Sub-programme “Psychology”:**

- 2018–2021: National research program INTERFRAME-LV “Challenges and solutions of the development of Latvian state and society in the international context” (information in [Latvian](#) and [English](#)) (3 doctoral students).
- 2019–2020: “ELPA-COG – The Effect of Lifetime Physical Activity on the Burden Caused by Cognitive Dysfunction and Depression in Elderly” (information in [Latvian](#) and [English](#)) (2 doctoral students).
- 2014–2017: National research program EKOSOC-LV “Reflection on the Values and Action Models During Social and Economic Changes” (information in [Latvian](#) and [English](#)) (2 doctoral students).

- 2014–2017: National research program BIOMEDICINE “Effect of Long-Term Regular Aerobic Exercise on Cognitive Processes – ENABLE-LV” (information in [Latvian](#) and [English](#)) (2 doctoral students).
- 2016–2022: European Social Fund project of the Prisons Administration No. 9.1.3.0/16/I/001 “Increasing the Efficiency of the Resocialisation System” (information in [Latvian](#) and [English](#)) (2 doctoral students).

In these projects, synergy with the field of health is focused on public health promotion.

### ***2.3. List and justification of the changes made in the study programme since licencing of the study programme.***

No changes have been made to the compulsory study part (A) and restricted elective study courses in the study programme since licencing of the study programme, however, we have attracted nationally and internationally recognised industry leaders to several study courses, for example, to a doctoral seminar – the Head of the RSU Scientific Laboratory of Molecular Genetics, lead researcher Linda Gailīte and RSU visiting professor, psycho-oncologist Prof. Angelos Cassiani. Professor Cassiani also agreed to create a restricted elective study course in psycho-oncology emphasising the use of high-quality research methods in patients with somatic diseases. Researcher Daiga Kamerāde from Salford (United Kingdom) was involved in the study course “Scientific Writing and Scientific Communication” integrating diaspora scientists.

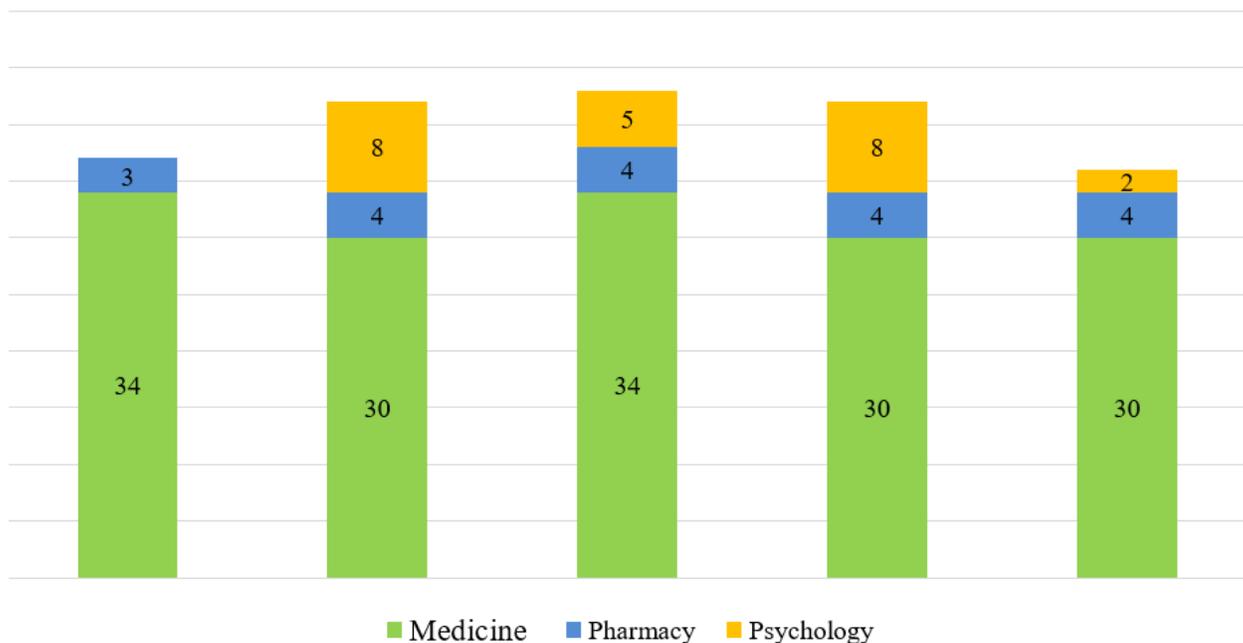
### ***2.4. Statistical data on students in the study programme and analysis and assessment of the comparison to the planned number of students within the licencing procedure (the analysis shall be broken down by different study forms, types, and languages).***

The implementation of DStP “Health Care” started on 03 October 2022 enrolling students to academic year 2022/2023 in the 1<sup>st</sup> year of studies both for the Latvian and English groups. 39 students were enrolled in the Latvian groups (31 – to the sub-programme “Medicine”, 4 – to the sub-programme “Pharmacy”, 4 – to the sub-programme “Psychology”) and 1 student in the English group (medical sector). Students from previously implemented DStP “Medicine” and “Pharmacy” were transferred to the doctoral study programme “Health Care”. 84 students in total were transferred (5 – in the sub-programme “Pharmacy”, 79 – in the sub-programme “Medicine”). Students of the DStP “Psychology” (4 students in total) were not transferred to the DStP “Health Care”, but continue to study in the previous programme. No new students are enrolled to the DStP “Psychology” in the academic year 2022/2023.

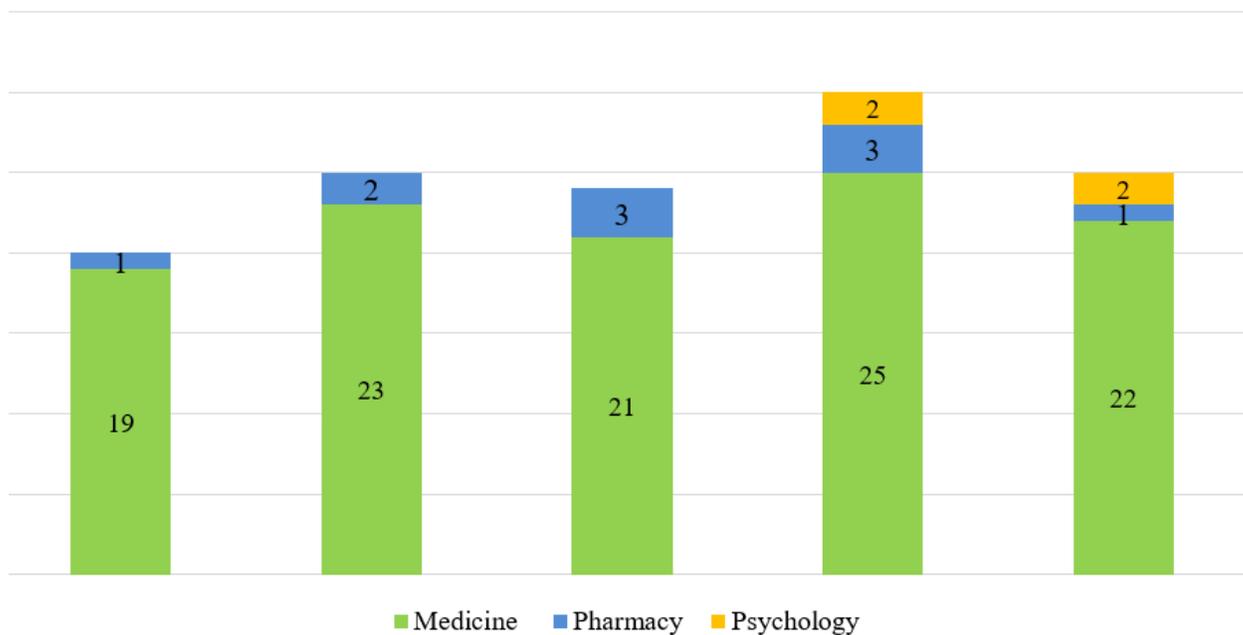
When evaluating the **dynamics of the number of students** of previously implemented sub-programmes as programmes, it can be seen that in the period from academic year 2016/2017 to academic year 2020/2021 the enrolment is evaluated as **stable**: throughout the reporting period the number of students enrolled to the sub-programme “Medicine” was from 30 to 34, to the sub-programme “Pharmacy” – 3 to 4 and to the sub-programme “Psychology” (starting from the implementation of the programme in the academic year 2017/2018) from 2 to 8. One international student from Lithuania studied full time in the sub-programme “Medicine” from academic year 2016/2017 to academic year 2018/2019 (outside exchange programmes).

The analysis of the **number of graduates** also evidences of **stability**, namely, 19 – 25 doctoral students graduate the sub-programme “Medicine” every year (the highest number was in the academic year 2019/2020), 1-3 graduates graduated the sub-programme “Pharmacy” and 2 graduates graduate the sub-programme “Psychology”.

**Number of students enrolled to the study programmes within the academic doctoral study programme “Health Care”**



**Dynamics of the number of graduates in study programmes within the academic doctoral study programme “Health Care”**



When analysing student drop-outs, it can be concluded that most drop out on the 3<sup>rd</sup> year or the last year of studies. Studies are mainly interrupted at student’s own request and without resuming after an academic leave. In rare cases, the reason for leaving studies is poor academic achievements. Social and economic circumstances and the financial burden are the most common reasons for leaving for those, who pay a tuition fee.

To promote **intersectoral mobility**, RSU concluded cooperation agreements with foreign and Latvian clinics. To promote international mobility and improve their qualifications, doctoral students have opportunities to supplement their knowledge from foreign visiting professors; doctoral study grants provide funding for mobility. In addition to these activities, doctoral students are involved in research projects and networks carried out by RSU and cooperation partners. Summarised information on offered mobility opportunities is available on the RSU website in (information [Latvian](#) and [English](#)).

Cooperation in Erasmus+ projects has been established to facilitate the **development of international mobility and research** at RSU. In the study direction “Health Care” Erasmus+ cooperation agreements for the exchange of students and staff with 45 universities in different European countries (Austria, Belgium, Czech Republic, Denmark, Estonia, Lithuania, France, Poland, Slovenia, Spain, Germany, etc.) have been concluded in the health sector until the end of 2027. Students may also go on placement exchange to institutions, with which no cooperation agreements have been concluded. RSU employees may go for exchange of experience to institutions, with which no cooperation agreements have been concluded, as well as to all partner higher education institutions of the study direction “Health Care” (detailed information on Erasmus+ cooperation agreements in the study direction “Health Care” is specified in Annex 7). In March 2022, the Erasmus+ project application *JOIN IT!: Peer-to-peer support to build social connection and wellbeing* (within *KA220-YOU - Cooperation partnerships in youth*) was prepared, in which RSU, as a partner organisation, participates in the project with universities in Italy, Spain, Germany, Croatia. The purpose of the project is to identify solutions and resources to reduce the social isolation and loneliness of young Europeans (19-25 years old).

An important opportunity for doctoral students to engage in mobility and promote the implementation of the scientific programme is **participation in COST actions**, which are recognised as scientifically innovative and aim at supporting early-stage scientists for cooperation with the most excellent institutions and groups of scientists. RSU doctoral students participate in 24 COST actions, namely in the working group set up within *Cost action PhysAgeNet* for the purposes of identifying biomarkers of physical activity (product – systematic review), creating a database of these markers (product – open source database), and developing guidelines for conducting intervention studies and selecting a sample for physical activity studies using technology (planned products: two systematic reviews and guidelines).

Statistical data on student mobility in doctoral study sub-programmes of the study direction “Health Care” evidence that on average one to three students use mobility opportunities in an academic year. Data on **outgoing student mobility**:

- **in sub-programme “Medicine”** in the academic year 2016/2017 one student visited the University of Tartu in Estonia within the Erasmus placement mobility. In the academic year 2017/2018, three students used Erasmus placement mobility opportunities and visited universities in Sweden, Germany and Estonia. In the academic year 2019/2020 one student was on Erasmus placement mobility in the United Kingdom, in the academic year 2021/2022 one placement mobility of Erasmus graduates was implemented to the Aalto University in Finland.
- **in sub-programme “Pharmacy”** one Erasmus placement mobility per year is implemented on average: in the academic year 2016/2017 and in the academic year 2020/2021 in Italy, but in the academic year 2019/2020 – in France.
- **In sub-programme “Psychology”** in the academic year 2018/2019 three students used Erasmus mobility opportunities by going to Lithuania (Vytautas Magnus University and Palliative Care Centre “Prasme”).

**Incoming student mobility** in the doctoral study programme “Psychology”: in the academic year 2019/2020 one student from the Klaipeda University in Lithuania visited within the Erasmus placement mobility. At least one doctoral student of the sub-programme “Psychology” had an opportunity to have international mobility per year. The amount of international mobility increased 100% over three years.

Conference attendance grants are also available for young scientists (foster networking opportunity). Student mobility within the doctoral study grant:

- **sub-programme “Medicine”:**
  - In 2016, 22 doctoral students used the doctoral study grant for participation in international conferences in the following countries: Finland, Turkey, Brazil, Netherlands, Austria, Italy, United Kingdom, United States, Spain, Czech Republic, Germany, United Arab Emirates.
  - In 2017, 17 doctoral students used the doctoral study grant for participation in international conferences in the following countries: Austria, Switzerland, Latvia, France, Philippines, Italy, Great Britain, United States, Lithuania, Serbia, China, Netherlands, Spain, Estonia, Russia.
  - In 2018, 28 doctoral students used the doctoral study grant for participation in international conferences in the following countries: Spain, Lithuania, France, Iceland, Denmark, Portugal, Belgium, Austria, Georgia, Czech Republic, Ireland, Malaysia, United Kingdom, Netherlands, Slovenia, Greece, Thailand, Sweden.
  - In 2019, six doctoral students used the doctoral study grant for participation in international conferences in the following countries: Poland, Switzerland, France, Canada, Germany.
  - In 2020, one doctoral student used the doctoral study grant for participation in an international conference in France.
- **sub-programme “Pharmacy”:**
  - In 2016, three doctoral students used the doctoral study grant for participation in international conferences in Greece and France.
  - In 2017, one doctoral student used the doctoral study grant for participation in an international conference in Sweden.
  - In 2018, six doctoral students used the doctoral study grant for participation in international conferences in the following countries: Finland, Poland, Czech Republic, Japan, United Kingdom, Ireland.
- doctoral students of the **sub-programme “Psychology”** did not use the doctoral study grant for participation in international conferences.

Student **mobility within the doctoral study grant** reduced after 2019, because different types of COVID-19 restrictions were imposed and students did not choose face-to-face attendance at international conferences but participated in webinars organised by international conferences without using doctoral study grant funds. There are a number of challenges to student mobility, the most significant of them related to family circumstances as well as work, for example, for those doctoral students practising as specialists in their field (for example, have their own practice), it is problematic to temporarily stop providing services to their clients/patients.

## ***2.5. Employment opportunities of the graduates of the study programme.***

The objective and tasks of the doctoral StP “Health Care” are closely linked to the implementation of industry-relevant research and the dissemination of knowledge in society that

brings both economic and social benefits at national and international level. Employers and alumni are involved in the development and also implementation of the StP. The level of involvement starts with the evaluation of the StP, where both employers and alumni are invited to identify their experience and the application of the acquired knowledge and skills within the StP in practice.

With the aim of establishing the competitiveness and relevance of RSU study programmes and development trends of the sector to the market, at the request of RSU during the period from 30 July 2019 to 31 March 2020 “Dynamic University” Ltd carried out a research project, the results of which were summarised in the final report “Study on the Competitiveness and Relevance of the Study Programmes of Riga Stradins University and The Red Cross Medical College of Riga Stradins University to the Medium and Long-Term Development Trends of the Labour Market and Sector”. As forecasted by the Ministry of Economy regarding study programmes, the growing need for specialists with a doctoral degree in the labour market is becoming evident - compared to 2020, such a need will increase by 71% in 2030. At a time when the need for interdisciplinary cooperation, in-depth specialisation technological development is increasing, it is the doctorate holders who will become the new teaching staff of higher education institutions of Latvia: employment of doctoral students in institutions of higher education and colleges is already positive - more than 60% of RSU doctorate holders continue their academic career at RSU. Similarly, research institutes in Latvia, such as Latvian Biomedical Research and Study Centre, Latvian Institute of Organic Synthesis, National Research Institute “Bior”, etc., are represented both by the professionals within the teaching staff of the study courses (prof. Maija Dambrova, dr.pharm. Edijs Vāvers, assistant professor. Reinis Vilšķērsts) and later as employers.

As holders of a doctoral degree make significant contributions by enacting change and promoting innovation, Pauls Stradins Clinical University Hospital consider the holder of a doctoral degree an advantage during job negotiations and provides a monthly salary supplement for holding a doctorate degree. Heads of all clinics of Riga East University Hospital are also doctorate holders. Repeatedly emphasising the implementation of integrative programmes as an advantage, there is also the need for a developer of the field of psychooncology in the Latvian Cancer Centre at present, and such trends are expected to continue in the future, which is the basis for attracting visiting lecturers with the aim of training specialists of appropriate qualification. Undeniably, holders of a doctoral degree in medicine, psychology or pharmacy are also needed in central institutions of public administration, such as the Ministry of Health, the Centre for Disease Prevention and Control, the National Health Service and others, promoting sustainable changes in medicine and ensuring the circulation of both prescription and over-the-counter medicine in the country.

One of the ten principles of Salzburg seminar states that the main element of doctoral studies is knowledge development, transfer or creation of new knowledge through original research in the field. At the same time, the aspect of the labour market is related to the development of methodological and widely-usable skills, which are also included in the study courses of the doctoral study programme “Health Care”, allowing to develop invention, create a start-up company, operate in pharmaceutical companies in Latvia (e.g. *Olainfarm*) and pharmaceutical research laboratories in other countries (e.g. *R & D, Sitryx, Pharmaron* in Great Britain) or to create their own research laboratory.

In view of the description provided above, this chapter offers examples of projects and studies involving students, which are focused on promoting public health, educating and development, as well as involving students, graduates and employers in improving the quality of studies.

The RSU operates several research platforms, one of which is a **medical platform** – the RIS3 (Smart Specialisation Strategy) ecosystem knowledge centre in biomedicine, biopharmacy, medical technology and biotechnology. It provides an ecosystem knowledge base. The results of

the medical platform research are the basis for further development and the quality of higher education. *At interdisciplinary level the medical platform concentrates RSU resources on conducting world-class research and developing methods for diagnosing and treating the most common diseases in the EU*, which have **both economic and social impact**. Some examples<sup>12</sup>:

- support for evidence-based decision-making in health care that promotes social equality, well-being and access to medicine, safe and effective use of medicines;
- advising policy makers, for example, on optimal drug circulation policies;
- scientific discoveries with commercialisation potential that contribute to improving public health, for example, new genetic tests on significant causes of infertility in men and women, developing research potential for infectious diseases (BALINFECT project);
- implementation of the national research programme “Biomedicine”, which introduces projects related to cardiovascular, autoimmune and metabolic diseases, algorithms to reduce child mortality;
- strengthening national security through participation in research projects with the NATO’s Science and Technology Organization (RSU Military Medicine Research and Study Centre) and many other research and activities.

*In order to maintain and improve the quality of the DStP*, mechanisms of reception of feedback from students have been established – oral and written surveys, which enable **doctoral students to participate in the quality monitoring of the study programme** – the opportunity to express opinions and suggestions regarding the content of study courses, implementation methods, competences and working style of teaching staff. After the survey, the head of the study programme analyses survey results and informs about them the head of the study direction. Twice a year, the content of study courses, necessary additions and improvements are discussed at the meeting of lecturers. Feedback on decisions taken to improve study courses is published on the student portal. Once a year, the Dean reports to the Dean’s Council on survey results and decisions made, as well as the necessary changes in the implementation of the study programme. The survey results are also discussed in the Study Quality Council every semester, deciding on the issue of improvement measures, for example, on the planned topics or the way they are presented in the research methodology study courses. To improve surveying, a new survey was created, which is coordinated also with the Student Union, and is available for filling out from the spring semester of 2022.

Graduates are invited to participate in the quality assessment of the study programme with a view to identifying their experience and using the acquired knowledge and skills in practice.

In order to ensure **the quality of study content and conformity with the current needs of the labour market**, various types of cooperation with employers and industry is implemented:

- **Sub-programme “Medicine”**: within the sub-programme intersectoral mobility principles are popularised, strategic partners are identified, cooperation with private medical institutions and industry is expanded. Currently, cooperation is ongoing with the following private medical institutions and companies: Digestive Diseases Centre “Gastro”, Veselības centrs 4, E. Gulbja laboratorija, SIA Ivetas Ābolas un Daces Rakickas zobārstniecības prakse, “Amberdent” dentistry and laboratory, “Dermatology Clinic”, Latvian Microsurgery Centre and AS “Veselības centru apvienība”.
- **Sub-programme “Pharmacy”**: employers are invited to Career Opportunity Week, Open Door Days, as well as agreements are concluded to provide placement. Cooperation

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<sup>12</sup> The International Evaluation of Scientific Institutions’ Activity, Self-assessment Report, Rīga Stradiņš University, Medicine Platform, 2019

agreements have been entered into with pharmacies, pharmacy networks, manufacturers of medicinal products. Doctoral students develop their scientific papers mainly at the RSU Faculty of Pharmacy, as well as in cooperation with the Latvian Institute of Organic Synthesis (LIOS) and the Latvian Biomedical Research and Study Centre (LBRSC). Doctoral students are also included in the implementation of projects of the Fundamental and Applied Research Projects of the Latvian Council of Science (LCS FARP) and projects of the Baltic Biomaterials Centre of Excellence (BBCE) (information in [Latvian](#) and [English](#)), as well as use the educational and training opportunities offered by the projects.

- **Sub-programme “Psychology”:** cooperation with employers and professional organisations is implemented both in connection with research data collection and feedback on results, as well as in seminars and conferences. For example, in connection with the research topic “Social Perceptions of Mental Health Care Professionals on the Practice of Psychological Assistance in Latvia”, 12 professional associations were involved. Three heads of professional associations study in the study programme, two work on the boards of professional associations. Cooperation with employers and professional organisations is fostered by the research of binding topics, for example, “Self-Regulation Skills and Sense of Success for Men of Different Ages Working in Organizations in Latvia”; “Professional Identity as a Framework for the Development of Civil Society for Psychological Care Providers”.

### **3. Resources and provision**

**3.1. Description of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision and financial provision and assessment of compliance with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes, and the changes made since the beginning of implementation of the study programme, their impact of the study quality.**

#### **Evaluation of the informative and methodological base on library resources for the implementation of DStP Health Care:**

In the supply of e-resources, four e-book databases and seven full-text databases of journals are available in the **medical sciences sector**.

E-books in medicine are available in subscribed databases *ebook Academic Collection (EBSCO)*, *Ebook Central (Proquest)*, *AccessMedicine and ClinicalKey*. For example, the *ebook Academic Collection (EBSCO)* contains 27333 e-books in section “Health and Medicine”, but *Ebook Central (Proquest)* contains 19108 e-books. Subscribed multidisciplinary databases *Ebook Central (ProQuest)* and *EBSCO eBook Academic Collection* offer e-books in different fields and from different publishers that provide selected information results searching by various topics/keywords.

The full texts of scientific articles in medicine are available in subscribed databases: *SAGE Premier 2022*, *Health Research Premium Collection (Proquest)*, *MEDLINE Complete (EBSCO)*, *BMJ Journals*, *Wiley Online Journals*, *Science Direct*, *Academic Search Complete (EBSCO)*. The single search engine Primo shows 6914 journal names in “Health Sciences” and 1,722 journal names in “Clinical Medicine”.

Four evidence-based medical databases are available *ClinicalKey Clinical Overviews (Elsevier)*, *The Cochrane Library (Wiley)*, *DynaMed (EBSCO)*, *UpToDate (Wolters Kluwer)*.

Section “[List of recommended e-textbooks](#)” on the website of the library summarises the e-books referred to in study programmes – both purchased and from subscribed databases (sections

in medical specialities are available, as well as “Biostatistics”, “Research methods”, “Education and pedagogy”, etc.).

In the supply of e-resources, five e-book databases and seven full-text databases of journals are available in the **pharmaceutics sciences sector**. Since 2021, a special database of e-books in the pharmaceutical sector *AccessPharmacy* is subscribed (about 9900 EUR).

E-books in pharmacy are available in subscribed databases *AccessPharmacy*, *ebook Academic Collection (EBSCO)*, *Ebook Central (Proquest)*, *AccessMedicine and ClinicalKey*. For example, the *Ebook Central (Proquest)* contains 1035 e-books in section “Pharmacy”, but *ebook Academic Collection (EBSCO)* contains 425 e-books. Subscribed multidisciplinary databases *Ebook Central (ProQuest)* and *EBSCO eBook Academic Collection* offer e-books in different fields and from different publishers that provide selected information results searching by various topics / keywords. The *AccessPharmacy* database is an interactive, educational platform in pharmacology and pharmacy by McGraw-Hill, which contains internationally recognised textbooks, video materials, images, information on medicines and other electronic resources.

The full texts of scientific articles in pharmacy are available in subscribed databases: *SAGE Premier 2022*, *Health Research Premium Collection (Proquest)*, *MEDLINE Complete (EBSCO)*, *BMJ Journals*, *Wiley Online Journals*, *Science Direct*, *Academic Search Complete (EBSCO)*. The single search Primo shows 593 journal names in “Pharmacy and Pharmacology”.

Two databases contain information on medicinal products: DynaMed, ClinicalKey.

Section “[List of recommended e-textbooks](#)” on the website of the library summarises the e-books referred to in study programmes – both purchased and from subscribed databases (available in sections “Pharmacology and toxicology”, “Pharmacy, pharmaceutical chemistry”, “Research methods”, etc.).

In the supply of e-resources, four e-book databases and ten full-text databases of journals are available in the **psychological sciences sector**, as well as the *PsycARTICLES* database is subscribed every year (about 19,000 EUR).

E-books in psychology are available in subscribed databases *ebook Academic Collection (EBSCO)*, *Ebook Central (Proquest)*, *AccessMedicine and ClinicalKey*. For example, the *ebook Academic Collection (EBSCO)* contains 16375 e-books in section “Psychology”, but *Ebook Central (Proquest)* contains 7564 e-books. Subscribed multidisciplinary databases *EbookCentral (ProQuest)* and *EBSCO eBook Academic Collection* offer e-books in different fields and from different publishers that provide selected information results searching by various topics/keywords.

The full texts of scientific articles in psychology are available in subscribed databases: *PsycARTICLES*, *SAGE Premier 2022*, *Health Research Premium Collection (Proquest)*, *MEDLINE Complete (EBSCO)*, *BMJ Journals*, *Wiley Online Journals*, *Science Direct*, *Communication Source (EBSCO)*, *Sociology Source Ultimate (EBSCO)*, *Academic Search Complete (EBSCO)*. The *APA PsycARTICLES* database contains 146 journals in psychology. The single search engine Primo shows 687 journal names in “Behavioral Science (Psychology) and Counselling” and 840 journal names in “Psychiatry & Psychology”.

Section “[List of recommended e-textbooks](#)” on the website of the library summarises the e-books referred to in study programmes – both purchased and from subscribed databases (available in sections “Psychology”, “Health Education”, “Health Communication”, “Psychiatry”, etc.).

Scientific infrastructure is a significant component of implementation of the doctoral study programme: National Significance Research Centre of Public Health and Clinical Medicine, future

Laboratory of Finished Dosage Forms (LFDF), Baltic Biomaterials Centre of Excellence and Psychology Laboratory.

### **Sector of medical sciences.**

In recent years, RSU has been effectively developing its medical research infrastructure providing doctoral students with modern scientific equipment used in research. For example:

- Institute of Oncology, Laboratory of Molecular Genetics;
- Science Hub “Kleisti”, which included the Institute of Microbiology and Virology, Institute of Occupational Safety and Environmental Health, Laboratory of Biochemistry, Joint Laboratory of Clinical Immunology and Immunogenetics and Laboratory of Biomechanics;
- Institute of Public Health.

The purpose of the created Technology Transfer Office is to establish and maintain external links with the private sector and to popularise RSU research capacity, including RSU doctoral students can obtain practical information on fairs extending scientific networking.

RSU is the lead partner of the **National Significance Research Centre of Public Health and Clinical Medicine** (Centre). The Centre is like a cooperation framework for concentrating scientific resources for European-level research. Partners of the Centre are Rīga Stradiņš University, University of Latvia and Pauls Stradins Clinical University Hospital. Having coordinated their research goals and tasks, the partners of the centre have established complementary research infrastructure, the use of which is stipulated in the cooperation agreement.

### **Infrastructure of the Centre provided by RSU:**

**Science Hub “Kleisti”** – Institute of Microbiology and Virology, Institute of Occupational Safety and Environmental Health, Laboratory of Biochemistry, Joint Laboratory of Clinical Immunology and Immunogenetics and Laboratory of Biomechanics, which are located on 2704 m<sup>2</sup>, providing work for 64 researchers and lab employees. The equipment and devices installed in the Centre are worth 2,173,185 euro.

The **RSU Institute of Oncology** includes several research departments – Breast Tumour Department, Hereditary Cancer Research Department and others. The main sets of equipment and devices also correspond to the research directions – confocal microscope, laser, cell and cell culture research kit, molecular biology kit, biotechnology kit, occupational and environmental health factor measurement equipment kit, epigenetic research kit, genetic analysis kit, proteome analysis unit, pathology research unit, *FRET* system for direct immunology research, *Multiplex Luminex 200*, computer program complex for systems medicine *geneXplain*, etc.

**Baltic Biomaterials Centre of Excellence (BBCE):** The objective of the *BBCE* project is to establish a cooperation-based Baltic Biomaterials Centre of Excellence, where excellent scientific institutions from abroad join together: *AO Research Institute Davos* (Switzerland), Centre of Biomaterials of Friedrich-Alexander-University Erlangen-Nürnberg (Germany) and Rudolfs Cimdins Riga Biomaterials Innovations and Development Centre of Riga Technical University, Latvian Institute of Organic Synthesis and Rīga Stradiņš University. Within the framework of the project, it is planned to combine knowledge and infrastructure in different fields, creating a strong scientific centre for comprehensive research of biomaterials. The Centre will offer industry comprehensive services ranging from materials development in the laboratory to clinical trials. Development is planned not only by increasing scientific excellence, but also by involving industry and other scientific institutions, thus promoting technology transfer and introduction of new products to the market in the future.

### **Sector of pharmaceutical sciences.**

In order to ensure the development of pharmaceutical science, new premises are allocated and new equipment is purchased, new research directions in pharmacy are developed. Scientific cooperation with LLU has been established, which provides for the use of medicinal herbs in the creation of veterinary dosage forms.

Currently, RSU, with the support of co-financing from the European Regional Development Fund (ERDF), is developing pharmaceutical research infrastructure – the Laboratory of Finished Dosage Forms, which will ensure research and training of students in the field of industrial pharmaceutical technology. Two functional units of equipment will be created in the laboratory:

- solid dosage form development unit with equipment for preparing and packaging powders, granules, tablets and capsules;
- standardisation unit with equipment for research of raw materials, intermediates and final products and materials, as well as for quality control by chromatographic, spectrometric and other analytical methods.

Academic staff at the Faculty of Pharmacy is actively involved in various research projects. Involvement in projects promotes scientific competences, growth of academic staff and the fulfilment of criteria, as well as ensures the involvement of students in research projects in order to promote the development of student research projects, as well as increase the understanding of students regarding scientific activities.

Faculty staff and students are currently involved in several projects (information on the projects is available on the project websites (in [Latvian](#) and [English](#))).

### **Sector of psychological sciences.**

To ensure a more complete study process, the RSU Department of Health Psychology and Pedagogy [maintains close contacts with other Latvian and foreign universities](#), including in the United States, Greece, Italy, Israel, Cyprus, Russia, the United Kingdom, Lithuania, the Netherlands, Poland, Germany. Good international relations provide an opportunity to learn the experience of other countries, to learn new methods and technologies for improving the quality of studies.

It is important that doctoral theses are developed [in cooperation with various organisations, health care institutions](#), including Riga East University Hospital (REUH), Riga Psychiatry and Narcology Centre (RPNC), as well as with the Latvian National Armed Forces (NAF). The doctoral study programme “Psychology” has two foreign professors also supervise doctoral theses and two provide consultations.

A Psychology Laboratory is operating at RSU to ensure the development, adaptation and approbation of psychological research and assessment instruments according to modern scientific requirements, and to provide the RSU academic personnel and students with consultations on the issues of psychometry (information in [Latvian](#) and [English](#)).

### **Evaluation of the informative and methodological base on IT infrastructure and resources available for the implementation of doctoral study programme “Health Care” (Medicine, Pharmacy and Psychology)**

When commencing studies, each student is assigned a username and, using the self-service services, the student can obtain and reset the password, which can be used for RSU IT systems intended for students.

Students use two main sites: Student Portal *MyRSU* and the e-studies. *MyRSU* and e-studies contain all necessary information about studies and the process thereof, as well as different services provided by the university: electronic timetables, final course assessments, application forms, information about finances, RSU student's private email inbox and access to *Office 365*, self-service printing management (printing, scanning, photocopying), questionnaires for assessment of the study course and programmes, study course descriptions, application for receipt of a written statement regarding the student's status, documents regulating the studies (internal and external laws and regulations), online databases, current information on student life. The e-Databases section of *MyRSU* portal provides students with access to electronic databases such as *EBSCO*, *Ebook Central (ProQuest)*, etc., from anywhere. In the e-studies environment, students have access to e-study courses that the student is studying or has studied. A variety of study materials and video lecture recordings are published for e-study courses, tests are organised, written submissions submitted, and student knowledge is assessed, so that all student assessments, including intermediate grades, are available in the e-study courses.

RSU collaborative work e-environment uses open source learning management platform *Moodle*, on the website (hereinafter referred to as e-studies).

E-studies environment or *Moodle* platform is used as a tool for the organisation of study process in each study course – for placement of various materials, execution of tests and homework, checking the originality (anti-plagiarism), and publication of assessments. Additionally, e-studies environment provides both the calendar of pending events, latest RSU news and discussion forums, study materials and all latest information on what the lecturer of the student's course wishes to transfer to the students – different assignments, sample tests, useful additional materials, etc. Starting from 2019, *MyRSU* is linked to the *Moodle* platform. Downloading the *Moodle* app to one's phone or tablet will allow students to access courses and course materials, as well as grades more easily. In the e-studies environment students still have access to study materials until graduation from the study programme. The video materials that are outdated are reviewed every 3 years.

In the e-studies environment, the student can have access not only to the courses of the current semester, but also the courses, content and grades of previous semesters. Courses of the previous semesters are kept exactly the same as they were when the student studied this course. RSU e-studies is available 24 hours a day from any location with internet access.

In the e-studies environment, students have access to information on the study course, its topics, and the learning outcomes. Most of the e-courses contain the necessary study materials and provide links to external information resources. In courses, interactive video lectures are mostly created, the recordings of which can be found in the respective course in the e-studies environment. In addition, e-studies makes it possible to host online conferences where the lecturer and students can meet virtually. The recordings of these online virtual audience meetings can be later watched in the e-studies course. Some of the courses in the e-studies environment provide students with electronic tests for successful learning of the study course, they make it possible for the students not only to assess their knowledge quickly and in high quality, but also use is tool to learn the course contents using the self-test method.

Student papers are mostly submitted to the *Turnitin* assignment created by the lecturer. Submission of papers, using the *Turnitin* tool facilitates the collection of papers, and the system automatically checks the originality of the paper, providing a full report of content plagiarism. The tool has the option of creating sections and comment templates, as well as peermark assignments. Checking for anti-plagiarism takes place by comparing the submitted paper to the work of other students (both at RSU and other higher education institutions in Latvia and in the world that use

*Turnitin*), the internet resources, journals, and other publications that are freely available to everyone, and resources included in the *Turnitin* database.

In each e-study course, the lecturer can electronically record student attendance at lectures and classes, the attendance data also automatically appears in the e-grades section, providing a more convenient overview of student performance in the course. The e-studies environment is also used as a tool, with the help of which it is possible to register remotely for elective courses, apply for placement, consultations, examination times, and other events.

Starting from 2019, a new system of elective courses is in operation. Students apply for them through the Student Portal (*MyRSU*) rather than through the e-studies. Lecturers and administrative staff have access to the course dashboard, which provides information on the e-studies courses they are responsible for, such as whether the lecturer has made editorial changes; whether materials have been imported from the previous semester course, and other useful features. For the academic staff, the e-studies environment serves not only as a location for publishing study materials and organising examinations in relation to their study courses, but also as a place where they can improve their own knowledge. The e-studies environment provides access to manuals on how to do various things with *Moodle* platform, as well as using the e-studies environment it possible to apply for various trainings and career development courses organised by the RSU Centre for Educational Growth. The range of offered courses is broad, allowing to improve both the digital and communication and speaking skills. New ways to use *Moodle* are being introduced, for example, for the development of various projects, publishing public materials, including video and other materials of the scientific conference.

### **Description of financial provision**

The study programme in Latvian in sub-programmes “Medicine” and “Pharmacy” is funded from state budget funds for higher education, as well as the financing of individuals and legal entities is possible. Tuition fee is equal to state budget funding. The sub-programme “Psychology” is funded from the financing of individuals and legal entities.

In sub-programme “Medicine”, the planned number of students is 128 in all the years of studies, and 33 in the first year. In sub-programme “Pharmacy”, the planned number of students is 13 in all the years of studies, and 5 in the first year. In sub-programme “Psychology”, the planned number of students is 12 in all the years of studies, and 4 in the first year.

The study programme in English is planned to be financed from the funds of individuals and legal entities setting the tuition fee of EUR 20,000 per year. The minimum number of students in a group is 12.

The funding is used for staff remuneration, attraction of visiting university lecturer lecturers, taxes, maintenance of IT infrastructure, doctoral study grants, purchase of equipment and devices and study visit costs. In addition to the direct costs of the implementation of lectures and classes, the study programme must cover the infrastructure maintenance costs (facilities, IT solutions) and other RSU common resources used in the study programme (Student Services, library, organisation of the study process, grant for the Student Union and other support and administrative functions), as well as the costs of scientific infrastructure involved in the study process.

The study programme will be implemented by the RSU Department of Doctoral Studies, the Language Centre, the Department of Clinical Skills and Medical Technologies, the Department of Health Psychology and Pedagogy, the Department of Public Health and Epidemiology, the Department of Humanities and the Statistical Unit of the RSU Faculty of Medicine. The total budget of these structural unit is EUR 3.0 million.

Remuneration of the academic staff in the first year of the study programme is planned to be EUR 182 thousand. The doctoral study grant funding for 4 years of studies is possible up to EUR 12 thousand per 1 students in sub-programme “Medicine”, up to EUR 8 thousand in sub-programme “Pharmacy”.

A wide range of RSU material and technical facilities is available for the implementation of the study courses, which allows to book study rooms and computer rooms in the common system.

**Table 2. Information on student costs in Latvian-taught programmes.**

Name	Medicine	Pharmacy	Psychology
Average income per student, EUR	17,263	14,671	2,100
Average costs per student, EUR	17,263	14,671	5,845
Academic staff, %	32%	38%	42%
Doctoral study grants, %	17%	14%	0%
Department resources, %	6%	7%	17%
Other direct expenditure, %	4%	5%	1%
Fixed costs, %	4%	4%	3%
Research infrastructure and overhead costs, %	30%	30%	37%
For capital investments (equipment) and development, %	7%	2%	0%

**Table 3. Information on student costs in English-taught programme**

Name	Costs
Average income per student, EUR	20,000
Average costs per student, EUR	20,000
Academic staff, %	45%
Doctoral study grants, %	15%
Department resources, %	5%
Other direct expenditure, %	0.4%
Fixed costs, %	3%
Research infrastructure and overhead costs, %	26%
For capital investments (equipment) and development, %	6%

In general, it can be assessed that the study provision, scientific support, informative provision, material and technical provision, and financial provision of the study programme is optimal, it

conforms to the conditions for implementation of the study programme and ensures the achievement of learning outcomes. Changes to this provision have not been made since the beginning of the implementation of the study programme, as it is appropriate and ensures all possibilities to maintain the quality of studies.

### ***3.2. Analysis and assessment of the changes to the composition of the teaching staff (impact on the quality of studies, implementation conditions and compliance with the requirements of regulatory enactments).***

In the doctoral study programme, the changes in the teaching staff are small, the involved academic staff has proven to be a strong team. The changes have taken place for objective reasons (change of workplace) and this has not affected the quality of studies.

RSU purposefully takes measures so that changes in the teaching staff, if any, do not negatively affect the quality of the study programme implementation and the compliance of the study programme with the requirements specified in regulatory enactments. RSU CEG organises various educational activities: thematic cycles, seminars, guest lectures, conferences, discussions, etc., which are available free of charge to every member of the academic family of Rīga Stradiņš University.

In the academic year 2022/2023, Dr Angelos Kassianos (Cyprus University of Technology, [CV available in English](#)) and Dr Daiga Kamerāde (University of Salford, [CV available in English](#)) were invited as visiting lecturers for the implementation of study courses.

In the spring semester of 2022, Dr Angelos Kassianos was invited to the doctoral study course DN\_178 “Doctoral seminar “Methodology and Methods of Elaborating Doctoral Thesis”” to read a lecture, as well as in the spring semester of 2023, there are plans to offer doctoral students and all interested persons together with the Doctoral School the course of Dr. Angelos Kassianos “Oncopsychology”. The course description is still being created and dates and times for the implementation of the course are being coordinated.

In the spring semester of 2023, Dr Daiga Kamerāde was invited to the doctoral study course DN\_205 “Scientific Writing and Scientific Communication” to conduct a lecture.

The entire academic staff involved in the implementation of the doctoral study programme have a high qualification, which corresponds to the study programme implementation conditions and legal requirements and ensures achievement of the objectives and learning outcomes of the respective study courses. The following **qualification requirements** have been set in the **teaching staff** selection:

- scientific doctoral degree (*PhD*) in medicine and health sciences or in social sciences;
- lecturers of medical, pharmaceutical and psychological study courses are active scientists and LCS experts and active scientists (information [Latvian](#) and [English](#));
- prior pedagogical work experience;
- preferable participation in scientific projects, working groups, as well as popularisation of science;
- knowledge of English corresponding to job duties (at least B2);
- proper digital skills.
- in some cases, lecturers with valuable competences and skills, as well as experience in the implementation of study courses, but whose scientific qualifications do not meet one or several criteria may be attracted to the StP.

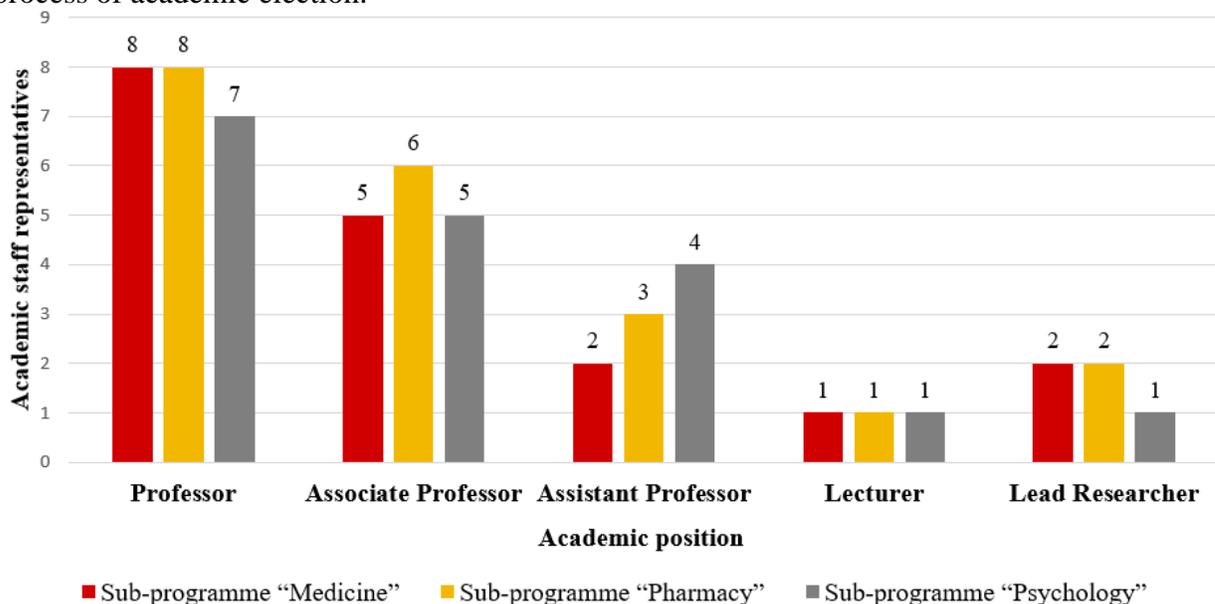
The **research directions** and results of the **academic staff** involved in the doctoral study programme are:

- 1) oriented towards the successful implementation of the doctoral study programme;
- 2) related to the individual interests of lecturers of doctoral studies and their research activities, participating in international and national research projects.

**Lecturers** constantly **participate in research work**, speak at scientific conferences, in international conferences with reports. Lecturers participate in *Erasmus plus* mobility on a regular basis teaching at foreign higher education institutions (for example, Erasmus visit on 22-25.03.2022 to the Doctoral School of the Faculty of Medicine of the Vilnius University). Several lecturers are authors or co-authors of scientific monographs, including on research methodology and scientific writing and dissemination of research results, as well as several collective monographs developed mainly in the field of psychology. All lecturers prepare internationally cited publications and review scientific articles. Several lecturers work on the editorial boards of scientific journals, participate in funded research projects, are experts in various projects, lecturers are also members of professional organisations, work and represent international organisations. **Projects carried out by the academic staff contribute to the development of scientific capacity and competitiveness, which could be also characterised by the increase in the number of scientific articles in the Web of Science databases and Scopus journals, which strengthens the authority and recognisability of RSU as a centre of study and science.** For more information, please see CVs of lecturers.

The involvement of foreign visiting university lecturers is planned to improve the content of the study programmes.

The RSU Human Resources Department supervises that when developing a new study programme, academic and scientific staff in compliance with provisions of the Law on Institutions of Higher Education (LIHE), including provisions of Section 55(1)(3), (28) and (30), etc, and the Law on Scientific Activity. RSU Human Resources Department checks the official language skills<sup>13</sup> when selecting the staff, as well as while summarising documents during the preparation process of academic election.



<sup>13</sup> Regulations of the Cabinet of Ministers No. 733 of 07.07.2008 Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office, Receipt of the Permanent Residence Permit and Obtaining of the Status of a Long-term Resident of the European Union and the State Fee for Examination of the Fluency in the Official Language.

**25 lecturers are involved in the implementation of the doctoral study programme**, of whom 23 have a doctoral degree. Out of 25 lecturers, 19 lecturers are experts approved experts of the Latvian Science Council (LSC). 23 lecturers involved in the implementation of the study programme have their main job at RSU (elected, acting or adjunct lecturers) (for more information see Annex 24.7 “Analysis of the composition of lecturers”).

**Table 4. Analysis of compliance of qualifications of teaching staff for the achievement of learning outcomes of the study programme “Health Care”**

No.	Outcome of the study programme	Qualifications of the involved teaching staff
1.	Analyses and explains current scientific theories and modern research methods, integrates knowledge and competences acquired in interdisciplinary and multidisciplinary education in the implementation of original scientific projects and academic work.	<p>To achieve this objective, the teaching staff team includes highly qualified experts in methodology courses, who have confirmed their qualifications in the form of internationally cited interdisciplinary publications and by working effectively in scientific teams at international and national level:</p> <p><i>Dr. sc. soc.</i> Assistant Prof. <b>A. Ivanovs</b> participates in the <i>SHARE</i> study, he is the coordinator of the Latvian study, in recent years he has had cited publications in cooperation with infectiology specialists, as well as in the <i>EUROMENE</i> network. The research data processing specifics was the basis for individualising mathematical and statistical methods of doctoral study courses by objective and knowledge.</p> <p>The study course “Multivariate Statistics and Modelling in Psychology” is taught by Assistant Prof. <i>Dr. psych.</i> <b>J. Lubenko</b>, who is a participant of several internationally funded studies, she currently continues work in the interdisciplinary <i>COVID-IMPACT</i> project, uses and teaches doctoral students to use innovative methods like network intervention psychology, artificial intelligence.</p> <p><i>Dr. med.</i> Prof. <b>Č. Briģis</b> teaches the course “Epidemiology Part 1 an Epidemiology Part 2” and is a pioneer in epidemiological research in Latvia, he still participates in CSB, international <i>EUROSTAT</i> monitoring on a regular basis, the processing of high-value scientific data is confirmed by publications and Hirsch index 10. Acting Prof. <i>Dr. psych.</i> <b>A. Pipere</b> teaches several courses: “Science Philosophy and Logic” and “Methodology of Quantitative Research”, is an author and/or scientific editor of monographs devoted to scientific aspects of psychology (e.g., “Methodology of Scientific Activities: Interdisciplinary Perspective” and “Research: Theory and Practice”), which confirms high competence and effectively in teaching of study courses.</p> <p><i>Dr. med.</i> Prof. <b>A. Villeruša</b> and Assoc. Prof. <b>I. Gobiņa</b> teaches a scientific activity methodology course, participated in international studies for many years, currently in the <i>HEALTHY BOOST</i> project, which confirms the ability to create a project design, choose optimal</p>

No.	Outcome of the study programme	Qualifications of the involved teaching staff
		<p>statistical methods and publish it (Hirsch index 8 and 16, respectively).</p> <p><i>Dr. psych.</i> Assistant Prof. <b>J. Koļesņikova</b> teaches the course “Contemporary Psychology Development Trends and Interdisciplinary Approach in the Context of Health Care”, is a co-author of the monograph “Health Psychology. Interdisciplinary Prospects of Theory and Practice”, uses and supplements knowledge in research projects and clinical psychologist’s practice.</p> <p>Any research project is based on compliance with bioethics regulations, the study course is taught by <i>Dr. phil.</i> Prof. <b>V. Šīle</b>, who is the author of monographs on bioethics, the Latvian representative of the medical ethics cooperation network.</p> <p>Knowledge transfer is a significant component of academic work, the course “Learning and Teaching in the Higher Education and Science Space” is taught by Assoc. Prof. <i>Dr. ped.</i> <b>N. Jansone-Ratinika</b>, one of founders of the RSU Centre for Educational Growth (CEG) in 2012, its sole director, who work result is efficient continuing education of all RSU employees, incl. the academic staff in the doctoral study programme. Works in science as one of VPP-COVID-2020/1-0013 scientific group, also participates in the project funded by European structural funds on the improvement of study processes and modernisation of study programme content at RSU. Actively participates in scientific conferences on these topics, is an author of sections of books.</p>
2.	Independently develops an original study in the sector, using a methodology that meets modern scientific requirements and digital technologies, critically evaluates the results obtained and disseminates them by preparing presentations at conferences and publishing internationally citable scientific articles, thus contributing to solving problems related to human health and knowledge boundaries and providing a new understanding of existing knowledge and their use in practice.	<p>Teaching staff of the doctoral StP are authors of two collective monograph editions “Scientific writing and dissemination of research results”: include articles by <b>I. Gobiņa, M. Dambrova, K. Mārtinsonē, A. Pipere, K. Mārtinsonē and A. Pipere</b> are scientific editors of the edition. The course “Scientific Writing and Scientific Communication” is taught by 3 leaders of fields of sciences: <i>Dr. pharm.</i> Prof. <b>M. Dambrova</b>, whose optimal compliance with the purpose is confirmed by 140 scientific articles in <i>SCI</i> journals (<i>Scopus</i>: 2135 citations, H index 25), participation in leading, coordinating and evaluating many international projects.</p> <p><i>Dr. psych.</i> Prof. <b>K. Mārtinsonē</b> is an author and/or scientific editor of a total of 17 monographs devoted to scientific aspects of psychology, actively publishes also in <i>SCI</i> journals, works in NR programmes, forming a knowledge society, which confirms purposefulness and the achievement of objectives also in pedagogical work.</p> <p><i>Dr. med.</i> Prof. <b>A. Lejnieks</b> is an experienced lecturer, he supervised 15 successively defended doctoral theses, the author of ideas for many national level research projects, a FARP has started now. Member of the editorial board of</p>

No.	Outcome of the study programme	Qualifications of the involved teaching staff
		<p>scientific journals, member of the organisational committee and scientific council of many scientific conferences, publishes actively, Hirsch index 12.</p> <p>The study course “Big Data in Biomedicine” is taught by <i>PhD. B. Vilne</i> – doctor of sciences in bioinformatics, who is able to attractively and clearly explain the use of modern methodological methods, certifying his expert qualification in them with high quality publications (Hirsch index 14).</p> <p>Students strengthen their skill to present and disseminate the results obtained in doctoral seminars, which, along with the above-mentioned leaders in fields, will be led by Prof. <i>Dr. med. I. Konrāde</i>, widely known in Latvia, competent lector, who works actively also in creating knowledge society. The ability to create the research project and to implement it is confirmed by participation in scientific projects (NRP, FARP, ERANET) and scientific publications (Hirsch index 16).</p> <p>Seminars will be led by <i>Dr. pharm. Assoc. Prof. D. Bandere</i>, whose experience in many scientific projects (e.g., in the <i>EU TEAMING</i> programme project “<i>Baltic Biomaterials</i>”) and high quality publications (Hirsch index 6). These competence and skills are optimal for the achievement of the set result.</p>
3.	<p>Carries out scientific communication on his/her field of scientific activity in a national and international scientific space, engaging in organisations and consortia as well as society as a whole, including does academic work in the medical, pharmaceutical and psychology sectors in line with the achievements of modern pedagogy, ensuring the integration of research and academic work.</p>	<p>The course “Learning and Teaching in the Higher Education and Science Space” is taught by Assoc. Prof. <i>Dr. ped. N. Jansone-Ratinika</i>, who is an experienced lecturer, who established RSU CEG is 2012 and is currently its director. The fields of her expert activity – study process in an institution of higher education, including the remote teaching expertise during the COVID-19 pandemic, as well as adult learning, lifelong learning, quality management and evaluation of higher education – are in line with academic activities and competences in education. Until 2023 participates in a project financed by the European structural funds for the modernisation of study progress and study content at RSU. Active national and international communication on the results obtained by the scientific group in NRP until March 2021 “Living with COVID-19: Evaluation of Combatting the Crisis Caused by the Coronavirus in Latvia and Proposals for Resilience of Society in the Future”, strengthening the unity of society.</p> <p>All lecturers of the doctoral StP are active lecturers at RSU departments, supervise scientific papers of students, also involving doctoral students in pedagogical work, also implementing VIP ideas.</p> <p>The edition, which systematises knowledge dissemination skills, “Scientific Writing and Dissemination of Research Results” contains articles by study course lecturers <b>I. Gobiņa, M. Dambrova, K. Mārtinsons, A. Pipere</b>. Knowledge dissemination skills are acquired both in the</p>

No.	Outcome of the study programme	Qualifications of the involved teaching staff
		<p>course “Scientific Writing and Scientific Communication”, led by experienced lecturer <b>K. Mārtinsonē</b>, who has devoted 6 monographs to this topic, and <b>M. Dambrova</b> and <b>A. Lejnieks</b>, who are leaders in the field of science, academics of the Latvian Academy of Sciences. The marked competencies are strengthened in doctoral seminars with sectoral experts – <b>I. Konrāde</b> (lecturer at international and national conferences, most watched health videos on <i>YouTube</i> channel) and <b>D. Bandere</b>, who is active in international projects and student-centric education devoted to pharmaceutical topics.</p> <p>For effective communication, as one of the most demanded lecturers of subjects at the doctoral school, the new study programme involves an associate visiting professor (Ventspils University of Applied Sciences) <i>Dr. philol.</i> G. Dreijers in the study course “English in Science”. This study course was initiated on the recommendation of students in discussions regarding the content of the new doctoral study programme.</p> <p>Similarly, all lecturers of the doctoral StP according to their field are involved in professional associations, in international professional associations both as members and board members, are lecturers recognised in the sector, involving doctoral students in these activities as well. For example, <i>Dr. pharm.</i> Assoc. Prof. <b>B. Mauriņa</b> is the Vice President of the Pharmacists’ Society of Latvia, the President of the RSU Ethics Commission, who also involves students and doctoral students in the activities and dissemination of knowledge of the society and can make a significant contribution in the field of academic honesty.</p>
4.	Constantly improves his/her scientific qualifications and implements or leads research or development projects that meet international criteria in the sector in companies, institutions, organisations.	<p>As mentioned above and in the CVs (Annex 13), all lecturers of study courses actively act in research projects, involving doctoral students as well. <i>Dr. pharm.</i> Prof. <b>M. Dambrova</b> is on many project evaluation commissions. M. Dambrova also leads the LIOS Laboratory of Pharmaceutical Pharmacology, which also employs Assistant Prof. <b>R. Viļķērsts</b>, really integrating and extending scientific opportunities in the cooperation between RSU and scientific institutes. An excellent example in psychology is 2018–2021: National research programme: INTERFRAME-LV Challenges and Solutions of the Development of Latvian State and Society in the International Context (main implementer – Prof. <b>K. Mārtinsonē</b>).</p> <p>Information literacy, which is important in the improvement of scientific qualification, is taught by a competent bibliographer, senior librarian of the RSU Department of Information, Bibliography and Information Literacy <b>I. Znotiņa</b>, whose practical experiences and competence in the work with looking for scientific information, databases</p>

No.	Outcome of the study programme	Qualifications of the involved teaching staff
		confirmed in courses of the Faculty of Continuing Education and in the provision of RSU with databases, e-books and other library services in the achievement of scientific results.
5.	Independently improves communication, argumentation, cooperation, problem solving, digital and other widely used skills that are vital for the development of staff in a number of multisectoral/multidisciplinary research.	<p>The course “Learning and Teaching in the Higher Education and Science Space” is taught by Assoc. Prof. <i>Dr. ped. N. Jansone-Ratinika</i>, who practically demonstrates learning focused on the result by content and organisation, which are competences of the Associate Professor, long leader of CEG. The CEG content has been the milestone in continuing education of lecturers for many years, incl. in widely used competences with study content based on feedback from employees, justified nominee for the prize in lifelong learning “Saules laiva”. The course “Scientific Writing and Scientific Communication” led by <b>K. Mārtinsonē</b>, who has devoted 6 monographs to this topic, and includes classes of <b>M. Dambrova</b> and <b>A. Lejniēks</b>, whose purpose is to develop an argumentative, structured dialogue led by experienced lecturers.</p> <p>Competences will be strengthened in doctoral seminars led by Prof. <b>I. Konrāde</b> (HI 16), practitioner in diabetes mellitus teaching – the field using long-time adult pedagogy achievements, healthy lifestyle lecturer (YouTube, Forum “Leader 2021, Conversation Festival “Lampa”).</p> <p>A number of widely used placement courses will also be included in elective study courses (C).</p>

The RSU regularly organises seminars and other forms of professional improvement and experience exchange activities in order to strengthen and develop the skills and competences of doctoral thesis supervisors, for example, seminars on pedagogical, methodological, mobility aspects are offered annually for more effective supervisions of doctoral theses. For the development of competences and skills, supervisions of doctoral theses can benefit from seminars offered by the School of Junior Academics and the RSU CEG. The Doctoral School offers focused research competence development seminars and networking events intended both for doctoral students and lecturers. More information on the possibilities of improving skills and competences of supervisors of doctoral theses is provided in the DStP Recommendation Implementation Plan.

Annexed:

Annex 24.6/24.7. Declaration on doctoral degrees, LSC experts – applicable to the doctoral study programmes.

***3.3. In case of Master’s and Doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the fields of science or artistic creative work.***

The main research directions of the doctoral study programme “Health Care” are: clinical medicine, basic medical sciences, incl. pharmacy, medical biotechnology, health and sports

sciences, forensic medicine and psychology. All research directions for obtaining a doctoral degree (Ph. D.) correspond to the fields of science defined by the Cabinet of Ministers.

The innovative research (dissertation) of each doctoral student, doctoral student publications on the topic of the dissertation (e.g., scientific papers, set of publications, monograph) and patents related to the research of the dissertation may be considered as contributions and achievements in each field of science in which a doctoral degree is awarded (Ph. D.). One of the conditions for starting doctorate is the completion of an appropriate doctoral programme and publications.

The entire study process in the doctoral study programme is based on scientific research and scientific input in the relevant field of science, as well as is closely related to fulfilment of the requirements for starting promotion, determining compliance with the criteria, for example, the doctoral student needs two international publications to complete the doctoral study programme and commence the promotion process. These conditions are described both in the Doctoral Studies Academic Regulations and in the Regulations on the Functioning of Doctoral Councils and the Procedure of Promotion.

A number of requirements for publications and starting of promotions to obtain a degree are laid down in the Regulations on the Functioning of Doctoral Councils and the Procedure of Promotion<sup>14</sup>. For the commencement of the promotion process, the Applicant shall submit to the RSU Department of Doctoral Studies:

- A statement of the higher education institution regarding the acquisition of the doctoral study programme or, if the Applicant has not acquired an appropriate programme, regarding the passing of examinations in the selected field, sub-field and foreign language;
- Copies of the lists of scientific publications reflecting the progress and results of the doctoral thesis and the most relevant publications:
  - if the doctoral thesis is developed as a thesis – with at least two internationally anonymously reviewed publications;
  - if the doctoral thesis is developed as a thematically unified set of scientific publications – with least four internationally anonymously reviewed publications;
  - if the doctoral thesis is developed as a scientific monograph – with at least one internationally anonymously reviewed publication.

Publications must be anonymously reviewed in a scientific journal or conference proceedings indexed in the *SCOPUS*, *Web of Science* or included in ERIH+ database. More information on the promotion see on the RSU website (in [Latvian](#) and [English](#)). (the current Regulations on the Functioning of Doctoral Councils and the Procedure of Promotion are available at:

[https://www.rsu.lv/sites/default/files/imce/Dokumenti/Doktorantura/promocijas\\_padomju\\_darbib\\_as\\_un\\_promocijas\\_kartibas\\_nolikums\\_2022.pdf](https://www.rsu.lv/sites/default/files/imce/Dokumenti/Doktorantura/promocijas_padomju_darbib_as_un_promocijas_kartibas_nolikums_2022.pdf)).

The Doctoral Studies Academic Regulations approved at the meeting of the RSU Senate of 20.09.2022, Min. No. 2-S-1/7/2022 has the following requirements for doctoral students regarding publications:

- To recognise the **four-year** doctoral study programme successfully completed, the doctoral student should participate in all the courses provided for in the doctoral study programme and perform scientific activity (on the topic of the doctoral thesis) during doctoral studies, which corresponds to at least one of the following criteria:

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<sup>14</sup> Approved at the meeting of the RSU Senate of 20.09.2022, min. No. 2-S-1/7/2022.

- **Two anonymously reviewed scientific publications** in scientific journals or conference proceedings indexed in the *SCOPUS* or *Web of Science* or included in the ERIH+ database;
  - **One anonymously reviewed scientific publication** in a scientific edition or conference proceedings indexed in the *SCOPUS* or *Web of Science* or included in the ERIH+ database and a **reviewed scientific monograph** on one scientific topic or problem and it contains a bibliography.
- To recognise the **three-year** doctoral study programme successfully completed, the doctoral student should attend all the courses provided for in the doctoral study programme and perform scientific activity (on the topic of the doctoral thesis) during doctoral studies, which corresponds to at least one of the following criteria:
    - **One anonymously reviewed scientific publications** in a scientific edition or conference proceedings indexed in the *SCOPUS* or *Web of Science* or included in the ERIH+ database;
    - **Peer-reviewed scientific monograph** on one scientific topic or problem and it contains a bibliography.

The new Doctoral Studies Academic Regulations have been adapted to the requirements of the new DSP “Health Care”. (*the current version of the Doctoral Studies Academic Regulations is available at: [https://www.rsu.lv/sites/default/files/imce/Dokumenti/Doktorantura/doktora\\_studiju\\_reglaments\\_2022.pdf](https://www.rsu.lv/sites/default/files/imce/Dokumenti/Doktorantura/doktora_studiju_reglaments_2022.pdf)*)

#### ***4. Implementation of the recommendations received during the licensing of the study programme***

##### ***4.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the study programme licencing experts and the assessment of the impact of the given recommendations on the study quality or the improvement of processes within the study programme.***

Recommendations provided by the licensing experts of the doctoral study programme “Health Care” and the accreditation experts of the consolidated study programmes are considered to be a significant improvement and have been taken into account.

Regarding the quality of studies and the improvement of processes in the study programme according to the recommendations received in the licensing, two forms corresponding to international standards and practices are used:

- An online questionnaire containing four questions about the content of the study course and the work of the teaching staff. Using the productive word methods, it is analysed together with the supervisors what the doctoral student and the supervisor most want to see in the development of research competences and what is needed in the implementation of the research project.
- At least once a year, a joint meeting with doctoral students on the form and structure of the study process is held, chaired by the director of the study programme and heads of the three sub-programmes. In the academic year 2022/2023, such a meeting in hybrid format is scheduled for 26.06.2023 at: 15.00. The feedback obtained in the form of discussions will allow to evaluate the first year of the licensed doctoral study programme “Health Care”, to evaluate the study process, the work of the teaching staff

and to improve the content of the programme in accordance with the suggestions of students.

Questionnaire results and online discussion were the basis for initiating many Part B and Part C study courses prior to the licensing of the study programme; their effectiveness can be assessed after the first study period (e.g. English for medical science, vertical integration projects, participation in international projects, communication psychology).

In August 2023, after the first year of implementation of the integrated study programme “Health Care”, a discussion is planned with the teaching staff regarding their experience of the study courses and innovations.

In November 2023, a seminar on the organisation of successful doctoral thesis process, mutual networking and available technologies is planned for the supervisors of doctoral theses, involving also the supervisors of doctoral theses of the Latvian Academy of Sport Education.

Focused research competence development seminars and networking activities organised by the Doctoral School are available. Some of the past seminars and activities have been recorded, allowing the records to be used at any convenient time.

An important contribution to the development of competences of doctoral theses supervisors are the seminars offered by RSU Centre for Educational Growth for the development of transversal skills. The second round of the research project “Assessment of Competencies of Students in Higher Education and Dynamics of Their Development During the Study Period” was implemented with the support of the European Social Fund in the project No. 8.3.6.2/17/I/001 “Development and Implementation of Education Quality Monitoring System” within the informal education programme “The Use of the Student Transversal Competencies Assessment Tool for the Formulation and Evaluation of Learning Outcomes”. The programme runs from March to April 2023. Its aim is to provide professional development opportunities for the directors and academic staff of study programmes of higher education institutions in Latvia as multipliers for the introduction and assessment of transversal competences in higher education institutions. Learning outcomes planned upon completion of the study programme:

- Knowledge characterising the nature of transversal competencies and professional autonomy.
- Skills that analyse and define transversal competencies in learning outcomes. Carries out a transversal self-assessment of competencies and assessment of student transversal competencies using a transversal competency assessment tool.
- Competencies: purposefully and autonomously uses the transversal competency assessment tool to formulate and evaluate learning outcomes. Plans and purposefully promotes the acquisition of transversal competencies for students in the study process and evaluates them as learning outcomes within the framework of their higher education institution, study programme, study course.

The attraction of competent foreign teaching staff is one of the most important quality conditions, therefore, e.g., one doctoral student seminar for both first and third year doctoral students was lead by a member of the teaching staff of the Cyprus University of Technology, *Dr. psych.* Angelos Kassianos, whose dissertation topic and research activities are dedicated to the integrative medicine field of psychooncology. The visiting lecturer is also an editor of the peer-reviewed scientific journal “*Quality of Life Research*” (IF: 4,147), thus the third year doctoral students had the opportunity to ask questions about publication process and the direction of their scientific research.

Daiga Kamerāde from Salford University in the United Kingdom will take part in the study course “Scientific Writing and Scientific Communication”, thus integrating diaspora scientists into the doctoral study programme.

Due to the growing technological literacy and opportunities, it is planned to attract a lot more members of renowned teaching staff on specific topics within the framework of Doctoral School, the courses of which can be equaled to Part C courses.

The Recommendation Implementation Plan attached in Annex 11 describes which recommendations are already implemented in the programmes, as well as recommendations that are implemented annually throughout the entire period, or will be implemented over a longer period of time.

