
KEN


2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła Doktorska Nauk o Kulturze Fizycznej

Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie



Name and seat of the doctoral school

Szkoła Doktorska Nauk o Kulturze Fizycznej

Evaluation period

4/18/19–12/18/24

Name and seat of the entity that is responsible for running the doctoral school

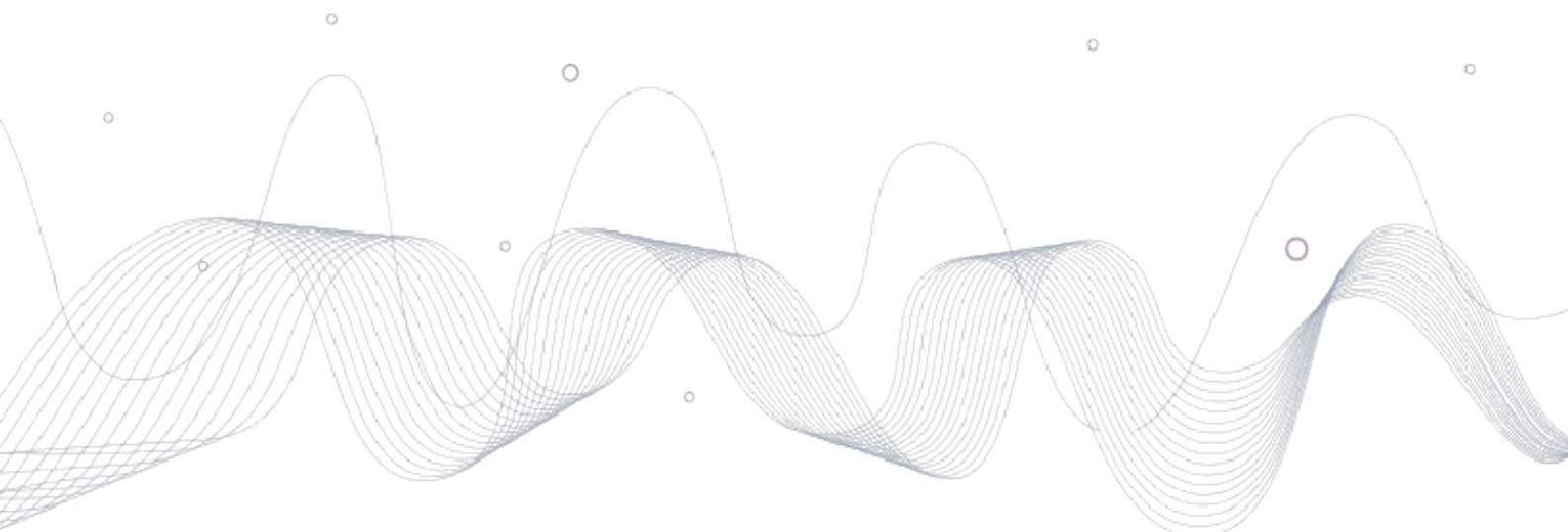
Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie

Entities that jointly run the doctoral school (when conducted jointly)

-

Date of report

3/13/25



Composition of the evaluation team:

Chairman:

Edyta Suliga

Secretary:

Paweł Zalewski

Team members:

Anna Szumilewicz

Iwona Dobrucka

Aleksandra Mroskowiak



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I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła Doktorska Nauk o Kulturze Fizycznej
Date of establishment	2019
Date of commencement of education at doctoral school	10/1/19
Entity cooperating in the conduct of education (this does not refer to entities co-founding a doctoral school)	-
Domains of study	Medical and health sciences (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	physical culture science (from: 01-01-2018)
Name/scope of the education programme	Doctoral School Programme Four-Year Doctoral School Programme
Number of instructors	24
Number of doctoral students undergoing training at the doctoral school (as of 3/13/25)	40
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 3/13/25)	24
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 3/13/25)	20

II. INFORMATION ON THE INSPECTION AND ITS COURSE

On-Site Visit of the Evaluation Team at the Doctoral School of the University of Physical Culture named after Bronisław Czech in Kraków

On 24 April 2025, the Doctoral School of the University of Physical Culture in Kraków hosted an on-site visit by an Evaluation Team appointed by the Science Evaluation Commission (KEN) under the Ministry of Science and Higher Education. The purpose of the visit was to conduct a comprehensive assessment of the quality of education provided by the Doctoral School of Physical Culture Sciences and to evaluate the extent to which it meets the requirements for qualifications at level 8 of the Polish Qualifications Framework (PQF).

The Evaluation Team consisted of the following members:

Edyta Suliga – Chair of the team,
Paweł Zalewski – Secretary of the team,
Anna Szumilewicz – Expert,
Iwona Dobrucka – Expert,
Aleksandra Mroskowiak – Expert.

The one-day visit was carried out in accordance with a detailed pre-arranged schedule, which included both substantive meetings and an analysis of documentation provided by the Doctoral School.

The visit commenced at 9:00 a.m. with an introductory meeting between the Evaluation Team and the University authorities as well as the management of the Doctoral School. During this session, the detailed schedule of the visit was presented, and key issues related to the organization and functioning of the Doctoral School were discussed. The University authorities presented data on the main areas of the School's activities, with particular emphasis on current challenges, development plans, and ongoing problems being addressed by the Doctoral School's leadership.

From 9:45 to 11:30 a.m., the team met with staff members who had prepared the self-evaluation report. The discussion focused on issues related to the quality of education, the adequacy of the doctoral programme in relation to PQF8 learning outcomes, methods of verifying these outcomes, and quality assurance procedures. Recruitment, supervision, internationalisation, and the reliability of mid-term evaluations were also addressed.

Following this stage, a short break was scheduled for the Evaluation Team.

At 12:00 p.m., the next session took place with academic teachers delivering courses in the Doctoral School, doctoral supervisors, and members of the Scientific Council of the evaluated discipline. The meeting aimed to gather information on staff involvement in the implementation of the curriculum, the organization of the teaching process, and the quality of academic support provided to doctoral students.

After a brief intermission, at 1:15 p.m. the evaluation team proceeded to analyse documentation related to individual research plans and doctoral students' mid-term evaluations. The team members reviewed randomly selected documents, which allowed them to assess the formal and substantive compliance of the documentation with the applicable requirements.

At 2:00 p.m., the team held a meeting with doctoral students and representatives of the University Doctoral Student Council. In line with established principles, this meeting was

conducted without the participation of Doctoral School representatives, thereby ensuring the participants full freedom of expression. The discussion addressed, among other topics, the quality of the educational process, research conditions, the availability of administrative and organizational support, as well as opportunities for academic development and international mobility.

The next stage of the visit was the team's internal debriefing session, which began at 2:45 p.m. During this meeting, the experts analysed the information collected throughout the day, summarised key observations, and formulated preliminary conclusions regarding the quality of education in the Doctoral School.

The visit concluded at around 3:30 p.m. with a final meeting with the School's management. At this session, the Chair of the Evaluation Team presented a general summary of the visit and outlined the next steps in the evaluation procedure.

Throughout the day, the Evaluation Team was granted access to all necessary documentation, including the self-evaluation report, recruitment and mid-term evaluation regulations, records confirming the qualifications of academic staff, mid-term evaluation forms and protocols, as well as documentation related to the implementation of learning outcomes at PQF level 8. Particular attention was paid to documents concerning internationalisation, the quality of academic supervision, and the effectiveness of the educational process, measured, among other indicators, by the number of defended doctoral theses.

All activities scheduled in the agenda were carried out as planned, and the visit proceeded in an atmosphere of constructive professional cooperation. Both the University authorities and the representatives of the Doctoral School demonstrated full readiness to provide the evaluation team with all necessary information. The members of the evaluation team shared the view of the School's leadership that the majority of difficulties in the Doctoral School's functioning stem from organizational issues and the lack of a realistic development plan for the School within the broader University strategy.

The outcome of the visit will be the final evaluation report, prepared in accordance with the procedures of the Science Evaluation Commission (KEN). Once approved by KEN, this report will constitute the basis for the decision on the quality of education provided by the Doctoral School of the University of Physical Culture in Kraków.

III. COLLABORATION BETWEEN THE ENTITY AND THE DOCTORAL STUDENT SELF-GOVERNMENT

Evaluation of the Cooperation between the Doctoral School of the University of Physical Culture in Kraków (named after Bronisław Czech) and the Doctoral Student Council

The evaluation of cooperation between the Doctoral School of the University of Physical Culture (AKF) in Kraków and the Doctoral Student Council was conducted in accordance with the provisions of the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools, issued pursuant to Article 263 of the Act – Law on Higher Education and Science. The evaluation process considered both the information contained in the self-evaluation report submitted by the Doctoral School and the experts opinion, which—according to the adopted evaluation methodology—constituted the primary source of analysis.

1. Formal Framework of Cooperation

The self-evaluation report emphasized that cooperation between the College of the Doctoral School and the Doctoral Student Council is ongoing and covers both formal and practical aspects related to doctoral education. Doctoral student representatives participate in meetings of the Doctoral School College and may also take part in the work of the Admissions Committee. According to the Doctoral School's declarations, consultations with the doctoral student community precede each amendment to documents regulating the functioning of the Doctoral School.

The experts confirmed the existence of formal mechanisms of cooperation but noted that the scope and depth of the actual influence of the Doctoral Student Council on decision-making processes remain limited. There is a lack of systematic evidence of the regular involvement of doctoral student representatives in making key decisions concerning the modification of curricula, scholarship allocation rules, or the organization of teaching activities.

2. Level of Doctoral Student Participation in the Governance of the Doctoral School

The self-evaluation report highlighted opportunities for active participation of doctoral students in the work of the Doctoral School College and in consultations regarding regulatory changes. It also pointed to examples such as annual June consultation meetings involving the Doctoral Student Council, School authorities, supervisors, and university management.

Experts, upon reviewing the submitted materials, stressed that the actual impact of the Doctoral Student Council on strategic decision-making is limited and falls short of the practices implemented in other doctoral schools. There are no statutory or regulatory provisions clearly specifying the mandatory participation of Council representatives in key collegial bodies (e.g., the Doctoral School Council, programme committees, or scholarship committees). The experts recommended formalizing the participation of doctoral student representatives in these bodies and explicitly assigning them consultative and advisory roles.

3. Consultation and Dialogue Mechanisms with Doctoral Students

The Doctoral School declared that it conducts periodic consultations with doctoral student representatives and organizes information meetings, including during the inauguration of the academic year. An important element highlighted in the report is the participation of Council representatives in meetings at both the local and national levels.

Experts acknowledged positive examples of dialogue between the Doctoral School and the

Council but noted that such activities are largely ad hoc and are not embedded within a sustainable, systemic consultation framework. There is a lack of clearly defined mechanisms to ensure regularity, representativeness, and actual influence of consultations on the process of improving educational quality.

4. Inclusion of Doctoral Student Input in the Planning and Implementation of Educational Processes

The self-evaluation report indicated opportunities for doctoral students to submit feedback on curricula and to participate in teaching evaluations. However, experts considered these mechanisms insufficient. They emphasized the absence of procedures guaranteeing that the comments and proposals submitted by doctoral students are reflected in corrective or developmental actions undertaken by the Doctoral School. The experts recommended introducing a system for documenting the impact of doctoral student feedback on decision-making.

5. Support for the Organizational Activities of the Doctoral Student Council

The self-evaluation report emphasized that the Doctoral Student Council receives support from the School in organizing training sessions and informational events, and that Council representatives take part in academic initiatives. Experts assessed these activities as valuable but concluded that the scope of organizational and financial support for the Council remains limited, a concern also raised by its members. There is no formal policy to support student self-governance, such as dedicated funds for community, scientific, or integrative initiatives.

6. Comparison to Good Practices

Compared to doctoral schools where the Doctoral Student Council exerts tangible influence on scholarship, curricular, and organizational policies, the Doctoral School of the University of Physical Education in Kraków demonstrates shortcomings in formalizing and ensuring the effectiveness of cooperation with the Council. In particular, the following are lacking: participation of doctoral student representatives in Senate committees, discipline councils, and scholarship committees, the ability to provide opinions on regulatory changes at each stage of their development, systemic organizational and financial support for Council activities, a permanent dialogue framework based on clearly defined consultation procedures.

Recommendations of the Evaluation Team

Taking into account both the self-evaluation report and the experts' opinion—considered the priority source—the Evaluation Team concludes that cooperation between the Doctoral School of the AKF in Kraków and the Doctoral Student Council is currently at a basic level and requires significant strengthening and formalization.

Key recommendations include:

formalizing the participation of Council representatives in the Doctoral School's decision-making bodies, including the Doctoral School Council, programme committees, and scholarship committees,

implementing a regular consultation system with doctoral students, including documentation of their proposals and how they are acted upon,

ensuring adequate organizational and financial resources for the Council to support scientific, integrative, and community initiatives,

establishing a monitoring system for the effectiveness of cooperation with the Council, including periodic reporting on joint activities and outcomes,

increasing doctoral student involvement in shaping educational quality policies, including curriculum design and evaluation.

Final Conclusions

In light of the analyses conducted, the Evaluation Team acknowledges the commitment of the School's authorities, while at the same time recommending that the Doctoral School of the AKF in Kraków undertake decisive corrective measures in its cooperation with the Doctoral Student Council. Improving this area is a necessary condition for enhancing the quality of doctoral education and for meeting the requirements set forth in the Regulation of the Minister of Education and Science.

IV. INFORMATION ON THE DOCTORAL SCHOOL TO WHICH THE STATUTORY CRITERIA APPLY

- **The adequacy of the education programmes and individual research plans with respect to the learning outcomes for qualifications at level 8 of the PQF and their implementation: Evaluation of the Doctoral School's Educational Programme and Individual Research Plans (IRPs)**

The Doctoral School has been operating since the 2019/2020 academic year, and its educational programme was adopted by resolution of the Senate of the University of Physical Education in Kraków in September 2019. According to the submitted data, the programme was consulted with internal stakeholders, including doctoral students, and underwent an opinion-seeking and approval procedure in accordance with the University's internal regulations. The programme consists of 20 compulsory courses, 16 modular courses, and 16 elective courses, as well as mandatory teaching practice, editorial and laboratory practice, and workshops. In total, the programme foresees 125 hours of lectures and 515 hours of practical classes. This structure demonstrates a wide scope of curricular content, covering both the discipline of physical culture sciences and interdisciplinary elements, which was positively assessed in the self-evaluation report.

According to the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools, the adequacy of the programme should be assessed in relation to five detailed aspects:

- a) adequacy of the programme learning outcomes in relation to the Polish Qualifications Framework at level 8 (PQF8),
- b) alignment of individual research plans (IRPs) with PQF8 outcomes,
- c) implementation of the programme and IRPs,
- d) interdisciplinarity of the educational process,
- e) programme improvement process in terms of adequacy to PQF8 outcomes.

The analysis of the documentation revealed that the intended learning outcomes were formulated in accordance with the requirements of the Regulation. The programme comprises 24 outcomes in the domain of knowledge, 32 in skills, and 16 in social competences. These outcomes were mapped onto specific courses, as evidenced by the provided documentation. However, according to the experts, the current description of the learning outcomes requires clarification and closer alignment with PQF8. Experts noted the presence of outcomes referring to narrow practical skills characteristic of lower qualification levels, whose relevance in the context of doctoral training is questionable. Furthermore, some outcomes were either duplicated or excessively elaborated in relation to the general outcomes. A review and revision of the list of learning outcomes is recommended in order to eliminate inadequate formulations and ensure full compliance with PQF8 requirements.

With regard to the implementation of the programme and individual research plans, the School has introduced procedures for monitoring doctoral students' progress, including mandatory annual reports and documentation of the mid-term evaluation. The IRPs prepared by doctoral students cover topics within the discipline of physical culture sciences, such as exercise physiology, sports training, rehabilitation, sport psychology, sport sociology, as well as tourism and recreation. According to the self-evaluation report, doctoral students receive support from supervisors and members of the Doctoral School College already at the stage of developing their IRPs. Internal guidelines for formulating IRPs have also been developed.

In experts' view, the research concepts presented do not raise concerns regarding the possibility of achieving PQF8 learning outcomes. Nevertheless, they recommend the development of a document systematically and explicitly linking specific IRP components with the relevant learning outcomes, as this constitutes a gap in the quality assurance

documentation.

Regarding interdisciplinarity, the self-evaluation report highlighted that the programme includes courses beyond the main discipline, such as molecular biology, biochemistry, and biomedical engineering. The experts noted that the diversity of subjects and the availability of research infrastructure foster the development of doctoral students' interdisciplinary competences, which should be positively assessed.

The issue of programme improvement was presented by the School as a process based on student surveys and consultations with the teaching staff. According to the self-evaluation report, changes introduced since 2019 have been limited in scope and concerned mainly the syllabi of selected courses. The Doctoral School College found no need for broader modifications, citing the positive feedback received from participants in the educational process.

Experts, however, pointed out a discrepancy between the position of the Board and the opinions expressed by doctoral students during the site visit. While overall satisfaction with the quality of education was declared, doctoral students indicated the need for programme changes, highlighting the inadequacy of certain content and their insufficient influence on programme development. Experts recommend that the School become more receptive to doctoral students' feedback and incorporate their suggestions in the planning of future modifications.

Summary: The educational programme of the Doctoral School of the AKF in Kraków, together with the implemented IRPs, demonstrates formal compliance with the requirements of the Regulation of the Minister of Education and Science under Criterion 1. However, experts' evaluation indicates the need for improvements in several areas:

clarifying and restructuring the learning outcomes, eliminating duplications and inadequate formulations inconsistent with PQF8,

developing a formal document explicitly linking the implementation of IRPs with the attainment of learning outcomes,

increasing transparency in the programme improvement process through systematic analysis of doctoral students' needs and greater incorporation of their feedback in planning changes, further strengthening interdisciplinarity by more fully exploiting the potential of available research and teaching resources.

It is recommended that in subsequent educational cycles the Doctoral School undertake steps to implement these improvements, which will contribute to further enhancement of educational quality and more comprehensive alignment with formal requirements and quality assurance standards.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF: Evaluation of Criterion 2 in the Doctoral School of Physical Culture Sciences at the University of Physical Culture named after Bronisław Czech in Kraków**

The evaluation of Criterion 2 implementation by the Doctoral School of Physical Culture Sciences was conducted on the basis of the self-evaluation report, the observations of the evaluation team, and, in particular, experts' opinion, which serves as the primary basis for this assessment.

Pursuant to §2(2) of the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools, the assessment of the methods for verifying learning outcomes should consider three key aspects:

- a) the accessibility and clarity of verification rules,
- b) the transparency and reliability of the verification process,
- c) the robustness of the process for improving verification methods.

1. Accessibility and Clarity of the Rules for Verifying Learning Outcomes

The self-evaluation report indicates that the basic information regarding the rules for verifying learning outcomes is contained in course syllabi available to doctoral students via the University Study Service System (USSSweb), in the Regulations of the Doctoral School, and on the Doctoral School's website. Additional information is provided through document templates and communications from the School Director. Experts acknowledged that detailed rules for verification are indeed available in syllabi and internal documents, but they pointed out the limited accessibility of this information for individuals outside the group of doctoral students and instructors with access to USSS. From the perspective of good practice in transparency of the educational process, the experts recommended publishing a consolidated overview of the rules for verifying learning outcomes on the publicly accessible website of the Doctoral School. Alternatively, such rules could be included in the official educational programme or another comprehensive formal document.

2. Transparency and Reliability of the Verification Process

The self-evaluation report provides a detailed description of diverse forms of learning outcome verification, including course assessments, examinations, evaluation of IRPs, annual reports, mid-term assessments, class observations, and ultimately the submission of the doctoral dissertation. Each element of the assessment process is documented by means of grade protocols, mid-term evaluation forms, and doctoral student reports.

Experts positively assessed the use of multiple verification methods, which ensures a broad range of tools for assessing doctoral student progress. However, they also noted certain limitations in documenting the various stages of the process. The Doctoral School primarily presents final results (e.g., grades in protocols), while lacking procedures for archiving samples of doctoral students' work (e.g., research projects, reports, tests), which would enable retrospective verification of consistency with the established criteria.

Experts recommended that clear evaluation criteria and documentation procedures be developed for each verification method used. It is also advisable to implement rules for archiving selected doctoral student work as well as model evaluation forms.

3. Robustness of the Process for Improving Verification Methods

According to the self-evaluation report, improvement of the verification process is carried out through monitoring the timeliness of grade entries in USSS, analysis of student survey results, and activities within the University's Quality Assurance System (UQAS). Recently, intensified efforts have been made to fully integrate the verification rules into the UQAS.

Experts emphasized that despite these activities, the process of improving verification

methods has not yet been formalized as a documented procedure. There are no documents clearly indicating how analyses conducted translate into concrete changes in verification methods. It is therefore recommended to develop and implement a procedure describing the systematic process of improving verification methods, with a clear allocation of responsibilities and mechanisms for evaluation.

4. Verification of Learning Outcomes Achieved Outside Traditional Courses and Examinations

Experts also highlighted the need to consider introducing formal procedures for verifying learning outcomes achieved through activities not covered by traditional assessment formats, such as participation in conferences, internships, training courses, or other forms of scientific and didactic engagement. They suggested the development of a separate procedure encompassing these aspects, which would strengthen and complement the overall system for verifying learning outcomes.

Conclusions and Recommendations of the Evaluation Team

Taking into account the self-evaluation report and the experts' opinion, the Evaluation Team concludes that the Doctoral School of the University of Physical Culture in Kraków has implemented mechanisms for verifying learning outcomes at PRK level 8. Numerous procedures are in place that partially meet the requirements of the Regulation of the Minister of Education and Science. Nevertheless, in line with the experts' recommendations, further improvement is necessary in the following areas:

increasing the accessibility and clarity of rules for verifying learning outcomes,
formalization and documentation of the verification process at each stage,
implementation of procedures for archiving samples of doctoral student work,
development of procedures for verifying learning outcomes achieved through extracurricular academic activities,
implementation of a systematic process for improving verification methods, with clearly assigned responsibilities and monitoring indicators.

The Evaluation Team recognizes that the measures taken thus far by the School constitute a step in the right direction; however, for full compliance with the requirements of the Regulation of the Minister of Education and Science, the processes for verifying learning outcomes must be deepened and formalized.

The experts' recommendations should serve as the foundation for further corrective actions.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**

The evaluation of the qualifications of academic teachers and research staff involved in doctoral education at the Doctoral School of the AKF in Krakow was conducted in accordance with §2, section 3 of the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools. The detailed analysis covered the three subcategories specified in the Regulation:

- a) the adequacy of the academic and professional achievements of the staff in relation to the scope of doctoral education provided,
- b) the quality of professional development activities undertaken by the staff and the institution,
- c) the reliability of the institution's actions in verifying staff qualifications.

1. Adequacy of academic and professional achievements of the staff

The self-assessment report highlights that teaching at the Doctoral School is conducted by 65 staff members, including 8 full professors, 30 university professors (holders of post-doctoral degrees), 25 PhDs, and 2 external specialists. The majority of instructors represent the field of physical culture sciences, ensuring subject-matter alignment with the Doctoral School's profile. The selection of teaching staff is based on formal academic qualifications, publication record, teaching experience, and professional achievements. Particular emphasis is placed on linking instructors to the practical aspects of research and their engagement in the socio-economic environment.

Experts positively assessed the staff's compliance with formal qualification requirements but pointed out that the dominant representation of a single scientific field limits the interdisciplinarity of the training provided. Experts also noted the need to increase the presence of lecturers active at the international level and involved in international research projects and publications in high-impact journals. Furthermore, the expert observed a low level of staff participation in international scientific bodies and editorial boards of prestigious journals, which may limit the Doctoral School's international academic visibility.

2. Quality of professional development activities

The self-assessment report presents information on initiatives supporting staff development, such as class observations, open scientific seminars, and student evaluations of teaching performance through surveys.

While recognizing the positive intent of these activities, the expert emphasized their insufficient formalization and lack of systematic implementation. Experts highlighted the absence of a comprehensive staff development strategy, which should include: mandatory training in tutoring, mentoring, and academic teaching methodology, support in research grant acquisition,

programs aimed at developing managerial and project management competencies.

Experts particularly stressed the urgent need for a systemic staff development model, incorporating regular evaluation of scientific activity (including measurable indicators such as impact factor, citation counts, and number of research projects) as well as the organization of periodic training sessions.

3. Reliability of the institution's actions in verifying staff qualifications

The self-assessment report describes procedures for appointing teaching staff based on CV reviews, opinions from heads of departments, and feedback from doctoral student surveys. The report also indicates a verification process for supervisors' competencies, including the requirement to justify the alignment of their scientific achievements with the doctoral students' Individual Research Plans (IPBs).

Upon reviewing this aspect, the expert noted the lack of transparent and formalized procedures for periodic staff evaluation based on measurable scientific and teaching indicators. The expert recommended the implementation of procedures that would include: systematic documentation of staff achievements, periodic verification of teaching quality based on survey results and classroom observations, inclusion of doctoral student representatives in the evaluation process of teaching quality, development of a "lecturer evaluation sheet" covering both qualitative and quantitative criteria (e.g., number of publications, grants, participation in international conferences, expert activities).

4. Supervisor–doctoral student relationship and research support

The Doctoral School ensures that doctoral students have the possibility to choose their supervisor, and the procedures for supervisor change comply with applicable regulations. The Doctoral School Council declares care for the quality of supervisory support.

Experts positively assessed these formal procedures but expressed significant concerns regarding the level of substantive, mentoring, and grant-related support provided by supervisors. Experts identified insufficient involvement of supervisors in: engaging doctoral students in research projects, joint preparation of scientific publications, mentoring in academic career development.

It was recommended that supervisors be formally assigned to specific research tracks and that tools be implemented for evaluating their engagement in doctoral student development.

5. Internationalization of the staff

Both the self-assessment report and the experts' opinion indicate a low level of staff internationalization. Only a few lecturers expressed willingness to conduct classes in English. Participation in international projects, research networks, and foreign journal editorial boards remains limited.

The experts recommended making internationalization one of the Doctoral School's development priorities, advocating for:

increased staff international mobility,
inviting lecturers from foreign institutions,
expanding the number of courses taught in English,
motivating staff to participate in international research and educational programs.

Final conclusions and recommendations

Taking into account both the self-assessment report and, with priority weight, the experts' opinion, the Evaluation Team concludes that the Doctoral School at AKF Krakow has a teaching staff that meets basic formal requirements but requires significant corrective and developmental actions in several key areas.

The Doctoral School's strengths include:

a stable and relatively large academic staff,
a doctoral student feedback system,
the existence of formal procedures for supervisor appointments.

However, the Evaluation Team identifies the following areas need some improvements:

implementation of a periodic staff evaluation system covering scientometric, teaching, and organizational indicators,
expansion of staff professional development initiatives, including mandatory training in tutoring, mentoring, and project management,
enhancement of staff internationalization in both teaching and research,

introduction of a formal procedure for assigning supervisors to research tracks and evaluating their involvement in doctoral student development, strengthening support for supervisors and co-supervisors in developing mentoring competencies.

In light of the analysis presented, the Evaluation Team recommends that the institution undertake comprehensive measures aimed at enhancing the quality of the Doctoral School's teaching staff and achieving full compliance with the requirements of the MEiN Regulation in relation to Criterion 3.

- **The quality of the admission process:**

The evaluation of the quality of the recruitment process at the Doctoral School of the University of Physical Education (AKF) in Krakow was conducted in accordance with § 2(4) of the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools. The detailed analysis covered six subcategories specified in the Regulation.

1. Quality and accessibility of information and internal regulations governing the operation of the doctoral school.

The self-assessment report presents a wide range of information activities directed towards applicants, including the publication of legal acts, recruitment regulations, and detailed guidelines on the Doctoral School's website and in the Public Information Bulletin (BIP). Information is published at least five months before the start of the recruitment process. Additionally, promotional activities are conducted through social media and during the annually organized "Doctoral School Open Days."

Experts positively evaluated the availability of basic information but pointed out the need to improve its clarity and transparency. Particular attention was drawn to the lack of a clear presentation of the full set of substantive evaluation criteria for candidates and the absence of a systematic description of the recruitment stages in English. Experts recommended introducing standardized assessment forms and full documentation in English, following best practices from high-performing doctoral schools.

2. Accessibility, clarity, and open nature of the recruitment rules and timeliness of their publication.

The recruitment rules at the Doctoral School of AKF are approved by the University Senate and published well in advance. The recruitment process is open, and the participation conditions are the same for all candidates.

Experts, after analyzing the documentation, highlighted the positive practice of timely publication of recruitment rules but also noted a lack of full transparency in the evaluation criteria. Although the scoring system is formally described, in practice it leaves too much room for subjective interpretation by members of the Recruitment Committee. There are also no formal provisions concerning detailed appeals analysis or mechanisms ensuring complete process transparency.

3. The procedure for conducting the competition referred to in Article 200(2) of the Law on Higher Education and Science.

The Doctoral School at AKF has implemented a two-stage recruitment model, involving the assessment of candidate documentation and a qualification interview. Candidates are evaluated based on the quality of their research project, scientific achievements, and motivation for undertaking doctoral studies.

The expert appreciated the multi-stage procedure but also pointed to the absence of fully objective, validated indicators for evaluating individual elements of the applications. Specific recommendations included:

implementation of standardized candidate assessment sheets (similar to those used at the Doctoral School of UMW),

publication of detailed partial rankings after each stage of recruitment

formalization of the appeals procedure, including the establishment of an independent appeals committee.

4. Consideration of the needs of candidates with disabilities.

The self-assessment report indicates that the recruitment process takes into account the

needs of candidates with disabilities, in line with the University's internal regulations. Candidates can submit individual requests, and their situations are reviewed by the Recruitment Committee.

Experts confirmed the presence of procedural provisions in this area but emphasized the lack of detailed data on the actual number of candidates with disabilities and the specific forms of support provided in previous recruitment cycles. The introduction of a monitoring and reporting system for the support offered to this group was recommended.

5. Methods for verifying candidates' aptitude for scientific research.

According to the self-assessment report, candidates are evaluated based on their research project, scientific achievements, participation in research projects, grade point average from their master's studies, and a qualification interview. The assessment follows a defined scoring system.

Experts positively evaluated the inclusion of diverse aspects of research aptitude but highlighted insufficient mechanisms for verifying the scientific quality of research projects. The appointment of a team of experts to assess projects in a standardized manner, with clearly defined quality criteria (e.g., innovativeness, feasibility, scientific value), was recommended.

6. The entity's diligence in improving the recruitment process.

The Doctoral School declares an annual analysis of the recruitment process, the organization of summary meetings, and adjustments to recruitment rules based on current needs.

Experts acknowledged that these activities are a good starting point; however, their formalization and systematic character remain insufficient. There is a lack of documentation confirming the implementation of changes in response to doctoral students' recommendations or the results of recruitment process analyses. Experts recommended introducing procedures for monitoring recruitment effectiveness and implementing a quality assessment system for the admissions process, based on recruitment outcomes and doctoral graduates' career trajectories.

Final conclusions and recommendations:

Taking into account both the content of the self-assessment report and the experts' prioritized opinion, the evaluation team concludes that the quality of the recruitment process at the Doctoral School of AKF in Krakow meets the basic formal requirements but requires the implementation of targeted improvement measures.

Identified strengths include:

timely publication of recruitment rules,
the use of a two-stage candidate assessment model,
consideration of the needs of candidates with disabilities,
initial efforts at recruitment process analysis and evaluation.

At the same time, the following key areas for **improvement** were identified:

enhancing the transparency and standardization of evaluation criteria,
formalizing appeals and candidate evaluation procedures,
strengthening the internationalization of the recruitment process,
implementing a systematic approach to analyzing the quality and effectiveness of recruitment,
introducing mechanisms to better align the recruitment process with current academic and socio-economic needs.

The evaluation team recommends that the Doctoral School of AKF in Krakow undertake corrective and developmental actions to fully align the recruitment process with the quality standards specified in the MEiN Regulation and with best practices implemented in leading

academic centers in Poland.

- **The quality of scientific or artistic guidance, and support in research:**

The evaluation of Criterion 5 was conducted in accordance with the requirements outlined in the Regulation of the Minister of Education and Science of 27 September 2021, considering the five specific aspects indicated in §2(5) of the Regulation:

- a) the procedures and criteria for appointing and changing supervisors or co-supervisors,
- b) the quality of cooperation between doctoral candidates and their supervisors, including mechanisms for resolving conflicts,
- c) the provision of appropriate conditions and support for doctoral candidates,
- d) the involvement of distinguished external experts in supporting doctoral candidates' research activities,
- e) the verification and evaluation of supervisors' and co-supervisors' work, as well as activities undertaken by the institution to improve the quality of supervision.

1. Procedures and criteria for appointing and changing supervisors or co-supervisors

According to the documentation provided and the expert opinion, the Doctoral School at AKF in Krakow has clearly defined procedures for the appointment and change of supervisors. This process is governed by the Doctoral School Regulations. Supervisors are appointed within three months of the candidate's enrolment, and applicants for the role of supervisor must meet specific formal and substantive criteria. Changes of supervisors are possible upon the doctoral candidate's request, subject to the submission of justification and the opinion of the previous supervisor.

The experts confirmed the clarity and compliance of these procedures with formal requirements. However, they recommended further specification of the selection criteria for supervisors, with particular emphasis on matching the supervisors' expertise with the specific research problems addressed in the doctoral dissertation.

2. Quality of cooperation between doctoral candidates and supervisors, including conflict resolution mechanisms

The Self-Evaluation Report indicates that doctoral candidates have not reported any problems in their relationships with supervisors to date. Thus far, there has been no need to implement mediation measures. However, the experts highlighted the absence of formalized procedures for conflict resolution as a significant shortcoming. They recommended the development of clear mechanisms to address potential disputes between doctoral candidates and supervisors, including clearly defined procedures for reporting issues, mediation, and decision-making processes within the Doctoral School's governance structures.

The experts also stressed the need to develop tools for systematic analysis of the quality of doctoral candidate-supervisor cooperation, going beyond the currently used survey forms and oral declarations made during the mid-term evaluation.

3. Provision of appropriate conditions and support for doctoral candidates

The Doctoral School ensures doctoral candidates have access to research infrastructure, including the resources of the Central Scientific Research Laboratory. The University also has internal regulations addressing support for doctoral candidates with disabilities and those who are parents. Experts positively assessed the University's activities in this area. Nevertheless, further strengthening of administrative and organizational support is recommended, along with improved documentation of how appropriate conditions for the implementation of Individual Research Plans (IRPs) are ensured. The experts emphasized the need for more detailed information on the types of support available to doctoral candidates at different stages of their education.

4. Involvement of distinguished external experts

The Doctoral School reports collaboration with three supervisors from outside the University and the involvement of three distinguished external specialists in the doctoral education process. Experts pointed out the absence of a detailed list of these individuals in the Self-Evaluation Report, as well as a lack of description regarding the scope and form of their engagement.

Therefore, it is recommended that future Self-Evaluation Reports include a specific list of such external experts, accompanied by a description of their contribution to the educational and research processes of the Doctoral School. It is also advisable to specify in which areas and to what extent their involvement enhances the research potential of doctoral candidates.

5. Verification and evaluation of supervisors' work and measures to improve the quality of academic supervision

According to the Self-Evaluation Report, the evaluation of supervisors' work is carried out through doctoral candidate surveys, analyzed by the Doctoral School Collegium during annual meetings. The results of these surveys serve as a basis for discussions on the quality of supervision and potential improvement actions.

Experts deemed the existing activities insufficient. They recommended the development of a systematic process for the evaluation of supervisors' performance, encompassing not only doctoral candidates' feedback but also the assessment of supervisors' involvement in IRP implementation, the quality of academic support, and the overall effectiveness of cooperation. Experts also highlighted the need to introduce a limit on the number of doctoral candidates under the supervision of a single supervisor, which would help ensure individualized academic supervision.

Final conclusions and recommendations of the Evaluation Team

Taking into account both the content of the Self-Evaluation Report and the experts' opinion (which serves as the primary basis for this compilation), the Evaluation Team concludes that the Doctoral School at AKF in Krakow has implemented several mechanisms aimed at ensuring the quality of academic supervision and support for research activities. However, in many areas, corrective and developmental actions are necessary.

The Evaluation Team recommends:

formalizing procedures for resolving conflicts between doctoral candidates and supervisors, refining the criteria for selecting supervisors, taking into account the alignment of their expertise with the doctoral research topic, developing a system for documenting and monitoring the quality of supervisory cooperation, providing a detailed list of external experts and their actual contributions to the doctoral education process, implementing a limit on the number of doctoral candidates assigned to a single supervisor, enhancing the transparency and availability of information regarding the support system for doctoral candidates.

In light of these findings, the Evaluation Team **recommends that** the Doctoral School implement the proposed changes in future doctoral training cycles, which will contribute to improving the quality of education at PQF level 8.

- **The reliability of the midterm evaluation:**

The evaluation of Criterion 6 by the Doctoral School at the University of Physical Education in Krakow (AKF Krakow) was conducted in accordance with the guidelines set out in § 2, point 6 of the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools. The analysis covered four key areas:

- a) the selection of criteria and objective rules for conducting the evaluation, as well as their availability and clarity,
- b) the composition and competencies of the evaluation committee,
- c) the timeliness and method of conducting the evaluation,
- d) the reliability of the measures undertaken by the institution to improve the evaluation process.

1. Criteria and Rules for Conducting the Mid-Term Evaluation.

According to the documentation provided by the Doctoral School, the detailed rules, criteria, and procedures for conducting the Mid-Term Evaluation are updated annually and published as a Director's Order. This information is made available to second-year doctoral students via the School's website and by email. The procedure consists of two stages: the assessment of documentation submitted by the doctoral candidate and an oral presentation with discussion before the Evaluation Committee (EC).

Experts confirmed that the criteria are clear, academically justified, and objective. The evaluation focuses on the implementation of the Individual Research Plan (IRP), assessing timeliness, the degree of progress, and the quality of activities undertaken. The criteria are accessible to all interested parties. Experts also positively assessed the documentation of the evaluation rules, highlighting the transparency of procedures and the availability of necessary document templates (e.g., Doctoral Student Report, Mid-Term Evaluation Form, Supervisor Cooperation Assessment Form).

2. Composition and Competence of the Evaluation Committee.

The Doctoral School appoints Evaluation Committees based on the opinion of the Doctoral School Council. The composition of each committee is approved by the Director of the Doctoral School and entered into the POL-on system. Committee members possess academic experience, significant research achievements, and relevant teaching and organizational competencies. The position of the committee chair is filled by an individual not acting as a supervisor for any evaluated doctoral student.

Experts confirmed that both the composition and qualifications of the committee members meet statutory requirements. They also emphasized that the process of verifying the competence of EC members is formally regulated and transparent.

3. Timeliness and Method of Conducting the Evaluation.

According to the self-assessment report, all Mid-Term Evaluations during the assessed period were conducted within statutory deadlines. The evaluation process includes both the analysis of documentation and the doctoral candidate's oral presentation before the committee. The evaluation results and their justification are communicated to doctoral students orally immediately after the committee meeting and subsequently delivered in written form as an administrative decision within three working days.

Experts positively assessed the timeliness of the Doctoral School's actions and the overall transparency of the process. The evaluation results are publicly announced via the University's Public Information Bulletin (BIP), providing an additional level of transparency.

4. Reliability of Actions Aimed at Improving the Evaluation Process.

Both the documentation and findings during the site visit indicated that the Doctoral School is

continuously implementing changes aimed at improving the mid-term evaluation process. Examples include updates to regulations, modifications of templates, and ongoing adjustments to procedures in response to the current needs of doctoral students and supervisors.

Experts acknowledged these efforts but also pointed out several significant areas requiring improvement:

lack of an appeal procedure: experts explicitly recommended developing and implementing a formal procedure that would allow doctoral students to appeal a negative mid-term evaluation outcome, including the possibility of a reassessment by a committee with a different composition,

quality of evaluation justifications: experts noted the need to improve the quality of the evaluation justifications. It is recommended that justifications provide specific guidance for the doctoral student regarding further scientific development and areas requiring improvement,

systematic monitoring of the process: experts stressed the necessity of implementing procedures that would enable regular monitoring of the quality of the mid-term evaluation process. The recommendation includes introducing mechanisms for collecting feedback from doctoral students and supervisors and analyzing the outcomes of these actions,

interpretive dilemmas within the Doctoral School Council: experts also noted ongoing discussions within the Doctoral School Council regarding the scope of the mid-term evaluation. Council members expressed uncertainty as to whether the evaluation should focus exclusively on the general methodological assumptions of the IRP and the implementation schedule for the doctoral dissertation or also include an assessment of the substantive quality of the IRP itself. According to the expert, resolving this issue and clearly defining the evaluation scope should be a priority in future evaluation cycles.

Final Conclusions and Recommendations.

Taking into account both the content of the self-assessment report and the experts' opinion (which constitutes the primary basis for this assessment), the Evaluation Team concludes that the Mid-Term Evaluation procedure at the Doctoral School of AKF Krakow has been planned and implemented in compliance with the applicable legal regulations and the institution's internal rules.

Strengths of the process include:

transparency and objectivity of the criteria,
high qualifications of committee members,
timeliness of actions,
openness of results.

At the same time, the Evaluation Team identifies the following areas requiring improvement:

development of a formal appeals procedure against the EC's decisions, in line with good academic practice,
improvement of the quality of evaluation justifications by providing detailed recommendations for doctoral students,
implementation of systematic monitoring and improvement mechanisms for the evaluation process, including feedback collection from doctoral students and supervisors,
resolution by the Doctoral School Council of the scope of the substantive content of the mid-term evaluation and clear definition of its objectives and expectations for doctoral students. In light of the above findings and considering the significance of the experts' opinion, the Evaluation Team **recommends** that the Doctoral School undertakes corrective actions in the

identified areas, which will contribute to further enhancing the quality of the Mid-Term Evaluation process and ensuring full compliance with the MEiN Regulation requirements.

- **Internationalisation:**

The evaluation of Criterion 7 by the Doctoral School of the University of Physical Culture in Krakow was conducted in accordance with the provisions of §2, point 7 of the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools. The analysis covered four key areas:

- a) The level of internationalisation of academic staff, including scientific mobility and engagement in the international academic community,
- b) The degree of internationalisation of the educational process and the scientific activities of doctoral candidates,
- c) The extent to which the needs of international doctoral candidates are addressed,
- d) Measures taken to increase the international visibility of the Doctoral School.

1. Internationalisation of academic staff.

According to the self-evaluation report, the academic staff of the Doctoral School undertakes certain internationalisation activities, including participation in the Erasmus+ programme, publication activity in journals listed in the JCR, and collaboration with foreign research institutions. Three academic teachers have declared their willingness to conduct classes in English.

However, as emphasized by the experts, the level of internationalisation among staff remains very low and is primarily incidental. Experts highlighted the lack of a systematic approach to inviting foreign lecturers, limited staff mobility, and insufficient involvement in international research projects, partnerships, or consortia.

It is recommended that measures be taken to enhance the scientific mobility of the teaching staff, intensify cooperation with foreign institutions, and implement systemic mechanisms to support the internationalisation of teaching personnel.

2. Internationalisation of the educational process and doctoral research activities.

The Doctoral School is undertaking actions aimed at enhancing the internationalisation of the educational process, including:

introduction of additional classes in English (five hours within one course and a single monographic lecture in the seventh semester),

making the Doctoral School website and selected regulations available in English,

facilitating participation in the Erasmus+ programme,

supporting participation in international scientific conferences.

Despite these initiatives, the expert assessed the degree of internationalisation of the educational process as insufficient. A key issue is the absence of formal requirements for including international components in doctoral candidates' Individual Research Plans (IRPs).

Only four doctoral candidates participated in international mobility programmes under Erasmus+ between 2019 and 2024, and there is a lack of an extensive advisory, grant support, or mentoring system in this area.

Experts recommended integrating mandatory internationalisation elements into IRPs, expanding the range of courses delivered in English, and systematically motivating doctoral candidates to engage in international research projects.

3. Addressing the needs of international doctoral candidates.

The Doctoral School has initiated preliminary steps to attract international doctoral candidates, including translating the website and selected regulations into English.

Nevertheless, both the self-evaluation report and the experts' assessment indicate the absence of a comprehensive institutional support system for international students.

Experts' stressed the need to implement dedicated adaptation, mentoring, and administrative

support procedures for international doctoral candidates. The recommendation includes appointing an Internationalisation Officer and establishing an advisory team responsible for supporting international students throughout their education.

4. Actions to enhance the international visibility of the Doctoral School.

The self-evaluation report notes the participation of the Doctoral School's representatives in international congresses on higher education internationalisation and the submission of an application for funding under the NAWA STER programme. Additionally, doctoral candidates participated in 36 international conferences, and the number of publications produced in international collaboration increased to 43.

Experts assessed these activities as positive but fragmentary and insufficient in light of current standards for internationalisation in higher education. Particularly concerning is the lack of active participation in international academic networks, rankings, and grant-funded projects supported by European and international funds.

It is recommended to develop a coherent strategy for promoting the Doctoral School abroad and to strengthen activities aimed at building international visibility, including strategic partnerships.

Final conclusions and recommendations:

Taking into account both the content of the self-evaluation report and the expert opinion (which serves as the primary basis for this assessment), the Evaluation Team concludes that the internationalisation activities of the Doctoral School of the University of Physical Culture in Krakow are at an early stage and require significant strengthening and systematisation.

The most important recommendations include:

implementing mandatory internationalisation components in doctoral candidates' Individual Research Plans,
increasing the number of courses delivered in English,
enhancing the mobility of academic staff and doctoral candidates through the development of international partnerships and participation in grant programmes,
establishing a comprehensive support system for international doctoral candidates, including mentoring, adaptation, and administrative guidance,
expanding the Doctoral School's international promotion strategy and actively participating in international research and educational networks,
appointing an Internationalisation Officer and an advisory team dedicated to mobility and grant acquisition.

The Evaluation Team emphasizes that the implementation of these actions is essential for raising the level of internationalisation at the Doctoral School of the University of Physical Culture in Krakow and for the full achievement of the requirements set out in the Regulation of the Minister of Education and Science concerning Criterion 7.

- **The effectiveness of the doctoral education:**

The evaluation of Criterion 8 by the Doctoral School of the University of Physical Culture (AKF) in Krakow was conducted in accordance with §2, section 8 of the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools. The assessment process incorporated both the content of the self-assessment report submitted by the School and the expert's opinion, which—consistent with the adopted evaluation methodology—served as the primary basis for preparing this synthesis. The analysis of doctoral education effectiveness was carried out with reference to the five specific aspects outlined in the Regulation:

- a) Timeliness of completing education in the doctoral school in accordance with the study programme;
- b) The percentage of individuals who obtained the doctoral degree after completing education in the doctoral school in relation to the total number of doctoral students who completed education in the doctoral school during the evaluation period;
- c) The level of scientific or artistic achievements of doctoral students, particularly those related to the research or artistic activities defined in the individual research plan (IPB);
- d) The implementation of doctoral students' evaluation of the quality of education, the results of this evaluation, and how the Doctoral School uses these results to improve the education process;
- e) The manner in which the Doctoral School utilizes the outcomes of monitoring the professional careers of individuals who completed education in the doctoral school and those who obtained the doctoral degree thereafter.

1. Timeliness of Completing Education.

During the evaluation period, 44% of doctoral students completed their education at the Doctoral School. Of this group, seven doctoral students completed their education on time or earlier than scheduled in the study programme, while nine students received an extension for submitting their doctoral dissertations, as per internal regulations (§22 of the Doctoral School Regulations). The Doctoral School highlighted that the COVID-19 pandemic was a significant factor contributing to delays in the submission process.

Experts, upon analyzing these data, pointed out the need to enhance effectiveness in motivating doctoral students to submit their dissertations within the prescribed timeframe. It was noted that while the timeliness rate is moderately satisfactory, corrective measures are necessary to improve this indicator further.

2. Percentage of Doctoral Graduates Awarded the Doctoral Degree.

Of the nine doctoral students who completed education within the required timeframe, all submitted applications to initiate doctoral proceedings. At the time of report preparation, four individuals (44%) had been awarded the doctoral degree, while one doctoral student received a negative decision. The remaining candidates are currently undergoing doctoral procedures. In evaluating these indicators, the expert concluded that, although the percentage of doctoral degrees awarded aligns with national trends for newly established doctoral schools, it still leaves room for improvement, especially when compared to universities with a longer tradition and stronger research profile.

3. Level of Doctoral Students' Scientific Achievements.

The self-assessment report highlights the high quality of doctoral students' research achievements, including a significant number of publications in Web of Science and Scopus-indexed journals, participation in international conferences (a total of 36 conference presentations during the evaluation period), and the completion of an industrial PhD project

with high application relevance.

Experts positively assessed the achievements of selected doctoral students, with particular emphasis on the industrial PhD project related to the rehabilitation exoskeleton developed within the DreamMotion project. Nevertheless, the expert also pointed out the need for a clearer connection between the documented research outputs and the learning outcomes assigned to Polish Qualifications Framework (PQF) level 8.

Two key issues were identified:

Fragmentary documentation of learning outcomes – there is a lack of a precise mapping of doctoral students' achievements against the intended learning outcomes at both the programme and IPB levels.

Over-fragmentation and redundancy of learning outcomes – an excessive number of partially overlapping and overly detailed learning outcomes hampers the clear and coherent evaluation of doctoral students' progress.

Experts recommended an urgent restructuring and update of the learning outcomes catalogue, along with their transparent alignment with individual programme components.

4. Evaluation of Education Quality by Doctoral Students.

According to the self-assessment report, the process of evaluating education quality by doctoral students is based on annual surveys and feedback collected during mid-term evaluations. However, during the site visit, doctoral students expressed a need to modify the survey format, indicating that the lack of full anonymity currently limits their willingness to provide honest and open feedback.

The expert considered this aspect critical for further improving education quality and recommended implementing a new system of anonymous evaluation surveys that would guarantee doctoral students full confidentiality and encourage more candid and constructive responses.

5. Utilization of Career Monitoring Results.

The Doctoral School reports collaboration with the University Career Office in monitoring the career paths of graduates, utilizing data from the ELA system and internal surveys. However, experts noted the absence of concrete evidence demonstrating the practical use of these monitoring results in designing and implementing measures to enhance the education process.

Therefore, experts recommended formalizing the process of analyzing graduate career outcomes and developing mechanisms to ensure that these insights inform ongoing curriculum development and improvements in doctoral education.

Final Conclusions and Recommendations of the Evaluation Team

Taking into account both the content of the self-assessment report and the expert's opinion (which holds priority status in this evaluation), the Evaluation Team concludes that the Doctoral School of the University of Physical Culture in Krakow has implemented a range of measures aimed at ensuring the effectiveness of doctoral education. The following strengths were identified:

a relatively high percentage of doctoral students completing education on time or with only short extensions,

a commendable level of scientific achievement among some doctoral students, especially in terms of publications in JCR-indexed journals and participation in applied research projects, active involvement of doctoral students in international scientific conferences.

However, the Evaluation Team also identified several areas requiring corrective action:

the need to develop a precise mapping of learning outcomes to programme components and

individual research plans (IPBs),
updating the doctoral study programme to better reflect contemporary scientific and technological challenges,
ensuring full anonymity in the doctoral student survey process,
implementing systematic use of graduate career monitoring results to improve education quality,
developing support procedures for doctoral students experiencing difficulties in completing their dissertations on time.

Given the weight of the experts' opinion and the applicable legal regulations, the Evaluation Panel recommends that the Doctoral School undertake these corrective actions to enhance the overall effectiveness of doctoral education and achieve full compliance with the requirements set out in the Regulation of the Minister of Education and Science regarding Criterion 8.

V. FINAL OPINION AND RECOMMENDATIONS

Summary and Final Conclusions

The evaluation of the quality of education at the Doctoral School of the University of Physical Culture) named after Bronisław Czech in Kraków was conducted in accordance with the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools, issued on the basis of Article 263 of the Act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws of 2021, items 478, 619, and 1630). The evaluation process took into account both the content of the self-evaluation report prepared by the Doctoral School and the expert opinions, which—according to the applicable methodology—constituted the primary source of analysis and the basis for formulating the present conclusions.

The analysis carried out by the Evaluation Team demonstrated that the Doctoral School of the University of Physical Culture in Kraków meets the expected formal requirements defined in law in many areas. Nevertheless, in certain criteria, corrective and developmental measures are necessary.

Criterion 1 – adequacy of the educational programme and individual research plans (IRPs) in relation to the intended learning outcomes, the Evaluation Team found that the implemented solutions comply with formal requirements but require further clarification and refinement. In particular, a stronger linkage between IRPs and the PQF level 8 learning outcomes is needed, as well as a reinforcement of interdisciplinary elements.

Criterion 2 – methods of verifying learning outcomes, although mechanisms of assessment have been implemented, the process requires further development, formalisation, and greater transparency. The experts clearly emphasised the need for documentation at every stage of verification and for archiving samples of doctoral students' work.

Criterion 3 – qualifications of academic teachers and research staff involved in doctoral training, the Team acknowledged a stable and sizeable teaching staff, but pointed to the necessity of systematic periodic evaluation of academic staff, the expansion of activities aimed at strengthening teaching and research competences, and a higher level of internationalisation among faculty members.

Criterion 4 – quality of the recruitment process was positive. Nevertheless, the need for enhanced transparency, the introduction of formalised appeal procedures, and measures aimed at internationalising recruitment were identified.

Criterion 5 – quality of academic supervision and support for research activities, the Evaluation Team noted the existing support mechanisms for doctoral students, while recommending improvements through the formalisation of criteria for selecting supervisors, monitoring the quality of supervisory cooperation, and implementing limits on the number of doctoral students per supervisor.

Criterion 6 – reliability of the mid-term evaluation process received a positive assessment. Recommendations included the introduction of an appeal procedure, more detailed justifications of evaluations, and the development of a system for collecting feedback from doctoral students and supervisors.

Criterion 7 – internationalisation, the Evaluation Team, based on expert findings, emphasised that the degree of implementation in this area is insufficient. The Doctoral School should adopt a more comprehensive internationalisation strategy, covering both organisational and substantive

measures, such as increasing the number of courses delivered in English, expanding mobility opportunities, and establishing new international partnerships.

Criterion 8 – effectiveness of doctoral education, the Evaluation Team acknowledged that the Doctoral School meets formal requirements. However, it is advisable to initiate actions aimed at further improving performance indicators, including stronger mechanisms for monitoring graduate career paths and enhanced support for students experiencing difficulties in completing their studies within the expected timeframe.

The Evaluation Team also recommended strengthening cooperation between the Doctoral School and the Doctoral Student Council. The experts explicitly highlighted the need to formalise the participation of doctoral student representatives in decision-making bodies and to implement a permanent consultation system.

In light of the above findings, the Evaluation Team recommends that the authorities of the University of Physical Culture named after Bronisław Czech in Kraków undertake corrective and developmental actions in the areas identified in the detailed recommendations for each criterion. The Team further emphasises that the implementation of these recommendations should be regarded not only as a formal requirement under the Regulation of the Minister of Education and Science of 27 September 2021, but above all as an opportunity to enhance the quality of doctoral education, improve the competitive position of the Doctoral School of the University of Physical Education in Kraków, and increase its attractiveness in both the national and international academic environment. The Doctoral School should be perceived primarily as a centre for the development of the University's future research and teaching staff.

The Evaluation Team's final recommendation is to subject the implementation of corrective measures to systematic internal monitoring, with the inclusion of feedback from doctoral students, supervisors, and representatives of the Doctoral Student Council.

Final Conclusion

Taking into account the comprehensive analysis of the functioning of the Doctoral School of the University of Physical Culture named after Bronisław Czech in Kraków, in light of the requirements defined in the Regulation of the Minister of Education and Science of 27 September 2021, the Evaluation Team issues a positive assessment of the quality of education at the Doctoral School.

The School fulfils the formal requirements in most of the areas examined, and in those where shortcomings or deficiencies were identified, the authorities of the unit expressed their commitment to addressing them systematically. The Evaluation Team recognises positive practices, such as the implementation of recruitment procedures, the regular conduct of mid-term evaluations, and the undertaking of activities to support doctoral students.

At the same time, given the significant number of recommendations that should be implemented in the near future, the Evaluation Team recommends that the next evaluation of the Doctoral School of the University of Physical Culture in Kraków be conducted no later than two years after the date of the Science Evaluation Commission's decision on this assessment.

The purpose of the subsequent evaluation should be to verify the extent of implementation of improvement measures and to assess the effectiveness of the changes introduced with regard to the quality of doctoral education.

The Evaluation Team stresses that maintaining a clearly positive trajectory of development and fully implementing the recommended corrective measures may, in the future, result in an even higher evaluation of the quality of the Doctoral School's performance.

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

The System of Evaluation of Doctoral Schools is financed by
the Minister of Science and Higher Education.

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Minister of Science and Higher Education
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